



# ***KINGS CAPLE PRIMARY ACADEMY***

**PROSPECTUS 2024/25**

## Introduction to Kings Caple Primary Academy



Primary education is an intrinsically important period of a child's life where basic skills are acquired and the values of mutual courtesy, respect and socially acceptable behaviour are instilled. For parents, the choice of primary school can be a time of indecision and confusion.

We hope that our prospectus conveys the nature of the learning environment that we offer and the rich variety of curricular, non-curricular and pastoral offerings we offer our children. We try to give an insight into all aspects of school life at Kings Caple, our

mission and ethos. We encourage prospective parents to visit the school and chat with us about their children, their personality and particular needs. This close parent-school relationship is then developed throughout the child's education with us.

We are a small, friendly school where we know each child individually enabling us to fully cater for their unique needs. We like to celebrate good work, good behaviour, achievements and happy occasions and in this way foster a caring and nurturing atmosphere within which each child can grow and develop.

The development of the whole child – academic, moral and spiritual - engenders all the activities at school and permeates all that we do. Building children's confidence and self-esteem is paramount. Learning takes place in a rich and stimulating environment with opportunities for research and investigation. High standards of achievement are combined with a broad and balanced curriculum with the emphasis on creativity and the enjoyment of discovery.

We ensure that each child knows that their views are listened to and valued, that we care about each one of them as individuals and help them to have a sense of purpose. They learn to accept that by trying things and coping with minor failures, they develop new skills and understanding. Children are nurtured by example, encouraged and praised.

At Kings Caple we teach our children to:

- recognise their responsibilities, to distinguish between right and wrong and to have respect for other people and themselves
- understand the opinions of others and have respect for their own property and that of other people
- care for and support each other in and out of school, preparing them to be intrinsic members of society.

# CONTENTS

SCHOOL STAFF.....	4
TEACHING STAFF .....	4
NON-TEACHING STAFF .....	4
GOVERNANCE & ORGANISATION .....	5
INFORMATION FOR PARENTS.....	7
OFSTED INSPECTION.....	7
SCHOOL TIMES .....	7
BREAKFAST CLUB.....	7
ATTENDANCE .....	8
VISITING SCHOOL, ADMISSION AND CONSULTATION .....	8
EQUAL OPPORTUNITIES/INCLUSION .....	9
REPORTS AND PARENTS' EVENINGS .....	9
BEHAVIOUR .....	9
SCHOOL SECURITY & SAFEGUARDING/CHILD PROTECTION.....	10
OUR SCHOOL MOTTO AND AIMS .....	10
SCHOOL ORGANISATION .....	11
ORGANISATION OF CLASSES.....	11-12
SCHOOL RULES .....	13
AWARDS AND SANCTIONS .....	13
EXCLUSION OF PUPILS .....	14
PUPIL PREMIUM .....	14
PASTORAL CARE.....	14
SCHOOL HEALTH SERVICE.....	15
ACCIDENTS.....	15
MEDICINES IN SCHOOL.....	15
UNIFORM.....	16
AFTER SCHOOL CLUBS .....	16
COLLECTING MONEY IN SCHOOL .....	17
SCHOOL MEALS & MILK.....	17
LUNCHTIMES .....	18
BREAKTIMES .....	18
PTFA.....	18
LINKS WITH THE COMMUNITY .....	18
OUTDOOR LEARNING .....	19
THE SCHOOL CURRICULUM .....	19
PHONICS .....	20
EYFS .....	20
CURRICULUM SUBJECTS.....	20-25
HOMEWORK.....	25
TOPIC.....	25
ONLINE SAFETY POLICY.....	25
SEX EDUCATION POLICY .....	25
SPECIAL EDUCATIONAL NEEDS.....	26
ASSESSMENT .....	26
COMPLAINTS .....	27
SCHOOL DOCUMENTS.....	28
SCHOOL TERMS AND HOLIDAY DATES .....	29
SECONDARY SCHOOLS.....	30

## CONTACTS - SCHOOL STAFF

### ACADEMIC STAFF

Executive Head	Mrs A Taylor
Class 1 Teacher (Years R,1 & 2)	Mrs S Talboys
Class 2 Teacher (Years 3,4,5 & 6)	Ms Gemma Hales
Specialist Teacher of PE	Mrs J Haines

### NON-TEACHING STAFF

Miss Clare Phipps	Office Administrator
Mrs Carole Meredith	Class 2 TA; Cover Supervisor; Lunchtime Supervisor Emotional Literacy Support Assistant
Mrs Linda Fry	Class 1 TA; Cover Supervisor; Breakfast Club Supervisor
Head of Safeguarding	Mrs J McColl
Head of Special Educational Needs	Mrs Z Beecham
Site Manager	Mr Tony Meredith

### LOCAL AUTHORITY

<b>Herefordshire Council (Schools &amp; Education)</b>	Plough Lane Hereford HR4 0LE
<b>Email:</b>	<a href="https://www.herefordshire.gov.uk/schools-education">https://www.herefordshire.gov.uk/schools-education</a>
<b>Telephone</b>	01432 260000

## GOVERNANCE & ORGANISATION

(as at Summer 2024)

The principles of governance are the same in academies as in maintained schools, but the governing body has greater autonomy. Academies are required to have at least two parent governors.

The Local Advisory Body (Governors) meets each term to discuss the day-to-day running of the school and to monitor achievements. It includes representatives from parents, staff and members of the wider community and a full listing of members is provided below. Mrs Sarah Elwine is the current Chair of the Local Advisory Body.

Name	Position
Mrs S Elwine	Co-opted Governor/ Chair
Mr M Fellows	Parent Governor
Mr D Harding	Parent Governor
Mr B Garrod	Co-opted Governor/Parent
Ms F Tickridge-Marshall	Co-opted Governor/Parent
Mrs A Taylor	Executive Head Teacher
Vacant	Teaching Staff Governor
Kate Miller	Teaching (LSA) Governor

Kings Caple is an Academy and part of HMFA (Herefordshire Marches Federation of Academies). Other schools in HMFA include: Lord Scudamore, Sutton, St Weonard's, Pencombe, Llangrove, Clehonger and Marden.

Within the Federation each school maintains its identity and character but benefits from:

- An ability to use shared systems;
- An opportunity for children to work together;
- Pooled experience and resources;
- Shared personnel and staff development;
- Economies of scale;
- The power of collaboration and the removal of isolation.

On a day to day basis we are a small village school but as a part of HMFA we are able to leverage resources that would otherwise not be available to us. This includes for example, mentoring, counselling, specialised teaching, additional SEN resources and financial benefits associated with bulk purchase. It also benefits the children who are able to benefit from small class sizes but also opportunities to integrate with their peers from other schools through larger sporting and academic events involving schools within the whole federation.

### **Funding**

Academies receive the same level of per-pupil funding as they would receive from the local authority as a maintained school, plus additions to cover the services that are no longer provided for them by the local authority. However, academies have greater freedom over how they use their budgets to best benefit their pupils. Academies receive their funding directly from the Education and Skills Funding Agency (ESFA) rather than from local authorities.



## INFORMATION FOR PARENTS

<b>School Address</b>	Kings Caple, Hereford, HR1 4TZ
<b>Telephone</b>	01432 840267
<b>School email</b>	admin@kingscaple.hmfa.org.uk
<b>School Website</b>	www.kingscaple.hmfa.org.uk



### OFSTED INSPECTION



At the school's last inspection by Ofsted, the school was graded 'Outstanding' in all areas, namely:

- The achievement of pupils
- The quality of teaching
- Behaviour and safety
- Leadership and management.

Ofsted said of the school:

*... "The school has many strengths, notably the very individualised education and care it provides for its pupils, and the vibrant family atmosphere which permeates everywhere. Pupils and their parents and carers are exceptionally positive about their school and express much happiness about the education it provides."*



### SCHOOL TIMES



Registration is at 8.45 am. The gate opens at 8.35am and the bell rings at 8.40am. Children are in their classrooms ready to learn and for registration at 8.45am. Lunchtime is from 12.00 – 1.00 pm and the school day ends at 3.15 pm. All the children have a 15-minute morning break between 10.30am and 10.45am



### BREAKFAST CLUB

The school operates a Breakfast Club to assist working parents or those that have commitments prior to 8.45am. Breakfast Club starts at 8.00am and runs until 8.45am. Children attending the Club are supervised and offered breakfast consisting of a variety of cereals, toast and fruit. The breakfast menu complies with current food standards. The cost is £3.30 a day per child or £16.50 per week.





## **ATTENDANCE**

Children of statutory school age are required by law to attend school regularly and at the times stated. (Statutory school age means from the first day of the term after the child's fifth birthday, until the child leaves at age sixteen.)

Any absence must be accounted for by a phone call to the school by 8.45am. Registers are taken at 8.45am and any child arriving after this time but before 8.55am will be marked in the register as late. Any child arriving after 8.55am without explanation will be marked as an unauthorised absence.

No child may be released from school during the school day unless a request has been made by the parent or carer – this is for the child's safety. Any child leaving the school premises during the day will need to be signed out by a parent/carer. If a parent wishes a child to be excused from swimming, games or any other physical activity, for medical or other reasons, a letter requesting this should be sent to the school.

Parents have no automatic right, by law, for their children to be absent from school during term time. Parents contemplating holidays or other absences during school time should first discuss the implications with the Headteacher before making any commitments. Parents should ensure that they do not absent their children from school during the exam period (dates available from the Head of School/Headteacher). All applications must be made in writing to Mrs Taylor, Executive Head, by the parent/carer who will then take into consideration the circumstances of the request before making a decision.



## **VISITING SCHOOL, ADMISSION AND CONSULTATION**

We very much welcome visits to school by prospective parents. The local authority deals with all admissions to Kings Caple Primary Academy. Parents of children due to commence reception the following year apply online. Please visit <https://www.herefordshire.gov.uk/schools-education/primary-school-admissions/3> . Parents with children who are undertaking a sideways entry or 'In Year Transfer' from another school should complete an in-year-transfer form.

Children can be admitted to school at the beginning of the academic year during which they become five. However, we encourage all children to start full time school in the September following their fourth birthday. This is to ensure they have a full three terms in the reception class before moving on to the work in Year 1. However, admission may also take place in the following January if the child is felt not to be sufficiently mature or if a further term in pre-school care would be beneficial (this is only for children who are 5 after 31 December of that year). Please contact the school to discuss the appropriate time for your child to start.

During the term preceding full time entry, several half days are offered so your child can spend time in the infant class becoming familiar with the other children and the adults in school. These dates will be sent out during the preceding half term.



Priority in the allocation of places is given to those pupils living in the area contributory to the school, but if spare accommodation within the operational capacity of the school is available, after all these needs have been satisfied, requests from parents living outside the area can be considered. Kings Caple's Admissions Policy is available on the school's website and it fully explains the method of allocating all reception places.

Prior to starting school at Kings Caple and application pack must be completed including admission forms, medical information and parental consents.

If you wish to see the Head of School or Executive Head, please make an appointment either by email or by telephone. A copy of the School's Admissions Policy is available on the website or via school.



### **EQUAL OPPORTUNITIES / INCLUSION**

All children are given an equal opportunity to share in all subjects in the curriculum and there are no exclusions for any reason of gender, culture or special educational needs. We promote the principles of fairness and justice for all and we ensure that all pupils have equal access to the full range of educational opportunities that we provide. Our Equal Opportunities Policy and our Equality Objectives are published on our website.

The school has produced an accessibility plan, which details the arrangements made to ensure equal access to the premises and the curriculum for all children.



### **REPORTS AND PARENTS' EVENINGS**

We are a small school and as such informal parent-teacher interaction can be maintained easily on a daily basis. Formal interaction occurs through reports and parent's evenings. Parents receive a written report in the summer term, detailing their child's progress, targets and performance with regard to the National Curriculum. Parent's evenings are held once a year usually in the spring term. If extra consultation is necessary, alternative arrangements can be made with the individual teacher concerned.

We utilise several electronic platforms to communicate with parents, namely text messaging via our MIS (ScholarPack), Tapestry for Reception pupils together with the school's website and social media platforms.



### **BEHAVIOUR**

Children in the school have been fully involved in the process of deciding on a series of school rules and the consequences pertaining to each.

In the very few instances when pupils make choices that are not in line with our expectations, the consequences of their actions are clearly outlined to them. We take swift action to deal with any

incidents of bullying and the children and parents or carers are encouraged to discuss any problems at an early stage.

In extreme cases of behavioural concern, parents or carers will be contacted and the matter will be dealt with by the Head of School and Executive Head. The Executive Head Teacher, in consultation with the Governing Body, can in exceptional circumstance, exclude children from school. The school's 'Exclusion Policy' is also available on the website.



## **SCHOOL SECURITY & SAFEGUARDING/CHILD PROTECTION**

All children have a right to feel safe, secure, and free from fears and harm. It is a guiding principle of the law and child protection and welfare procedures will always be our first priority. The safeguarding/child protection policy outlines these details clearly, and can be seen in school at request, and again is published on the school's website. Mrs Jan McColl is HMFA Director of Safeguarding and is responsible for child protection and safeguarding. Mrs Talboys (Class 1 Teacher) has also received Level 5 Safeguarding training.

All visitors to the school must report to the school office where they are required to sign in and wear a visitors' badge. The school has a Visitor's Policy, which is available on our website, and those visiting to work with children are required to produce their Disclosure Number. The school perimeter is enclosed.

## **OUR SCHOOL MOTTO AND AIMS**

***"Developing your child's individual potential in a friendly and supportive environment and so preparing them to meet the challenges of the future"***



Our school aims are as follows:

- To create a stimulating, safe, friendly and supportive atmosphere at Kings Caple Primary Academy in which all children are encouraged to develop lively, enquiring minds and a love of learning, which will help them find out about their world.
- That an early partnership should be forged between parents and school to create a unity of purpose and attitude towards the value of education and school.
- To ensure that children have a voice on school issues and are involved in school development and decision-making. (Schools Council/Circle Time)
- To ensure that all children have equal access to all opportunities occurring at the school and that barriers to learning are removed.
- To ensure that all children have every opportunity to develop their own personalities and abilities to the full, as well as respecting the needs of others.
- To develop an understanding of ethical, moral and spiritual values in an atmosphere of mutual respect and consideration of others. (Values Education, programme used for assemblies and throughout the curriculum).
- To encourage children to share in a wealth of experiences through creativity and involvement with the wider community.
- To ensure that children are encouraged to progress according to their ability, experiencing success in as many areas of school life as possible.

## ***“The Small School with BIG opportunities”***

### **SCHOOL & CLASS ORGANISATION**

The school is a co-educational day school catering for children aged between 4 and 11 years. It has two mixed aged classes. Class 1 comprises of the Early Years Foundation Stage (Reception) and Years 1 and 2. Class 2 comprises Years 3, 4, 5 and 6.

A typical day is structured as follows:

8.45am – 9.15am	-	Phonics/Basic Skills/Reading
9.15am – 10.30am	-	Lesson
10.30am – 10.45am	-	Morning break
10.45am – 12.00 noon	-	Lesson

12.00 noon – 1.00pm - Lunchtime  
 1.00pm – 3.15pm - Lessons



### Class 1



Mrs Talboys is the teacher of this class. The children have a large classroom with an Interactive Whiteboard, an additional activity area and an outdoor area. They use all of these areas to enjoy a creative curriculum with practical learning activities and the opportunity to find things out for themselves.

#### **Class 1 – ‘Break out’ area**

The new reception children settle into school life very quickly, with older children in the class to model and support while they learn routines. There is a Classroom Assistant and occasional other voluntary help which means that the children have a high level of individual attention.

Children’s progress is assessed within the first year using the Foundation Stage Profile. This provides information about the child’s starting points across many areas of the curriculum.

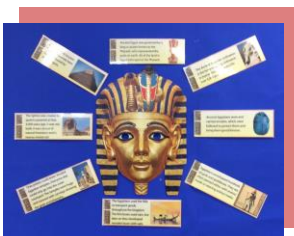
Our Early Years children (the children in their reception year) are well catered for. In the mornings they are grouped separately from the older children and encouraged to learn through a programme of structured and child-initiated play activities. There is a role-play area, dressing up equipment, outdoor play-house and a variety of larger, outdoor items for their use. A recently established resource area provides a wide range of materials for them to choose for play activities. There is a separate collection of pre-school reading material, which the children are encouraged to borrow and take home to share right from their first pre-visit.

Children from Reception onwards should be sharing books and reading at home as much as possible. All children have a reading book with a diary stored in a reading bag. In addition, they may be sent home with sounds and words in a book for them to read and look at the letter formation, which they can then copy. They are encouraged to spot the sounds in other books or games they play in school. Just 10 minutes a day can be beneficial, as can talking to the child about what they have read and asking them questions to help develop their understanding.

All KS1 children have a daily phonics session. The school utilises ‘Floppy Phonics’ and a wide range of reading resources. In the books they bring home there are some activities at the front and back of the books to help check they have remembered the sounds they have learnt in class and reinforce the systematic reading approach.



### Class 2



Ms Hales is the teacher of Class 2 (year 3,4,5 & 6). The whole of Class 2 have the opportunity, every year, to join with dances, singing and performances at the Courtyard Theatre. Year 6 children have the

opportunity to join the children from across the HMFA on residential trips and in sporting tournaments.

The children are assessed at regular intervals throughout each year and at the end of each academic year to ascertain progress and inform future planning. Children in Year 4 take the national Multiplication Tables Check exercise. At the end of Year 6, the children sit statutory tests. These tests are marked externally. Parents are informed of the results. The scores are also sent onto secondary schools.

The whole school (with the exception of Reception) participates in a week long intensive swimming session in the summer term. They have the opportunity to earn badges and become more confident in the water.

The school also has a programme of Outdoor Learning allowing children to leave the classroom to embed learning through a series of outside activities based on nature and the natural world.

Children in Key Stage 2 are also encouraged to read as much and as widely as possible. Membership of the Public Library service provides an excellent opportunity for children to have access to a wide range of fiction and non-fiction books.



## **SCHOOL RULES**

School rules are kept to a minimum and are there to ensure:

1. The safety of the child.
2. That every child has a fair opportunity to study.
3. That the child is polite, clean and tidy.



You will find a list of school rules displayed in school.

Pupils must not bring valuables to school or leave money, watches or other expensive articles unattended. Any valuable, personal items divested during PE and Games must be given to the teacher in charge of the class. Accidental damage insurance remains your responsibility and can probably be included with your normal household policies.

We discourage children from having mobile telephones in school. If there are truly exceptional circumstances that have been discussed with a senior member of staff, a pupil may be given permission for a mobile phone to be left in the school office.



## **AWARDS AND SANCTIONS**



We believe that all children have the right to learn and that teachers have the right to teach in a safe and secure environment. The school ethos focuses on positive reinforcement of good behaviour. Children who show considerate behaviour and work hard will be praised. The school rules are developed in co-operation with the children, they are discussed regularly and are displayed around the school.

Children are encouraged to have a caring attitude towards other people, with respect for their own and other people's property.

A range of reward strategies are used by class teachers. KS2 children are given specific responsibilities within the school and are rewarded for carrying these out effectively.

Celebration Assemblies are held every Friday. Children are awarded certificates for achievement or effort. Parents are invited to a selection of assemblies throughout the year.



### **EXCLUSION OF PUPILS**

We have no desire to suspend or exclude any child but we will do so if the behaviour of any individual threatens the safety or quality of learning of other children. The school's Suspension & Permanent Exclusion Policy is published on our website.



### **PUPIL PREMIUM ALLOCATION**

Pupil Premium allocations and the areas on which it is spent, together with its impact is provided in statements on the school's website: [www.kingscapse.hmfa.org.uk](http://www.kingscapse.hmfa.org.uk). Similarly, Sports Premium statements are also available on the website.



### **PASTORAL CARE**

The school has a number of mechanisms in place to ensure that children are happy during their school day.

The care of pupils on a day-to-day basis is the responsibility of the Class Teacher. In addition to this, there are identified members of staff who have specific responsibilities to ensure that the welfare of your child is assured. In the event of your child becoming ill whilst at school, or suffering an injury, we will always do our best to contact parents. When you admit your child to school, you will be asked to give emergency contact telephone numbers for this purpose. We request that parents/carers inform us immediately of any changes to contact details. At the end of each academic year, we ask parents to check the information that we hold for each child.



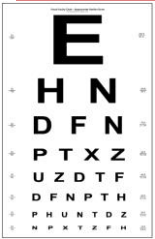
There are several staff qualified in paediatric first aid (including the TA in Class 1/Reception). The care of your child is maintained throughout the day and all lunchtime supervisors are able to recognise and deal with incidents of bullying. The Supervisors play an active role in promoting the playing of games and healthy play.

**SCHOOL COUNCIL.** Every Kings Capse pupil is a member of the school council and they have collectively agreed their aims and objectives. Each week in assembly, these aims and objectives are reviewed and suggestions are made for how they can be achieved. Progress against objectives monitored weekly in assemblies.

**ADULT COUNSELLORS** – Children also have access to a number of adult counsellors to whom they can talk if they have a problem.



### **SCHOOL HEALTH SERVICE**



Children's height, weight, hearing and eyesight are checked at certain points through their primary school years. Parents will be notified before these checks are undertaken and given the option for their child to 'opt out'.

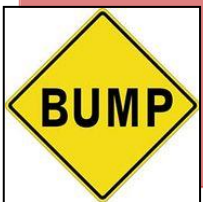
When a child is admitted to Kings Caple, the school collects relevant medical history that may affect their general development and education. Details of any referrals to outside agencies such as speech and language therapy, occupational therapy or pre-school agencies should be mentioned.

If there are any concerns regarding a child's health at school, parents will be contacted by telephone.

We operate a policy of 'NO NUTS' in school.



### **ACCIDENTS**



Minor bumps and scratches will be dealt with in school by a qualified First-Aider, but if we are not satisfied we will, whenever possible, contact you and suggest you take your child to your family doctor. If the injury is to the head or of a more serious nature it will be recorded in the school accident book and parents will be informed either by letter or by phone call. In very serious instances, an ambulance will be called directly by the school. If the case is urgent, and we cannot contact you, we will take the child to the hospital and inform you of our action.



### **MEDICINES IN SCHOOL**

We are not allowed to administer any medicines unless prescribed by a doctor. Medicines to be administered in school should be labelled clearly with the child's name and dosage details and a form filled in by a parent at the school office. A record book is used to ensure that medicines are given at the appropriate time.

On admission to school, parents/carers are asked to complete an asthma care plan if applicable. Health care plans will be needed for other medical issues where a child requires medical treatment during the school day (eg, epi-pens). Children's inhalers are kept in the appropriate classroom and transported to playground/trips wherever the child is. Expiry dates for inhalers are checked regularly, as are any emergency inhalers that the school keeps on site.





## UNIFORM

Children at Kings Caple Primary Academy wear school uniform. We believe that wearing uniform reflects a pride in our school as well as presenting a smart and unified appearance. The uniform is as follows:

- Dark red sweatshirt or cardigan with/without school logo.
- Gold polo shirt with/without school logo (short and long sleeve).
- Black or dark grey skirt/trousers/shorts.
- Dark red gingham dress in the summer.
- Reading bag.

The school's PE kit comprises:

- Gold T-shirt with/without logo.
- Black shorts.
- Trainers.
- Tracksuit/warm sweatshirt and jogging trousers for winter.

All items with a school logo can be purchased via our supplier. A detailed price list with sizing is available from the school office and on the school website: [www.kingscaple.hereford.sch.uk](http://www.kingscaple.hereford.sch.uk). A selection of other school clothing is also available which includes a reversible jacket and PE bag. Again, the school office can provide full details. School colour non-logo uniform is acceptable if preferred and throughout the school year we offer parents second-hand uniform in return for a small donation.

All items of uniform should have the child's name clearly marked to prevent them getting mixed up or lost. PE kits should be placed in a bag marked with the child's name. Please avoid using plastic bags/carriers – they split easily and there are identification problems. PE kits are worn to school on PE days.

All children in years 1-6 attending swimming will require a suitable bag containing a towel, swimming costume and hat. Letters from parents/guardians are required for those children not taking part in timetabled lessons, such as PE, Games and Swimming.

Loss or damage of any personal property of any description (whether it belongs to staff, pupils, voluntary helpers or other visitors to school) is not covered by insurance policies.



## AFTER SCHOOL CLUBS



There are clubs four days out of five (Monday to Thursday). These are run by staff between 3.15pm and 4.00pm.

If for any reason clubs have to be cancelled, parents will be informed by a text message. There is a payment of £2.00 per child per club. Booking and payments are handled through ParentPay.





## COLLECTING MONEY IN SCHOOL



We are a cashless school where possible and ask that any payments are made via ParentPay. Parents may be asked for voluntary contributions towards educational visits and are asked for a contribution to the transport cost of swimming. Individual music tuition is chargeable.

Hot lunches cost £2.55 per day. We use ParentPay for school lunches. Parents receive a 'login' and can then access menus and order and pay for meals if applicable. Field trips and residential courses, together with transport costs are optional and chargeable to parents. Where external professional expertise is required for optional activities, charges will be made to cover fees incurred. Parents will always be notified of potential payments.



## SCHOOL MEALS AND MILK

*...“every lunchtime the whole school sits down together, with youngest children eating and chatting next to the oldest pupils who are caring and protective, as well as helpful, with never a raised voice to be heard.” Ofsted Report*

The children are able to have a hot school meal for the cost of £2.55 per day. Menus operate on a 3-week rotation and meals comply with the School Food Plan. All children in reception, year 1 and year 2 receive a free school meal. We use ParentPay for school meal ordering and payment. Parental 'logins' to ParentPay are provided. All wishing their child to receive a meal need to order in this way. If you do not wish your child to take up hot school meals, your child should bring a packed lunch to school and a drink in an unbreakable flask. Water and beakers are available at lunchtimes. Children are encouraged to bring in a bottle of water for the classroom, which they can have access to during lessons. There is also a drinking fountain in the cloakroom and in the playground. Fizzy drinks are not permitted in lunchboxes but whilst water is preferred, squash and fruit juice drinks are allowed.

Packed lunches should be nutritional and children are encouraged to eat healthily. Crisps, sweets and chocolate are discouraged both as mid-morning snacks and in lunchboxes. **We respectfully request that nuts are not brought into school.**

The entitlement to free school meals (excluding those for KS1) is determined by a net income scale that is operating nationally. If you or your partner are receiving any of the following, you should apply for free school meals for your child by completing a form, which can be obtained from the school office. The office will be pleased to help you with any enquiries:

- Income Support or Income Based Job Seekers Allowance
- Income-related Employment and Support Allowance
- Universal Credit if NET earnings do not exceed £7,400 (after tax and not including any benefits)
- Pension Guarantee Credit
- Child Tax Credit, where Working Tax Credit is NOT in payment AND your annual income does not exceed £16,190 (as determined by HM Revenues & Customs)

- Working Tax Credit Run On (a 4 week payment when your employment has ceased or your working hours reduce below 16)
- Support under Part VI of the Immigration & Asylum Act 1999

Kings Caple provides a milk scheme that is available to all of our pupils. School milk is free for all under-fives and is subsidised for pupils aged five or older. In conjunction with the Department for Education's School Food Plan, our school provides a free 189ml portion of low fat milk to children entitled to statutory free school meals. Our milk is currently supplied through 'Cool Milk' and parents wishing to order should visit [www.coolmilk.com](http://www.coolmilk.com). Milk is then delivered fresh and chilled to the classroom. Their school milk will not only provide them with essential nutrients, but as it is the rehydrating and energy boosting it also bridges the gap between breakfast and lunch to help children stay focused. Further information regarding school milk is available from the office.



### **LUNCHTIMES**

The school Lunch Period is 12.00 – 1.00 pm. All children eat together from 12-12.30pm. They then have outside play between 12.30 – 1pm. All children are supervised during lunch break by Lunchtime Supervisors. Members of the teaching staff are available should the need arise.



### **BREAKTIMES**

Children are encouraged to have a drink at break times and a healthy snack. The only snacks allowed in school must be a healthy option. In Reception and Key Stage 1 (infants) the children have free fruit. Key Stage 2 (juniors) can also bring fruit or vegetables. (Fruit can be of the fresh or dried variety.) We respectfully request that no nuts are brought into school.



### **PTFA**

Kings Caple Primary Academy has a very supportive and active PTFA. Throughout the year they work collaboratively with the school. They plan, organise and deliver a wide variety of fundraising initiatives, the proceeds of which are used to support children's learning and development in numerous ways. Contact details for the Chair and Committee of the PTFA can be provided by the school office.



### **LINKS WITH THE COMMUNITY**

The school continues to maintain strong links with the local community. The children are actively involved in fundraising for the wider community; examples of charities supported are: St Michael's Hospice; Macmillan Cancer Care; Poppy Appeal; Children in Need; Comic relief; Sports Relief.

Kings Caple welcome outside agencies to visit the school and deliver workshops as part of school assemblies. We have welcomed for example, the Dogs Trust, The Samaritans, the NSPCC, Air Ambulance and Water Aid.

The school liaises closely with secondary schools both in Ross and throughout the county and Year 6 pupils take part in transition visits. We also have close links with all our HMFA schools.



## **OUTDOOR LEARNING**

The school encourages outdoor learning and wherever possible and appropriate, children access learning outside either in the school premises or in the local area. We have a TA trained in delivering outdoor learning and we successfully submitted and were awarded a Local Schools Nature Grant. This has provided bird boxes, bird tables, seeds, resources, books and a 'ghilli' kettle to supplement our outdoor learning. We recently began a rejuvenation project in one of our outside areas. The children were involved with the planning of the area and continue to be engaged with implementing those plans. The area provides a multi-use space for activities relating to role-play, mindfulness, den-building etc.



## **THE SCHOOL CURRICULUM**

Our Curriculum is a continually evolving blend of learning experiences, designed to develop the fundamental skills which children need to succeed. The school curriculum is aimed to be relevant, interesting and engaging. A broad, balanced and relevant skills-based education is offered to all the pupils, providing a wide range of experiences to meet their personalised needs. The core subjects and foundation subjects are all taught through a cross-curricular approach where it enhances learning, or as discrete subjects.

Opportunities are provided for the children to work collaboratively with children from other schools within the HMFA.

The school meets the requirements of the National Curriculum. The curriculum for Reception pupils is based on the Early Years Foundation Stage.

 **PHONICS**

All children across the school participate in daily phonics. The school uses the 'Floppy Phonics' scheme, which is a fun and interactive programme that can be worked on as a whole class, in small groups or individually.

 **EYFS**

There are 17 areas of tracking in the EYFS, which express important principles underpinning effective practice in the care, development and learning of young children.

Our long-term plan at Kings Caple outlines how we put the principles and commitments of the EYFS into practice in our setting and is used alongside policies and procedures that underpin statutory welfare requirements.

 **MATHS**

Kings Caple Academy is committed to the lively and engaging delivery of mathematics across the age ranges and curriculum. For children to access the majority of their learning in numeracy, a strong and confident grasp of the four number operations is important; using formal and informal written methods and mental strategies.

We use concrete apparatus such as Numicon and pictorial representations to develop deep, conceptual understanding of mathematical ideas as well as using Talk Maths to encourage children to discuss their mathematical concepts.

 **ENGLISH**

Literacy is a fundamental life skill and again Talk for Reading and Talk for Writing are utilised in school. It develops a child's ability to communicate effectively – to listen, speak, read and write for a range of purposes. Being literate opens up the world for children to explore, learn and develop their own understanding of the world.

Staff at Kings Cagle Primary Academy work to ensure that all children develop the ability to communicate effectively and that barriers to learning are swiftly identified and steps taken to remove them. Literacy is an integral element of our whole school curriculum. Teachers use creative and purposeful ways to engage pupils in their learning, raising standards and narrowing gaps in attainment.

 **SCIENCE**

We encourage our pupils to be enquiring and curious about the wonderful world in which they live, and our work in Science gives pupils of all abilities the opportunity to investigate how and why things happen. From an early age, pupils are encouraged to make predictions and test their ideas using practical experiments. They consider how to make their tests fair and learn to make accurate measurements using a wide variety of tools and equipment, such as thermometers and Newton meters. As children progress through the school, they are encouraged to plan their own investigations to answer intriguing questions such as 'Does the tallest person have the largest

feet?’ or ‘Which rock would make the strongest castle?’ Children learn how simple scientific concepts explain everyday phenomena and the importance of science in everyday life.



## **GEOGRAPHY**

The aim of Geography at Kings Caple Primary Academy is to teach an understanding of places and environments. Geography helps children to make sense of their surroundings and the wider world.

By studying their local environment and other areas, children learn about people and places and the relationships between them. They come to understand the physical and human processes and patterns present in these environments, and they can learn to appreciate the similarities and differences between places and people.

The Geography topics taught at Kings Caple Primary Academy build upon prior learning and offer increasing challenge to children as they move up the school.

At Kings Caple the Geography curriculum enhances the teaching of other subjects, promoting reading and writing skills in literacy, contributing to children’s mathematical understanding of space, scale and distance and also analysing data. Geography contributes significantly to the teaching of PSHE and citizenship and matters of social welfare such as how environments have changed for better or worse.



## **HISTORY**

The aim of History at Kings Caple Primary Academy is to inspire children’s interest in the past and teach them about the lives of people and events, from a range of historical periods, in Britain and the wider world. We teach the children chronology so they can place these key events in context. We encourage the children to use and evaluate a wide range of historical sources and ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.



## **MODERN FOREIGN LANGUAGES**

We provide children with a good start in acquiring a modern foreign language. Our main focus is on French. The children will have many opportunities in class to develop their spoken, written and listening skills. The children also learn vocabulary from other languages as part of our cross-curricular topics.



## **ART**

In Art the children observe, explore, invent and develop the ability to think and act like creative practitioners. They are encouraged to use their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. Art currently aids cross-curricular learning by linking in with other foundation subjects such as R.E., History, Geography and Science. The children develop the ability to select and use a range of materials, processes and techniques and develop the skills to reflect on, analyse and evaluate their own work and that of others. The children's art is highly valued and prominently displayed throughout the school for all to enjoy.



## **DESIGN & TECHNOLOGY**

Through Design and Technology, our children are encouraged to identify, examine and solve practical problems and to make existing situations better. Children are encouraged to be inventive, using a range of materials and tools, thus developing, modifying and evaluating their ideas through a series of projects.



## **COMPUTING**

Computing at Kings Caple Primary Academy is taught in a creative and inspiring curriculum in line with the new National Curriculum.

Computing skills are taught to the children through computing lessons using iPads, Promethean Interactive Whiteboards or Active Panels and other digital devices. Such technology is enabling our pupils to participate in an exciting, contemporary Computing curriculum, as well as allowing teachers to embed the use of technology as a learning tool across the curriculum.



## **MUSIC**



Music is promoted at Kings Caple as a vehicle for personal expression, helping children to better understand the world they live in and enabling them to feel part of a community. From an early age, pupils at Kings Caple take part in a wide variety of musical opportunities. Singing occurs during celebration assemblies. The school puts on a performance each year at Christmas where every child has the chance to sing, dance and use musical instruments. Music tuition is also provided by peripatetic teachers if parents would like their children to have lessons.

Through music lessons in class, pupils learn to sing and use their voices, to create and compose music on their own and with others, and use technology appropriately. Annually Class 2 practise for and attend Young Voices in Birmingham, experiencing the power, excitement and joy of music.

Pupils are taught how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



## PE & SPORT



PE at Kings Caple develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming, athletics and outdoor adventure activities through residential trips to Oakerwood. We also aim to broaden the children's opportunities in different activities ranging from fishing trips to visits to local racing stables.

PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.



## PSHE & VALUES

PSHE plays an integral part in school life. We aim to promote healthy, independent and responsible members of society. We encourage all our pupils to play a positive role in contributing to school life and the wider community through our school council, fundraising events and involvement in community activities. We encourage ownership and responsibility by providing the children with purposeful roles within the school. Our pupils are given opportunities in lessons and assemblies to explore PSHE/ British Values lessons to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society. Cross-curricular opportunities for personal and social development are also planned. Across the school, positive attitudes and values are developed in day-to-day interactions and activities.



## RELIGIOUS EDUCATION

The school follows the Herefordshire County Agreed Syllabus for RE which provides a locally determined framework for teaching religious education from Reception to Year 6. We offer an interesting insight into some of the main religions of this country, particularly Christianity, along with Judaism, Islam, Buddhism and Hinduism. We aim to help children to understand personal or



family beliefs, along with traditional religious values in order to respect the beliefs and practices of others. Children are given the opportunity to learn about stories, festivals and events that underlie many of the regular cultural and religious celebrations that occur during the year.

Parents have a legal right to withdraw their child from collective worship assemblies and/or Religious Education lessons. Parents who wish to do so should discuss the matter with the Executive Head teacher.



## **HOMEWORK**

Children are encouraged to follow their interests at home in gathering information for their topic work, doing extra work or unfinished work to improve their standard and also to further their love of reading. Children will also have times tables and spellings to learn for a weekly test.



The youngest children improve very quickly if an adult is prepared to listen to their reading on a regular basis. All children benefit from parental input whether it be help with the work sent home or just encouragement.



## **TOPICS**

A topic-based approach is used in all classes and all subject areas are linked in with the selected topic. The children help to decide what they would like to learn about and staff incorporate these ideas and interests while planning. Each topic has an 'entry', where children are introduced to the new theme and an exit point when the children have an opportunity to share their work with the rest of the school and parents.

As there are mixed age groups within each class the topics are set in 3- and 4-year cycles to ensure all pupils get a broad balance of education and experience during their time at Kings Caple.



## **ONLINE SAFETY POLICY STATEMENT**

There is supervised Internet access, through a filtered system. A full copy of the Online Safety Policy is available to parents when their child is registered at school (via the school website).



## **RELATIONSHIPS AND SEX EDUCATION POLICY**

As a primary academy we must provide relationships education as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education, contained in the science curriculum. Full details of our aims, policy development, delivery, roles and responsibilities,

together with details of parents' right to withdraw can be found in our 'Relationships and Sex Education Policy', which is available on the website or on request via the school office.



## **SPECIAL EDUCATIONAL NEEDS**

The class teacher, through regular screening and assessment, identifies children with additional learning needs. Most children are catered for within the classroom by extra teaching input, teaching assistant support or small group work. After discussion with the child's parents, the child may be placed at the SEN Support level of the school's Special Needs Register. An IPM is produced by the SENDCO (Special Educational Needs and Disabilities Coordinator) in liaison with the class teacher, setting appropriate targets for progress and achievement. The SENDCO has a wide range of assessment resources available for use in school. The IPM is reviewed each term and targets are updated. If it is felt that the child is not making the anticipated progress despite the school support, a referral will be made to the LA Learning Support Service or to the Educational Psychology Service for further assessment and advice on support strategies. The child will then be moved to a higher level of the school's Special Needs Register. If the child has significant and long-term special educational needs, a request may be made for Banded Funding to help the school to meet the child's needs or a referral for Statutory Assessment may be made.

Parents are kept informed of any developments and information on the Special Educational Needs and Disabilities Code of Practice is available to explain the procedures.

Mrs Zayla Beecham is Kings Caple's SENDCO.

## **Able and Gifted Children**

The school identifies pupils who demonstrate the potential to achieve levels of performance which are significantly higher than average for their year group in one or more areas of learning. We provide good quality learning experiences for these children, with opportunities for extension and development of skills. The provision for able children is reflected in the planning and teaching of the curriculum and learning is challenging and stimulating.

# **ASSESSMENT**

We are exceptionally proud that our Ofsted report states...

***... "Almost all pupils make excellent progress so that over time most reach standards above or well above those expected in reading, writing and mathematics by the end of Year 6. The attention given to individual needs means that disabled pupils, those with special educational needs, and the gifted and talented all make similarly rapid progress towards reaching their full potential."***

Children's progress is monitored and assessed throughout their time at school. Marking is regular and carried out with the pupil whenever possible. Positive comments of encouragement and areas for improvement are provided. Achievement is recorded electronically to enable effective pupil tracking and target setting. Targets are given in books so children know how they can improve. Clear objectives and success criteria for lessons are provided to encourage children to extend their skills and develop the work that they do.

**Reception:** A Baseline assessment is carried out after the first few weeks of the children's initial school term by the class teacher through observation. In addition to this, we complete the Reception Baseline Assessment – an online assessment of children starting school during their first half term. During the course of their first year at school, each child's skills, developments and achievements are assessed and recorded using the Foundation Stage Profile which is derived from the 'Early Learning Goals'.

**Year 1:** Teacher assessment is based on regular monitoring of development and achievements. All children take part in the national Phonics Check.

**Year 2:** The progress made in Key Stage 1 is recorded in the form of a Teacher Assessment, based on continuous observation, informal evaluation of work and formal assessments including the KS1 SATs (Statutory Assessment Tests) which are now optional in Year 2. Parents are informed of the level that their child has reached at the end of Key Stage 1.

**Year 3/4/5:** Teacher assessment is based on regular monitoring of development and achievements. Children in Year 4 participate in the national Multiplication Tables Checking exercise.

**Year 6:** Statutory tests are taken in Reading, Spelling, Punctuation and Grammar, and Maths. Writing is externally moderated. The tests are changed each year and are marked externally. The results are sent to the child's chosen secondary school to help inform their planning for the following Autumn Term. Parents are informed of the results and scores are submitted to the LA and Department for Education.

## COMPLAINTS



The HMFA have a complaints procedure, which is published and available on the school's website: [www.kingscable.hmfa.org.uk](http://www.kingscable.hmfa.org.uk). All Academies must have a complaints procedure, which meets the standards, set out in the Education (Independent School Standards) (England) Regulations 2014. Academies' complaints procedures must be in writing, be made available to parents and set out clear timescales for the management of the complaint. We have a complaints co-ordinator in place (see above) who is responsible for the operation and management of the Academy complaints procedure.

If a problem should arise, parents are welcome to discuss the matter with the Headteacher by appointment. Every effort will be made to solve the problems or help in any way.

## SCHOOL DOCUMENTS

Please visit our school website for news, calendar dates and information. A Newsletter is produced every two weeks and is available via the website [www.kingscaple.hmfa.org.uk](http://www.kingscaple.hmfa.org.uk). The website contains information for both parents and students.



## SCHOOL TERMS & HOLIDAY DATES FOR 2024/25

TERM	Commences	Ends	Half-term
<b>AUTUMN TERM 2024</b>	Wednesday 4 <sup>th</sup> September 2024	Friday 20 <sup>th</sup> December 2024 (2pm)	Friday 25 <sup>th</sup> October – Friday 1 <sup>st</sup> November 2024 (please note INSET days are Mon & Tue 2 <sup>nd</sup> & 3 <sup>rd</sup> Sept & Friday 25 <sup>th</sup> Oct)
<b>SPRING TERM 2025</b>	Monday 7 <sup>th</sup> January 2025	Friday 11 <sup>th</sup> April 2025 (2pm)	Monday 17 <sup>th</sup> February – Friday 21 <sup>st</sup> February 2025
<b>SUMMER TERM 2025</b>	Monday 28 <sup>th</sup> April 2025	Friday 18 <sup>th</sup> July 2025 (2pm)	Monday 26 <sup>th</sup> May – Friday 30 <sup>th</sup> May

*Good Friday is*      *Friday 18<sup>th</sup> April 2025*

*Easter Monday is*    *Monday 21<sup>st</sup> April 2025*

*May Day is*          *Monday 5<sup>th</sup> May 2025*

*Spring Bank Holiday is :* *26<sup>th</sup> May 2025*

The following dates are INSET days:

- Monday 2<sup>nd</sup> September 2024
- Tuesday 3<sup>rd</sup> September 2024
- Friday 25<sup>th</sup> October 2024
- Monday 6<sup>th</sup> January 2025
- Monday 21<sup>st</sup> July 2025



## SECONDARY SCHOOLS

John Kyrle High School is our catchment High School and we maintain extremely strong links. Prior to transfer, children are visited in their primary setting by John Kyrle staff who seek to provide children with information, answer any questions they may have and generally smooth the transition to High School.

Children attend Kings Caple Primary from a wide area and as a result many of our children transfer to other secondary schools in the area, including, Hereford Cathedral School, Kingstone High School, St Mary's High School, The Hereford Academy and Fairfield High School. Links are maintained with these schools and transition visits and taster days are arranged and encouraged.

**JOHN KYRLE HIGH SCHOOL**  
**LEDBURY ROAD**  
**ROSS ON WYE**  
**HEREFORDSHIRE**  
**HR9 7ET**

Age range 11-16 (mixed)  
Sixth Form 16+  
Distance from Kings Caple: 8 miles

**KINGSTONE HIGH SCHOOL**  
**KINGSTONE**  
**HEREFORD**  
**HR2 9HJ**

Age range 11-16 (mixed)  
Distance from Kings Caple : 12 miles

**THE HEREFORD ACADEMY**  
**MARLBROOK ROAD**  
**HEREFORD**  
**HR2 7NG**

Age range 11-16 (mixed)  
Distance from Kings Caple

**HEREFORD CATHEDRAL SCHOOL**  
**THE OLD DEANERY**  
**CASTLE STREET**  
**HEREFORD**  
**HR1 2NG**

Age range 11-16 (mixed)  
Sixth Form 16+  
Distance from Kings Caple: 10 miles

**FAIRFIELD HIGH SCHOOL**  
**PETERCHURCH**  
**HEREFORD**  
**HR2 0SG**

Age range 11-16 (mixed)  
Distance from Kings Caple: 17 miles

## ***PLEASE NOTE...***

The information in this prospectus applies at the time of going to print and though the particulars are correct in relation to this time, it should not be assumed there will be no change affecting relevant arrangements.

