



***Madras V.A. Primary School***

***'Every child will succeed in a caring and  
supportive environment'***

**School Prospectus 2019-2020**

**M**adras VA School  
Penley  
Wrexham  
LL13 OLU

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Headteacher - Mrs. K. Macey

Dear Parents and Children,

On behalf of the Governors and staff, I welcome you to Madras V.A. Primary School, Penley.

Our school was built in 1811 by the 2<sup>nd</sup> Lord Kenyon and based upon a similar structure in India. Madras School became the first free school in Wales. Its unique design with a thatched roof (the only one in the country, we believe) together with the modern extension, set in open and extensive grounds, makes it a very attractive setting. Recognising its historical foundation, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the church at parish and diocesan levels.

Within this context of Christian belief, we aim to provide our pupils with the highest quality education in a happy and supportive atmosphere. We wish our children to enjoy interesting and stimulating lessons whilst understanding the need for good behaviour and respect for themselves and others. We also enrich the curriculum through a wide range of after school activities and educational visits.

We welcome close co-operation with parents in the education of their children. If at any time you wish to discuss any matter with the class teacher or myself, please email or telephone to make an appointment that is mutually convenient.

We look forward to a productive partnership between home and school with the common aim of preparing your child for a successful life beyond primary school.

Yours sincerely

Mrs. K. Macey  
Headteacher

The Governing Body.

Chairman	Lord Kenyon
Vice Chairman	Mr. M. Spurdens
Headteacher	Mrs. K. Macey
Parent Governor	Mrs. S. Aza
Teacher Governor	Miss. L. Mira
Staff Governor	Mrs. A. Jarvis
Foundation Governors	Rev. C. Hughes Mr. M. Spurdens Ms. H. Fish Mrs. T Beckett Mr. D. Humphries Mr. M. Carnell Vacancy
LEA Governor	Mr. J Griffiths
Community Governor	Mrs. R. Bettis

## The Staff

Headteacher	Mrs K. Macey
Nursery	Mrs A. Jarvis
Reception / Year 1	Miss A. Kempster
Year 1 / Year 2	Mrs. B. Hadlow-Powell
Year 3 / Year 4	Mrs K. Jenkins
Year 5 / Year 6	Miss L. Mira (Deputy Headteacher)
Teaching Assistants	Mrs J. Moulton Mrs K. Healey Miss E. Mazurek Vacancy
School Administrator	Mrs S. Evans
Cooks in Charge Assistant Cook	Mrs H. Davies Mrs L. Williams
Lunchtime Supervisors	Mrs S. Hawkins Miss. A. Jakeman
Caretaker	Miss K. Davies
Cleaner	Miss L. Jones

## This is our school .....

We aim to provide the highest possible quality of education that meets the needs of the individual child, giving them the opportunity to reach their full potential. We endeavour to create a stimulating environment which is caring and supportive and reflects the Christian values which we hold dear. We wish our pupils to develop academically, socially, morally and physically as confident individuals, who can cope with the challenges that life has to offer.

The school strives to establish a happy atmosphere, with excellent relationships between pupils and teachers. Pupils are encouraged to have respect for moral values, for other people and to exercise tolerance towards others.

As a 'family' school, we value highly the contribution that parents can make to their child's education. We also operate an 'open door' policy, where staff will willingly see parents to discuss any concerns or issues.

## Our Mission Statements

*'Every child will succeed in a caring and supportive environment'*

Christian values underpin our ethos and teaching

High priority is given to the spiritual development of all and we promote mutual respect and responsibility.

Understanding of our world as a gift from God to be respected and valued.

Respect for ourselves and others is essential

Caring for others is always encouraged.

Home and community links are highly valued.

## Admissions Policy

Admissions to the school are the responsibility of the School Governing Board. If the number of applications exceeds the numbers of places available, which is **17**, priority will be given to applicants in the order set out below. Application forms for admission are available from the school in October for Reception and January for Nursery.

### **Oversubscription Criteria**

- a) Looked after children and previously looked after children
- b) Pupils with an elder sibling who is of statutory school age and will still be registered at our school when the younger child is eligible to attend. (see "Definitions" section of the policy)
- c) Pupils who live in the Mission Area of Maelor and for whom this is the nearest suitable Church in Wales school to their home address (see "Definitions" section of the policy)
- d) Pupils whose parents (see "Definitions" section of the policy) attend St Mary Magdalene, Penley in the Mission Area of Maelor.
- e) Pupils whose parents (see "Definitions" section of the policy) attend another Anglican Church and for whom this is the nearest Voluntary Aided Church School.
- f) Pupils whose parents (see "Definitions" section of the policy) are active members of a non-Anglican Christian denomination and for them this is the nearest Voluntary Aided Church School.
- g) Pupils whose parents (see "Definitions" section of the policy) are active members of another faith and also express a desire for a Church School education, and for them this is the nearest Voluntary Aided Church School.
- h) Pupils whose parents wish them to attend a Church in Wales School.

Please be aware that admission into nursery class **does not** guarantee admission to Reception. Parents who are dissatisfied with the decision of the Governing Body not to admit a child may appeal. The right to appeal does not apply for Nursery admissions. Appeals should be made should be made in writing to: **Clerk of the Governors of our school.**

*(Please see full policy for further details)*

## **Foundation Phase**

Pupils are admitted into Nursery for 5 mornings a week in the September following their third birthday. As Nursery Education is not a statutory provision, parents have no right to appeal under the Education Act, 1980, if they are unsuccessful in gaining a place.

Sessions run from 9 a.m. until 11.30 a.m. for pupils in Nursery and from 9.00a.m. until 3.15p.m. for Reception, Year 1 and Year 2.

## **The Foundation Phase Curriculum**

The Foundation Phase curriculum is divided into seven areas. These are:

### **Language, Literacy and Communication Skills**

At Madras, children are encouraged to communicate their needs, feelings and thoughts, retelling experiences and discussing individual and group play. They are also encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment and to a range of stimuli including audio-visual material and ICT interactive software. In our learning environment, the children have opportunities to choose and use reading materials, understand the conventions of print and books and are given a wide range of opportunities to enjoy mark making and writing experiences.

### **Bilingualism**

During the Foundation Phase, children learn to use and communicate in Welsh to the best of their ability. Children are encouraged to listen to Welsh being spoken and respond appropriately in familiar situations, using a range of patterns. They are also given opportunities to listen to a range of stimuli, including audio-visual material and interactive software. Bilingual skills are developed through communicating in a range of enjoyable, practical, planned activities, using a range of stimuli that builds on and increases children's previous knowledge and experiences. The children's oral experiences are used to develop their reading skills and they are encouraged to choose and use Welsh reading materials.

### **Knowledge and Understanding of the World.**

In our learning environment, the children experience the familiar world through enquiry, investigating the indoor and outdoor environment, in a safe and systematic way. They are given the experiences that help them to increase their curiosity about the world around them and begin to understand past events, the lives and beliefs of people and places around the world, living things and the work people do. The children use their senses to learn by exploration, enquiry, experimentation, asking questions and trying to find out the answers. The children are encouraged to demonstrate care, responsibility, concern and respect for all living things and the environment. The children learn to

express their own ideas, opinions and feelings with imagination, creativity and sensitivity with appropriate vocabulary.

The children's skills are developed through participation in experimental learning activities and through sources such as stories, photographs, maps, models and ICT.

### **Mathematical Development**

Children develop their skills, knowledge and understanding of mathematics through oral, practical and play activities. It is developed through real-life, practical tasks. The children use mathematical language to explain their thinking and their methods of reasoning. They develop a range of flexible methods for working mentally with number, in order to solve problems, checking their answers in different ways, moving on to and using more formal methods of working and recording when they are developmentally ready. Both the indoor and outdoor environment is used to explore, estimate and solve real-life problems. Practical experiences develop an understanding of measure and the properties of shape. They sort, match, sequence and compare objects and events, explore and create simple patterns and relationships, and present their work in a variety of ways, including the use of ICT resources.

### **Personal and Social Development, Well-Being and Cultural Diversity**

This is at the heart of the Foundation Phase and skills are developed through participation in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults both within and beyond the family. Self-esteem, personal beliefs and moral values as well as the differing needs of others are developed. Different cultures and religions are celebrated as well as children recognising their own culture and gaining a positive attitude to the diversity of multicultural Wales. The Welsh culture and traditional heritage is celebrated. Our children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and the diversity of people who live and work there. Positive environmental attitudes are fostered and children are encouraged to express feelings and empathise with others in a Christian way.

### **Creative Development**

Children have a natural curiosity and disposition to learn and should be continually developing their imagination and creativity. They should be stimulated by everyday sensory experiences and engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. They should be given opportunities to reflect on their work.



## **Physical Development**

Physical development and enthusiasm for movement should be continually promoted to ensure that our children use their bodies effectively. This area encourages spatial awareness, balance, control and co-ordination as well as developing gross and fine motor and manipulative skills. Children should have access to large and small equipment, both indoors and out. Self-image, self-esteem, confidence and enjoyment are promoted through physical activity. Children are introduced to the concepts of health, hygiene and safety, and the importance of diet, rest, sleep and exercise.

## **Religious Education**

Throughout the Foundation Phase the children at Madras School will have opportunities to:

- explore a wide range of stimuli.
- engage with resources from a variety of contexts.
- investigate indoor and outdoor learning environments.
- participate in different types of play and a range of planned activities, including those that are child-initiated and those that are built on previous experiences.
- work on their own and in small and large groups.

The children will, through stories, activities and experiences, be given opportunities to:

- gain insight into their own and other people's spiritual, moral and cultural identities, lifestyles and traditions.
- consider the influence of the spiritual, moral and cultural aspects of life that have guided people's lives, past and present, locally in Wales.
- ask questions about their own and other people's beliefs, actions and viewpoints.
- explore and express meaning through art, dance and artefacts.
- share their personal responses to important personal, spiritual and moral questions.
- show responsibility, care and/or concern for living things and for the natural world around them, in accordance with our Christian values..

The children will, through stories, activities and experiences, be given opportunities to:

- gain insight into religion, religious people and religious aspects of life.
- explore how religion has influenced and guided people's lives, past and present.
- pose questions about beliefs, values and actions.
- investigate and express meaning through signs, symbols and artefacts.
- express personal responses to personal, religious and moral questions.
- ask and explore more complex questions( including personal, religious, spiritual and moral questions).

## **The Curriculum for Key Stage 2**

Our aim is to provide a broad and balanced curriculum in keeping with the 1988 Education Reform Act. We take into account the various learning styles that children have, so lessons will involve practical investigational activity, listening, researching, writing and using the computer.

Work will be designed to meet the needs of individual children at their particular stage of learning. Equal opportunities are afforded to all pupils regardless of gender, ability, disability, race, religion or culture.

### **Key Skills:**

The following basic skills will be developed and refined in all areas of the curriculum:

#### **Developing Thinking**

Learners will plan and develop their work, evaluating their own work and that of others. They will use language creatively, using errors to develop their learning. They will use their knowledge of language to explain and predict, identifying patterns and formulating rules.

#### **Developing Communication**

Learners will communicate through speaking, listening, reading and writing. They will extend their language and be able to communicate effectively for a range of purposes and audiences.

#### **Developing ICT/DCF**

Learners will use their developing ICT skills in across all subjects to develop and present their written work, compile a presentation by Powerpoint, research information, communicate via email and other digital skills.

#### **Developing Number**

Pupils will apply their knowledge of number through activities which include number rhymes, time lines, questionnaires and presenting data in a variety of formats.

## **The Core Subjects are:**

### **English**

At Key Stage 2, pupils build on the skills, knowledge and understanding they have developed during the Foundation Phase. They will be involved in integrated topics which include speaking, listening, reading and writing. Their experiences will enable the children to become confident, coherent, engaging speakers. They will be able to work

individually or as part of a group. They will be active and responsive listeners. They will experience reading a range of progressively more demanding texts, including story, poetry, playscript and non - fiction, for information and enjoyment, becoming fluent readers. They will become confident writers, in a range of forms, able to adapt their writing to suit purpose and audience.

## **Mathematics**

We encourage positive attitudes towards mathematics by extending mathematical thinking through solving problems and investigations. We use contexts across the curriculum and within real life problems. The use of the number system is extended via the four operations. Mental strategies are worked upon and estimating skills are developed. We use measure in a range of units with practical equipment and shapes and their properties are explored. In handling data, pupils are encouraged to present methods carefully and systematically, using a range of language, diagrams and charts. The current scheme we are using is Collins, although we do use a variety of other resources to enrich our teaching. Children are encouraged to enter mathematical competitions, both locally and nationally. As a school we have had great success in the UK Primary Maths Challenge.

## **Science**

At Madras, we develop scientific skills and understanding through the range of Interdependence of Organisms, the Sustainable Earth and how things work. We believe that activities should foster curiosity and creativity and should be interesting, enjoyable, relevant and challenging for the children. We aim for their scientific skills, knowledge and understanding to be applied in everyday life situations and relate to current issues. Children are encouraged to value others views and show responsibility as local citizens.

We develop children's thinking through the process of planning, developing and reflecting. In Science, the children communicate ideas, information and data in a variety of ways. They use IT to search for, access, collect, process and analyse relevant scientific evidence, information, ideas and data. The children estimate and measure , using standard and non -standard units, and they use tables, charts and graphs to record and present findings.

As a school, we offer a range of after school clubs that appeal to children, while offering an understanding of science in real life situations, e.g. the gardening and cookery clubs and the school council.

## **ICT/ DCF (Digital Competence Framework)**

We are very fortunate at Madras to have a computer suite that is fully networked. We have six interactive whiteboards and most classes also have at least one computer within their classroom. We have twenty laptops and 30 ipads in a trolley which can be wheeled from room to room on a timetabled basis. Our school network is protected via a filter system called 'websense'. This is updated daily and managed by our LEA.

Children can use an increasing range of ICT tools and resources to find, process and communicate relevant information. They are encouraged to develop and communicate their ideas in appropriate ways, with a sense of purpose and audience. A range of skills are covered, i.e. databases, word packages, multimedia presentations, images and sound, electronic mail, spreadsheets and control. Children are taught how to use the internet, with increasing relevance, accuracy and plausibility. We teach them how to use ICT comfortably, safely and responsibly, and to consider hazards and risks in their activities. They are fully aware of the dangers associated with misuse.

All pupils have access to Hwb and are taught to use it at an early age. The Hwb platform, hosts a national collection of digital tools and resources to support education in Wales. It also allows access to Office 365 from any device connected to the internet and has a wealth of knowledge for the pupils. Included in this are sessions on the safe and sensible use of the internet.

## **History**

At Key Stage 2, children build on the skills, knowledge and understanding acquired during the Foundation Phase. At Madras, we ensure that we offer the children experiences that make History enjoyable, interesting and significant. The children develop their curiosity and enquiry skills by engaging in stimulating and focused activities, based on the characteristics of different periods from early times to the present, drawing on important events and looking at the notable people in their locality, Wales and Britain. When investigating different areas of History, the children use a wide range of sources which include representations of the past.

## **Geography**

Children should be encouraged to enjoy learning by exploration and enquiry. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. At Key Stage 2, our children will build on the skills, knowledge and understanding that they have acquired during the Foundation Phase. Geography develops a sense of wonder at the places and the world around us. Children study their own Welsh locality and the world beyond. They develop an understanding of what places are like and of important issues and changes in their environment. World links are studied and recognised, thus developing an understanding of global citizenship. It is

important that children have practical experience and first hand investigations using maps and the environment to develop their Geographical skills.

### **Health, Fitness and Well-Being**

At Key Stage Two, we build upon the skills, knowledge and understanding acquired during the Foundation Stage . We value Physical Education greatly and realise its potential for future health and wellbeing. Pupils develop their physical skills by having opportunities to be creative and imaginative. They learn how to swim and about water safety. We enjoy outdoor and adventurous activities through on site challenges and residential visits. We believe that competition is healthy and character building - pupils take part in a variety of team and individual games. Alongside this, we enter local leagues and various competitions throughout the year. Children are encouraged to feel healthy and stay fit whilst having fun. An array of sports clubs are offered throughout the school year as after school activities. We have been awarded the Activ Marc Cymru for 2010-13 and 2013-16, in recognition of our excellent work in Physical Education.

Education for Well-Being at Madras School will prepare the children to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values and acquire appropriate knowledge and understanding.

The aims of this area are to:

- develop the children' self-esteem and a sense of personal responsibility.
- promote self-respect for others and celebrate diversity.
- equip learners to live safe, healthy lives.
- prepare the children for the choices and opportunities of lifelong learning.
- empower the children to participate in their school and community as active, responsible citizens locally, nationally and globally.
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship.
- prepare the children at Madras School for the challenges, choices and responsibilities of work and adult life.

The Themes identified in the PHSE framework:

- active citizenship.
- health and emotional well-being.
- moral and spiritual development
- preparing for lifelong learning.
- sustainable development and global citizenship.

## Sex Education.

The school aims to implement the sex education policy within a family environment which emphasises the importance of personal relationships and responsibility. Children should be able to discuss issues related to sexual development and growth within this context without embarrassment and with sensitivity.

Our objectives are:

- To increase individual responsibility for behaviour and consideration of others.
- To stress the value of family life and to look at changing relationships within families and between friends.
- To look at children as developing individuals, physically, socially and emotionally.
- To give information regarding changes during puberty.
- To dispel myths and hearsay
- To acquire a proper vocabulary for body parts
- To develop a child's concepts of human reproduction.

Formal sex education will be delivered at the end of Year 6. Parents may exercise their right to withdraw their child from this element of the curriculum.

## Music

At Madras, we use a wide range of stimuli to engage the children and to ensure that they enjoy music making. Through active involvement, both individually and as part of a group, we encourage creativity. The children sing, play instruments and improvise. They are given the opportunities to perform, compose, arrange and appraise their own and others' music. We believe that music contributes to learners' spiritual and emotional development and promotes awareness and value of their own and others cultures.

The children are given many opportunities to enhance their understanding outside of the classroom. A number of peripatetic music teachers come to give lessons, including guitar, cornet, violin, piano and wind instruments. The school has a recorder club and a very successful choir and also puts on a musical production every year.

## Welsh

At Key Stage Two, children build on the skills, knowledge and understanding acquired during the Foundation Phase. The progress of the children is achieved through a curriculum of oracy, reading and writing. Children become confident, coherent and engaging speakers, individually and as part of a group, through drama and role play. Throughout the key stage, the children have the opportunities to experience progressively demanding text for enjoyment and information which develops the children into fluent and effective readers and writers. With the confidence they develop they are able to work with increasing accuracy and can become reflective and evaluative in their own work and that of others.

## **Religious Education**

The children at Madras School will be given opportunities to develop their skills within the topics listed below. These will not be regarded as discrete topics, but rather as interwoven areas of study that provide opportunities for the children to engage, explore and express their ideas and responses.

- Jesus
- Church
- Christian Life and Values
- Festivals
- Other Faiths

All parents have the right to withdraw their child from Religious Education lessons or Collective Worship if there is a conflict with their own religious beliefs.

## **Cwrriculum Cymreig**

Children at Madras School will be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

## **The Literacy and Numeracy Framework (LNF)**

This framework became statutory from September 2013. English skills are taught through English lessons and Numeracy skills are taught during Maths lessons, which are part of our daily timetable. However, there is also an expectation that those skills are practised through all curriculum areas. For example, children learn to write a letter in English, but they practise letter writing in Geography when writing to their MP about much-needed improvements to their local playground. Similarly, children learn about graphs in Maths and practise their graph work by plotting the results of an investigation in Science.

## **Additional Learning Needs**

Provision is made for pupils with Additional Learning Needs to access the National Curriculum and to participate in all activities. We have an experienced A.L.N Support Assistant in school for one morning per week. In addition, class work is differentiated to cater for the individual needs of all pupils. We run 'Booster groups' address specific areas of difficulty within literacy and 'Catch-up Numeracy' sessions. We also identify More Able and Talented children and ensure that the curriculum is enriched to challenge and develop them further. Children may also receive additional support from a classroom assistant, from the Inclusion Service or Educational Psychologist. We will hold regular meetings with parents to discuss the child's Individual Education Plan, Pupil Centred Planning and to report on their progress.

## **Collective Worship**

A daily act of Collective Worship is held. There is whole school Collective Worship on three days per week one of which is led by our vicar, Reverend Clive Hughes and Mrs. Sue Hughes. Once per week, infants have their own service, while juniors have class worship and vice versa. At least once each half term, the service is held in St. Mary Magdalene Church, Penley. We also hold special services to celebrate Harvest, Remembrance Day, Christmas and Easter. Collective Worship is planned to follow the major events in the Church year.

Parents have the right to withdraw their child from Collective Worship if they wish.

## **The School Day**

Start	Morning Break	Lunch	Afternoon Break (Foundation Phase only)*	Finish
8.55am	10.30 - 10.45 am	12.00 - 1.00pm	2.00 - 2.10pm	3.15pm

\*Key Stage 2 pupils will have a 'comfort break' at a convenient time during the afternoon session.

Two members of staff will be on duty outside from 8.45a.m. and we would ask that children are not left unsupervised before this time.

In fine weather, they should wait on the yard at the rear of the school. The bell will ring at 8.50a.m. when children will line up and enter school, ready for a prompt 8.55 a.m. start.

In wet weather, children should come straight into school at 8.45a.m. via the Hall door.

At the end of the school day, children will leave via the hall door and should be collected from the yard at the back of the school. Please inform us if someone other than yourself is to collect your child from school. We also need written permission if you wish to allow your child to walk home alone.

## **Punctuality**

Children who arrive after the rest of the school has entered the building should come to the front door and ring the buzzer. The school secretary will admit those children. Children arriving late do disrupt the start to the morning and we would ask you to ensure that you arrive on time, as much as it is within your power to do so. A late mark in the register (5 minutes after the start of the school day) automatically records an unauthorised absence for that session.



At the end of the day, children should be collected at 3:15p.m. If they are attending an after school activity, the finish time will be publicised in advance. Please try to phone school if you have been unavoidably delayed and we will ensure that the child concerned is safe. Any child not collected by 3:30p.m., without prior arrangement, will be taken to Out of School Club, space permitting, and the relevant fees will have to be paid.

### **Child Care**

For working parents, we are fortunate to have two childcare facilities nearby: Madras Out of School Club, which caters for children at Breakfast Club, from 7.45p.m. until 8.55a.m. This facility is currently available in the school hall. Children can also be collected from school at 3.15p.m. and the after school facility is open until 6p.m. Please contact Mrs. Carol Sadowska on 07709722565 for further information or to book places.

Mother Goose Nursery provides childcare for babies of 3 months up unto 5 years. Again, Nursery children will be collected at 11.30a.m. Please contact: 01948 830003 / [www.mothersgoosenursery.org.uk](http://www.mothersgoosenursery.org.uk)

### **Lost Property**

It is impossible to track down items of lost clothing if they are not **clearly marked** with the owner's name. Please name all items clearly and check, on a regular basis, that names are visible. Please check at the school office if items have been placed in the Lost Property Box.

### **Homework**

Homework is seen to be an integral part of the curriculum and is set to support your child's progress and to forge the links between home and school. Homework sows the seeds of seeing learning as a life-long activity.

The homework set is at Key Stage 1 is mainly reading. Later, children will be asked to learn spellings and to complete a piece of English and Maths homework each week. Occasionally children may be asked to research a topic which they are going to study in greater depth at school. We hope you will encourage and support your child in completing the work required. Help does not mean that you have to do it yourself! If problems arise, please do not hesitate to discuss the matter with the class teacher.

### **A Healthy School**

We are a Healthy School, currently working towards our second award. We are committed to encouraging our pupils to make healthy choices in these areas:

- ✓ What they eat and drink
- ✓ The amount of physical activity they engage in

- ✓ How they care for the environment
- ✓ Their relationships with others

We also ensure that the children are taught about the dangers of smoking, alcohol and drugs and are equipped with the strategies to avoid these dangers.

Snacks and Drinks brought from home.

When sending in snack food or packed lunches, please follow these recommendations for a balanced diet:

Fruit and vegetables	Include at least one portion of fruit and one portion of vegetables or salad <b>every day</b> .
Meat and alternatives	Meat, fish or alternatives such as lentils, kidney beans, hummus, falafel, tofu, nuts and seeds. Oily fish such as salmon, fresh tuna, mackerel or sardines once every three weeks.
Carbohydrate	Bread, pasta, rice, couscous, potatoes or cereals <b>every day</b> .
Dairy products	Include a dairy food such as semi-skimmed or skimmed milk, cheese, yogurt <b>every day</b> .
Drinks	Fruit juice, milk or smoothies are best. Fresh, free drinking water is always available in school.

**These items will not be allowed in school:**

**Chocolate bars, chocolate biscuits, sweets, fizzy drinks.**

We would appreciate your support of our efforts by encouraging your children to walk to school when you can, take part in the many sporting activities we offer and by bringing healthy break time snacks. We offer fruit for sale in school at morning break. Children can also access chilled drinking water throughout the day. Only fruit or vegetables should be brought in from home **-NO sweets, chocolate or fizzy drinks please.**

**Fitness to learn.**

It is important that children arrive at school 'fit to learn'. This means that:

- They have a good night's sleep
- They should have a calm start to the day, with an adequate breakfast. This meal is far more important than a mid-morning snack. It has been proven that children who do not eat breakfast do not perform to the best of their ability.
- They are wearing correct school uniform.
- They are properly equipped and bring to school the correct equipment for that day.

## Home/ School Agreement.

The Schools Standards and Framework Act 1998 requires all schools to adopt a Home/School Agreement. When your child is admitted to school you will be given a copy of the agreed document and invited to sign it. When returned to school it will be signed by the Headteacher.

## School Meals

We aim to provide healthy and nutritious meals at school. Children may choose a hot meal (£2.30/ day) or a lunch box made at school (£2.10/ day). Alternatively, you may wish to provide your own packed lunch. For a sample menu, please see Appendix 1 at the back of this prospectus.

Dinner money should be paid each **MONDAY** morning through the office or on-line. If you are paying the office please place it in a named envelope and if you can manage to send in the correct amount, that would be appreciated. Cheques should be made payable to 'Wrexham County Borough Council'.

Free meals are available for pupils whose parents are eligible. Please ask at the Office for a form if you think that you may be entitled. Should you have any queries regarding this, please contact Steve Jones, Senior Support Officer on 01978 298736.

## Car Parking

Firstly, we would encourage everyone who lives within walking distance of the school to walk. For those who need to come by car, we have a small car park opposite the church, but this does become congested, so it may be easier to park a little further away and walk the remaining distance. Please try to keep the highway clear and safe for all parents and children. If you must park on the road, do not stop or park on the prohibited areas (marked by yellow zig zag lines) or in the bus lay-by.

The car park at the front of the school is for **staff only** and for our neighbours in School House. **IT MUST NOT BE USED AS A DROP OFF OR COLLECTION POINT FOR PUPILS AT ANY TIME.**

## Absence

**Please let us know by phone, note or e-mail by 9.15am on each morning that your child is going to be absent from school.** We should be notified of any cases of infectious diseases at the earliest opportunity. Please refer to Appendix 2 for information about incubation and exclusion periods.

## Extra-Curricular Activities

We offer a variety of extra curricular activities and encourage all children to join in. Most are run by our teaching staff, although we sometimes have people from outside school to share their expertise. Activities take place either at lunchtime or after school and will include, at different points of the year:

Cookery Club, Gardening/Eco Club  
Infant Fun Club, Sports Clubs, Choir,  
Urdd Club, Art, French

Programmes, including days and times will be issued at the start of each term.

There are also opportunities for pupils to learn to play the following musical instruments, with specialist teachers: Piano, Brass, Strings and Woodwind. Please enquire about vacancies and charges.

## School Uniform

We encourage pupils to wear our school uniform because we believe that if pupils take pride in their appearance, it can influence their attitudes and general conduct in school. It also ensures that everyone is equal.

Our uniform consists of:

- Bottle green sweatshirt or cardigan.\*
- Grey skirt or pinafore, of a reasonable length (knee length).
- Grey trousers or shorts, of a reasonable length (shorts knee length).
- Plain white polo shirt\* or white formal shirt.
- Green and white check summer dress\* of a reasonable length (knee length).
- Grey or green tights or grey, white or green socks. (not over the knee)
- Sensible, black shoes.

**NB. Trainers, high heels, open toed, slip on or sling-back sandals and boots are NOT appropriate footwear for school.**

Items marked with\* are available to buy from our supplier, Sarah's Embroidery, based on Penley Industrial Estate. You can get a price list and order by visiting their web site: <https://shop.sarahsembroidery.co.uk> and entering 'Madras School' into the search facility.

Also available, but not compulsory, are fleeces, light waterproof jackets and reversible coats.

### Appearance:

Hair styles should be reasonable for a primary school; no extreme haircuts/styles - haircuts must be blended in - no extreme short back and sides with longer on the top and no hair dyes. Any child with hair longer than shoulder length is expected to keep it tied back. No make-up or nail varnish is to be worn.

### For P.E. Lessons, pupils MUST BRING:

Foundation Phase: Slip on plimsolls, bottle green school T-shirt and black shorts.

Key Stage 2: Black shorts, bottle green school PE T-shirt and trainers. In the winter pupils may wear plain black or navy coloured jogging bottoms for PE outside.

For all pupils: Apart from a wristwatch and small stud earrings, jewellery should not be worn for school. Health and Safety Regulations (Safe Practice in Physical Education, School Sport & Physical Activity) state that all jewellery must be removed for all P.E. lessons including swimming lessons. Staff cannot remove earrings and the possibility of loss is high, we therefore suggest that earrings are removed at home and left there on PE days.

### Swimming

Provision is made for all KS2 pupils to receive swimming instruction. This is a compulsory subject within the National Curriculum and all children are therefore required to attend. They should be provided with a one piece swimming costume or trunks (**not loose swim shorts**), a swimming cap and towel on the relevant day. If you consider that your child is fit to be in school, then they are also fit to swim. Spectators are not allowed on the poolside and we have no provision in school to look after sick children.

### School Holiday Dates

Holiday dates are published well in advance (Appendix 3) and we would strongly advise that you avoid taking holidays during term time if at all possible, as missing part of a term is very disruptive to the pupil concerned.

**If holidays during term time are unavoidable, then application should be made well in advance, to the Governing Body, which will then advise you if absence has been authorised. Absences in excess of this will be recorded as unauthorised. Please do not book holidays without this authorisation. The official form can be found on the school website or a paper copy is available from the school office.**

## **Complaints:**

If you do have any complaints then please see our website for the Complaints Policy or ask in the office for a copy.

## **Appendix**

1. Sample School Meal Menu.
2. Incubation and Exclusion periods
3. School Holiday dates.