



# Wheatcroft Community Primary School Prospectus

Welcome to Wheatcroft CP School. We very much hope that the information contained in this booklet will be of help and interest to you and that your child will both benefit from, and enjoy, their time with us. This prospectus and more information about the school can be found on the school's website: [www.wheatcroftprimary.com](http://www.wheatcroftprimary.com)

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# A welcome from the Headteacher



Dear Parents and Carers,

On behalf of the children, staff and governors I would like to welcome you to Wheatcroft Community Primary School. Thank you for taking the time to find out more about our fabulous school. We hope this prospectus will help you get an idea of all that is on offer here at Wheatcroft. We are a friendly and welcoming school and I would urge you to visit us to get a sense of everything on offer here.

Wheatcroft is a single form entry Community Primary School catering for children between the ages of 4 and 11. We are a true community school in every sense and view everyone associated with Wheatcroft as part of our school family. An ethos of kindness and care touches all that we do. We believe strongly that our children deserve a rich curriculum, with our 3 curriculum drivers of music, locality and community at its centre, enriched by experiences, to allow our learners to explore and develop their interests and achieve their full potential.

Our school motto is 'Learn and Care' and our children are viewed as individuals. We place high value on citizenship and use our 4 Community Values – Respect, Integrity, Courage & Perseverance - to underpin our school values and rules. As a community school we place great emphasis on the link between home and school and we know that our children have the greatest success when we work together. We welcome your involvement as much as possible in the education of your child. We are always happy to see and talk with you in school and should you have any queries or problems at any time, please do not hesitate to pop in, or to ring us.

We have an excellent staff team that places the care of your children at the very top of their priorities; they always show genuine understanding of what life is like for each child. We hope that during the time your child is in the school, we can work together as partners in their education making their learning journey through Wheatcroft, a happy and successful one.

Mr G Dyer

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## INTRODUCTION

Wheatcroft Community Primary School opened in 1968. The school building comprises six classrooms, a large hall, Computer suite, two mobile classrooms, a school library and converted bungalow. The school is surrounded by two football sized playing fields including a brand new all weather Multi Use Games Area (MUGA) built in 2021.

Our specialist facilities include a school library, computer suite, the Jubilee and Sensory Gardens and Adventure Playgrounds, which came into being thanks to children, parents and teachers working together. We have enhanced the school building and grounds by attaching a canopy at the front and back of the school, building a new gazebo in both the Key Stage 1 and 2 playgrounds and also Key Stage 1 and Key Stage 2 adventure trail. An allotment has been set up in the grounds surrounded by a planted fruit orchard.

We cater for approximately 210 boys and girls who are organised into 7 classes, one per year group. The years of schooling set out below will be used throughout this booklet.

<b>AGE</b>	<b>DESCRIPTION</b>	<b>ABBREVIATION</b>
4 - 5	Early Years Foundation Stage	EYFS
5 - 6	Year 1	Y1
6 - 7	Year 2	Y2
7 - 8	Year 3	Y3
8 - 9	Year 4	Y4
9 - 10	Year 5	Y5
10 - 11	Year 6	Y6

The Early Years Foundation Stage of the National Curriculum is offered to our EYFS children. Key Stage 1 of the National Curriculum is Y1 and Y2 (the infants). Key Stage 2 of the National Curriculum is Y3, Y4, Y5 and Y6 (the juniors).

## **SCHOOL SESSIONS**

The school is open for the following times:-

	<b>EYFS</b>	<b>KS1</b>	<b>KS2</b>
Morning	8.40am – 11.45am	8.40am – 12.00pm	8.40am - 12.00pm
Afternoon	12.45pm – 3.00pm	1.00pm - 3.05pm	1.00pm - 3.15pm

## **SCHOOL STAFF 2025/26**

### **Teaching Staff**

Mr G Dyer	Headteacher & Designated Safeguarding Lead
Mrs S Earle/Mrs S Foster	Bluebells (EYFS)
Miss J Harper	Class 1 (Y1)
Mrs N Jones/ Mrs E Hayes	Class 2 (Y2)
Mrs A Kirby	Class 3 (Y3) Deputy Headteacher
Mrs L Cattle	Class 3 (Y3)
Miss S Andrews	Class 4 (Y4)
Mrs M Gridley/ Miss Glass	Class 5 (Y5)
Mr O Levett	Class 6 (Y6) Deputy Headteacher

Miss M Glass

SENCo

### **School Administration**

Miss E Mann	School Office Manager
Mrs J Davis	Administrative Assistant

### **Teaching Assistants**

Mrs K Chapman GTA  
 Miss A Hillion HLTA  
 Mrs S Davies ATA  
 Mrs A Edwards ATA  
 Mrs J Ellard ATA  
 Mrs K McGlinchey ATA/GTA  
 Miss M Marshall GTA  
 Mrs D Potts ATA/GTA  
 Mrs N Sweeney-Chisholm ATA  
 Ms T Warrington GTA  
 Miss A Witty GTA

### **Kitchen Staff**

Mr J Edwins (Cook)  
 Ms J Reddy

### **Lunchtime Supervisors (MSA)**

Miss J Fox  
 Mrs S Dennis

### **Premises Staff**

Mr D White (caretaker)  
 Mrs C Potton (Cleaner)

Catering and caretaking/cleaning services are provided by North Yorkshire Education Services.

## DATA PROTECTION

Wheatcroft School is a 'Data Controller' as defined by Article 4 (7) of General Data Protection Regulation (GDPR). This means that we determine the purposes for which, and the manner in which, your personal data is processed. We have a responsibility to you and your personal data and will only collect and use this in ways which are compliant with data protection legislation.

Under GDPR parents and pupils have the following rights in relation to the processing of their personal data:

- to be informed about how we process your personal data.
- to request access to your personal data that we hold, and be provided with a copy of it
- to request that your personal data is amended if inaccurate or incomplete
- to request that your personal data is erased where there is no compelling reason for its continued processing
- to request that the processing of your personal data is restricted
- to object to your personal data being processed

You will be provided with our Privacy Notice when your child starts school. If you have any concerns about the way we have handled your personal data or would like any further information, then please contact the school office.

## THE CURRICULUM

### SCHOOL VALUES & ETHOS

These aims very much reflect our school motto 'Learn and Care' and the school curriculum drivers. They are annually reviewed by all staff and governors and shared with all pupils and families. Our three **school drivers** are developing a **Caring Community**, utilising **Music and performance** and using our unique **Locality** and these run throughout all aspects of the curriculum and school life.

#### **Learning**

We will support and challenge every child to do their best across the whole curriculum, achieving the highest standards of which each is capable. We will develop resilience and a positive self-belief.

**Music School Driver:** We will promote independent, creative thinkers who can appreciate and participate in music and the other arts both within and outside of school.

**Locality School Driver:** We will use our unique locality to give opportunities to all pupils, in every class, for enriched learning, including through off site visits and visitors.

#### **Caring Community School Driver**

We will encourage all pupils to use their skills and talents to make a positive contribution to the school, the local and wider community. We will ensure that the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of those different faiths and beliefs are discussed and lived out through the ethos and work of the school. We will provide a safe, healthy and caring environment where pupils learn to make informed choices.

#### **Life Skills**

We aim to equip all our pupils with the skills, attitudes and vision to be happy and achieve ongoing success as lifelong learners. We will encourage every child to develop a healthy body, mind and spirit through actively participating in different sports and activities that develop resilience and well-being. .

## EQUALITY ISSUES

The school is committed to equality of treatment and opportunity for every one of our children and families.

The governors have published an 'Equalities Scheme' which is available on the school website or in hard copy from the school office.

We actively seek to promote racial equality, good race relations and to tackle unlawful racial discrimination. We are aware of the rights of disabled pupils and if a particular child's disability called for special arrangements to be made the school would work with parents and carers, relevant professionals and the Local Authority to put these arrangements in place before the child was admitted. Once in school the aims and all other policies of the school apply. This is true of all identifiable groups such as Looked After Children, those with Special Educational Needs and those for whom English is an additional language (EAL).

Please talk to us if there are any adjustments we need to make to help support your child.

## EARLY YEARS FOUNDATION STAGE

Our Early Years Unit is divided into two areas, Bluebells classroom and the outside play area. Due to the nature of Early Years curriculum all of the seven areas of learning overlap and this is evident in our 'hands on' play based activities. Throughout the day the children will be taught all seven areas of learning through practical play activities both inside and outside. There will be a range of teacher led activities and independent play areas for the children to choose from.

Early Years staff will build a special relationship with the child and over the first year of schooling, their role is to support, observe and encourage your child to settle into their new environment.

### EYFS Areas of Learning

We follow the Early Years curriculum, which is a curriculum from birth to five years old. We promote the Characteristics of Effective Learning within the children's play and interests to enable our children to become confident, curious and active learners. We want the children to try new activities and be confident to share their ideas. The seven areas of learning (3 Prime and 4 Specific) are:

#### Prime

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

#### Specific

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

## THE NATIONAL CURRICULUM

The school follows the revised National Curriculum put in place in September 2013 which comprises Religious Education, the three core subjects of English, Mathematics and Science, plus a further ten foundation subjects namely Art and Design, Design and Technology, History, Geography, Physical Education, Music, Religious Education (RE), Computing (IT), Modern foreign language (KS2) and PSHE (Personal, Social and Health education) and citizenship.

At Wheatcroft we deliver a lot of the National Curriculum through a series of cross curricular (Linked Learning) topics. A key aspect of this is delivered through off-site visits and having visitors into school and using our local environment. Parents can find out a lot about their child's learning through the class pages on the school website.

## ENGLISH

### English at Wheatcroft

English at Wheatcroft embraces reading, writing, speaking and listening, and is at the heart of all learning across the curriculum. We believe that confident communication opens doors to every subject, so children are actively encouraged to share ideas, express themselves and collaborate with others. Drama, discussion and creativity are woven into lessons, helping pupils to develop imagination, confidence and a joy in language.

We use the Literacy Tree writing scheme, ensuring that the writing curriculum provides a rich, diverse and inspiring framework for English. Through high-quality texts, children are immersed in authentic literature that sparks curiosity, builds cultural capital and gives them meaningful contexts for reading and writing. From modern picture books to classic stories and thought-provoking novels, our pupils engage with a wide range of genres and styles, which they then use as inspiration for their own writing.

### A focus on Oracy

We see spoken language as the foundation of learning. Oracy is carefully planned into lessons so that pupils learn how to listen carefully, articulate their thinking and communicate with clarity. Children take part in debates, presentations and performances, developing the confidence to express themselves in a variety of settings. These skills not only support academic achievement but also prepare pupils for life beyond the classroom.

### Reading for life

Reading is one of the most important life skills we teach. Our systematic synthetic phonics programme, Little Wandle, ensures children quickly build a strong foundation in phonics, fluency and comprehension. Beyond this, we nurture a lifelong love of books by introducing pupils to a wide range of inclusive, high-quality literature. Weekly visits to our school library, *The Book Bay*, give children access to exciting fiction, non-fiction and poetry, supporting both pleasure and purpose in reading.

Older pupils continue to be challenged as they explore new authors, broaden their horizons, and develop independence as readers and writers. We encourage 'Book Talk' – the sharing of opinions, recommendations and discoveries – because we know that when children talk about reading, they read more, and when they read more, they achieve more.

Everything we do in English is guided by our aim: to enable every child to communicate clearly, accurately and creatively, with a genuine love of words.

## MATHEMATICS

### Mathematics at Wheatcroft

At Wheatcroft, we believe mathematics is much more than numbers – it is about developing the skills, confidence and curiosity to solve problems and make sense of the world. Our curriculum is designed to equip children with the knowledge, understanding and positive attitudes they need to meet the mathematical demands of modern life.

The curriculum is broad and balanced, covering number, shape and space, measurement and statistics. Learning is carefully sequenced and progress is closely monitored to ensure every child is both challenged and supported at the right level.

Children enjoy a wealth of practical learning experiences, using apparatus and real-life contexts to secure deep understanding. Problem solving and reasoning are at the heart of our approach, enabling pupils to apply their skills confidently and creatively.

We make effective use of digital tools such as Number Sense, TT Rockstars and White Rose Maths to support learning both in school and at home. These resources provide fun, interactive opportunities to practise key skills, boost fluency and build speed and accuracy with number.

Our aim is for every child to leave Wheatcroft not only secure in their mathematical knowledge, but also as confident, resilient learners who can think logically, persevere and enjoy the challenge that mathematics brings.

## SCIENCE

### Science at Wheatcroft

At Wheatcroft, science is all about curiosity, discovery and making sense of the world around us. We want our pupils to think like scientists: to observe carefully, to ask thoughtful questions, to offer explanations, to test ideas through investigation, and to draw meaningful conclusions.

Children are taught how to record and present their findings clearly, using appropriate scientific vocabulary and developing accuracy in their observations. They build secure knowledge of biology, chemistry and physics, developing a strong foundation for further study while also understanding how science connects to everyday life.

Our science curriculum is practical and hands-on. Pupils carry out exciting experiments, fieldwork and investigations that make learning memorable and engaging. We make full use of our local environment as a resource, encouraging children to explore, discover and appreciate the natural world.

Through science, children also learn collaboration, problem-solving and resilience – skills that extend far beyond the classroom. They are encouraged to think critically, to challenge ideas respectfully, and to see themselves as young scientists with the ability to shape the future.

We want every child to leave Wheatcroft with not only a secure knowledge of scientific concepts and vocabulary, but also with a sense of wonder, a spirit of enquiry and the confidence to explore new ideas.

## HISTORY

### History at Wheatcroft

History at Wheatcroft is about bringing the past to life and helping children to understand how it shapes the world we live in today. Pupils are encouraged to develop empathy with people from different times and cultures, recognising that history is built on evidence, which can often be incomplete or open to interpretation.

Through carefully chosen topics, children are introduced to key historical concepts such as chronology, cause and effect, continuity and change, and the difference between primary and secondary sources. They also learn how bias can influence interpretation, and how historians construct different views of the same events.

Our approach is active and engaging. Pupils handle artefacts, explore historical documents, role-play significant events, and take part in visits to sites of historical interest, both locally and further afield. These experiences bring history off the page, allowing children to question, investigate and imagine what life was like in the past.

We aim for every child to leave Wheatcroft with not only secure historical knowledge and vocabulary, but also with curiosity, critical thinking skills and an appreciation of how the past connects to their present and future.

## GEOGRAPHY

### Geography at Wheatcroft

At Wheatcroft, geography inspires children to explore the world around them and to understand their place within it. Pupils learn about weather and its effects, major physical features, environmental issues, and the lives of people in different places and cultures. Alongside this, they develop accurate geographical vocabulary and build strong mapping skills that progress year by year.

Our unique coastal location gives children first-hand opportunities to study geography in action. From exploring our local coastline and beaches to investigating land use, habitats and environmental change, pupils are able to connect classroom learning with real-world experiences. This not only makes learning meaningful but also fosters respect and responsibility for the environment.

Through fieldwork, enquiry and practical investigation, children develop the skills to question, compare and evaluate geographical information. They begin to see the links between local, national and global issues, and to appreciate how human and physical processes shape the world. By the time they leave Wheatcroft, pupils have a strong sense of curiosity, a well-developed awareness of the environment, and the skills to think critically about the relationship between people and place.

## DESIGN AND TECHNOLOGY

### **Design & Technology at Wheatcroft**

Design & Technology at Wheatcroft is all about creativity, problem-solving and innovation. Our aim is to enable children to design and make purposeful products with real, practical applications.

Through carefully planned projects, pupils work within meaningful contexts that bring learning to life. They explore a wide variety of materials and components, investigating their properties and considering how best to use them. From early ideas and prototypes through to testing and final products, children are encouraged to think critically, adapt their designs and take pride in the outcomes.

We ensure that pupils gain key skills in planning, measuring, constructing and evaluating, while also developing resilience and perseverance when faced with challenges. Where possible, projects are linked to other curriculum areas, giving children opportunities to apply their knowledge of science, mathematics, computing and art in a practical way.

Our approach fosters imagination and enterprise, preparing pupils to see themselves as problem-solvers and creators who can design solutions for the future.

## COMPUTING

### **Computing at Wheatcroft**

The ability to use technology confidently and responsibly is an essential life skill for the 21st century. At Wheatcroft, we equip our pupils not only with the technical knowledge to succeed in school, but also with the lifelong digital skills they will need for the future.

Our classrooms are fully resourced with interactive LED whiteboards, computers, iPads and netbooks, alongside access to a dedicated computer suite. This ensures children experience a wide range of devices and applications, supporting creativity, problem-solving and collaboration across the curriculum.

Children are taught how to use technology for research, communication and creativity, and how digital tools can open doors to future opportunities in science, business, engineering, the arts and beyond. By introducing pupils to coding, multimedia design and digital presentation, we prepare them for careers that may not even exist yet.

Online safety is a central part of our teaching. Pupils learn how to protect themselves when using the internet and social media, and our strong policies on responsible use are reinforced through regular lessons and parent partnerships.

By the time they leave Wheatcroft, pupils are confident, safe and creative users of technology, ready to thrive in a digital world.

## RELIGIOUS EDUCATION

### **Religious Education at Wheatcroft**

At Wheatcroft, Religious Education helps children to explore questions of faith, belief and values while developing respect and understanding for others. We follow the North Yorkshire Agreed Syllabus for RE, which is available for parents to view at school.

RE is taught through a blend of class-based learning, assemblies, visits and visitors, giving pupils rich opportunities to reflect, ask questions and deepen their understanding. While our programme is essentially Christian in character – exploring Bible stories, moral issues, festivals and the central concepts of God and worship – children also learn about other major world faiths and belief systems.

Through this broad approach, pupils develop empathy, tolerance and respect for different beliefs and cultures, fostering a sense of belonging to a caring and inclusive community.

Parents have the right to withdraw their child from Religious Education. Any parent wishing to do so should contact the Headteacher to discuss arrangements.

## PHYSICAL EDUCATION

### Physical Education and Sport at Wheatcroft

At Wheatcroft, we believe that PE and sport are vital in developing healthy bodies, active minds and positive attitudes. Our pupils enjoy a broad and balanced programme of activities, including Games, Gymnastics, Dance, Athletics, and striking and fielding games, with most children receiving at least two hours of PE per week alongside a wide range of extra-curricular clubs.

We are proud to be a **Platinum School Games Award** holder, recognising our commitment to excellence in physical education, competitive sport and pupil leadership. Children regularly take part in local competitions and tournaments, developing teamwork, resilience and sportsmanship.

Our strong community links enrich the curriculum further. Pupils benefit from partnerships with Scarborough Cricket Club, Scarborough South Cliff Golf Club and other local sports providers, giving them opportunities to experience specialist coaching and broaden their sporting horizons.

In addition to weekly lessons, children in Year 4 enjoy a term of swimming, while pupils also take part in outdoor and adventurous activities. A highlight of our provision is the residential visit to Peat Rigg Outdoor Education Centre, where pupils challenge themselves through exciting adventure activities that build confidence, teamwork and independence.

At Wheatcroft, every child is encouraged to find enjoyment in physical activity, develop lifelong healthy habits and discover sports and activities that they can carry with them into the future.

### PHYSICAL EDUCATION KIT

#### PE Kit at Wheatcroft

We want all children to enjoy PE and feel ready to take part. To make things simple:

- Years 2 to 6: children come to school already dressed in their PE kit on PE days.
- Reception and Year 1: children bring their kit to school and practise the important skill of getting changed independently.

Our PE kit is:

- Plain white t-shirt
- Black shorts
- Trainers or plimsolls for outdoor PE
- Dark coloured tracksuit/joggers for colder weather

Indoor PE is usually done in bare feet (unless told otherwise). If footwear gets muddy, please pop it in a carrier bag to keep the rest of your child's things clean.

For safety reasons, children cannot wear jewellery during PE. Please note:

- Only stud earrings are allowed in school.
- On PE days, either leave earrings at home or ensure your child can remove and replace them independently.

## MUSIC

### Music at Wheatcroft

Music is a joyful and important part of life at Wheatcroft. Every child takes part in class music activities, where they learn rhythm, pitch and musical expression, with a strong emphasis on the joy of singing together. Pupils also explore a wide range of musical styles, develop their listening skills, and experiment with creative sound-making and percussion.

We are proud to ensure that every child has the chance to learn a musical instrument and read notated music. In Year 3, pupils learn the recorder, and in Year 4 they take part in our exciting Band Project, where each child is given an orchestral instrument to learn for the year.

Specialist teachers from the County Music Service also visit weekly, offering lessons in woodwind, brass, percussion and strings. Once children have mastered the basics, they are encouraged to join the school

orchestra, which rehearses after school and performs at key events such as Harvest, Christmas and local community celebrations.

Music clubs are very popular at Wheatcroft. Children can join our KS2 Singing Squad, KS1 Musical Theatre Club or the KS2 'Buckets' Club (drumming), giving them even more opportunities to perform, create and grow in confidence.

## ART

### **Art & Design at Wheatcroft**

Art at Wheatcroft is a vibrant and essential part of our curriculum, designed to inspire creativity, imagination and self-expression. We believe every child should have the opportunity to respond to the world around them through visual, tactile and sensory experiences, building the skills to communicate what they see, feel and think.

Children are introduced to a wide range of artistic techniques and processes – from drawing, painting and printmaking to sculpture, textiles and digital media. They are encouraged to experiment, take risks and develop their own artistic style, while also refining technical skills such as colour mixing, shading and composition.

Our pupils learn about the work of significant artists, designers and craftspeople, both historical and contemporary, and are inspired by art from a diverse range of cultures. This not only deepens their knowledge of art but also broadens their understanding of the world and their place within it.

We make full use of our **unique coastal location** and local environment, providing children with opportunities to sketch, explore and create outdoors. Displays of artwork are celebrated throughout the school, showing children that their creativity is valued and giving them the confidence to share their talents with others.

Through art, our children develop not only technical ability but also perseverance, self-confidence and the joy of creative expression – skills that will stay with them for life.

## SPECIAL EDUCATIONAL NEEDS (SEND)

### **Special Educational Needs and Disabilities (SEND) at Wheatcroft**

At Wheatcroft, we recognise that many children may, at some stage in their school journey, need additional support. Special educational needs fall into four broad areas: cognition and learning, communication and interaction, social, emotional and mental health, and physical or sensory needs.

We follow the principles of the **SEND Code of Practice (2014)** and are committed to identifying needs early, providing the right support, and ensuring that every child can access the full curriculum. Support may take place within the classroom or through targeted, small-group or individual interventions, depending on what best meets the child's needs.

We believe that every child is unique, and we work in partnership with parents, carers and external agencies to ensure the right provision is in place. Our aim is to help all children thrive academically, socially and emotionally, and to ensure they leave Wheatcroft with confidence in their abilities and pride in their achievements.

Further details can be found in our **SEND Policy and Information Report** on the school website.

## MODERN FOREIGN LANGUAGE

### **Modern Foreign Languages at Wheatcroft**

At Wheatcroft, we are pleased to offer French to all pupils in Key Stage 2, following the North Yorkshire scheme of work. Lessons are lively and interactive, giving children the opportunity to practise speaking, listening, reading and writing in another language.

We believe that learning a modern foreign language broadens children's horizons, builds cultural awareness and develops confidence in communication. Through songs, games, stories and practical activities, pupils not only gain vocabulary and grammar but also learn about the customs and traditions of French-speaking countries.

Our aim is to spark curiosity and enjoyment in language learning, laying strong foundations for further study at secondary school and encouraging children to see themselves as global citizens.

## HEALTHY SCHOOLS

### Healthy Eating and Nutrition

At Wheatcroft, we are proud of our Healthy School Status and are committed to promoting a healthy lifestyle for every pupil and member of our school community.

- Children may bring fresh fruit or vegetables for their morning snack
- Every day we offer wholemeal toast at breaktime
- In Years Reception, 1 and 2, children also receive free fruit or vegetables
- Pupils are encouraged to bring a named water bottle and may drink water throughout the day (please note that only water is permitted in class)
- Through PSHE lessons, assemblies and school-wide initiatives, we promote awareness of healthy eating, regular exercise, emotional well-being, and the importance of making good choices

These practices are aligned with the Department for Education's School Food Standards, which set out requirements for ensuring that food provided in schools supports a healthy, balanced diet.

We very much hope you will support us in these initiatives and work alongside us to foster healthy habits and a positive outlook for all our pupils.

## HOMework

### Homework at Wheatcroft

Homework plays an important role in supporting children's learning and building positive study habits. It helps pupils practise key skills, share their learning with parents and carers, and develop independence and responsibility.

At the start of each school year, parents and carers receive key information from class teachers, including timetables, topics and homework expectations. Homework is also shared regularly via our class pages on the school website and **ClassDojo**, so families can easily stay up to date.

- **Key Stage 1:** we encourage around 15 minutes a day, focusing on reading, spellings and practising mental maths.
- **Key Stage 2:** pupils are expected to spend up to 30 minutes a day, including reading, spellings, maths practice and topic-related research.

Our aim is to keep homework purposeful, manageable and enjoyable. With your support, homework helps reinforce what children are learning in school and encourages them to become confident, independent learners.

## EXTRA CURRICULAR ACTIVITIES

### Clubs and Enrichment

At Wheatcroft, we are proud to offer a wide range of clubs and activities that run throughout the year. These take place both before and after school, and the majority are free of charge.

Our clubs provide something for everyone – from sport, music and drama to art, computing and special interest activities – giving children the chance to discover new hobbies, develop skills and spend time with friends.

Details of the clubs available each term can be found on the Clubs page of our school website.

We encourage all pupils to get involved, try something new and make the most of the exciting opportunities on offer beyond the classroom.

## BEHAVIOUR AND RELATIONSHIPS

### Relationships and Behaviour at Wheatcroft

Our Relationships and Behaviour Policy reflects our school motto "**Learn and Care**" and is rooted in our School Values **and Ethos**. It sets out our expectations for positive relationships and behaviour, explained through our Code of Conduct and our explicitly taught Wheatcroft Community Values. These values are modelled, recognised and celebrated to help pupils grow into happy, caring and responsible young people.

At Wheatcroft, we believe positive behaviour begins with positive relationships. When every member of our school community feels valued, appreciated, understood and cared for, children thrive both socially and academically.

### **Our Aims**

We aim to:

- Create a happy, nurturing, inspiring, safe environment where all children can learn and develop as caring and responsible young people.
- Build excellent relationships between staff, pupils and families, showing genuine care, trust and understanding.
- Help children discover their interests, passions and talents, while equipping them with the skills and motivation to be lifelong learners and active members of society.

### **Our Wheatcroft Community Values**

We explicitly teach, model and celebrate the values that underpin our school community:

- **Resilience** – keep going when things are challenging.
- **Integrity** – do the right thing, even when no one is watching.
- **Perseverance** – work hard and never give up.
- **Respect** – value ourselves, others and the world around us.

### **Our Code of Conduct**

We expect all children to:

- **Be safe** – make good choices and act with integrity to keep ourselves and others safe.
- **Learn** – work hard and support others in their learning.
- **Care** – show respect, understanding and compassion for ourselves and others.
- **Communicate** – speak to staff if they are struggling, worried, or need help.

### **Rewards and Consequences**

Most children flourish in Wheatcroft's caring atmosphere and respond positively to our extensive reward system, which includes house points and merits. When behaviour falls below expectations, children are supported through reminders and warnings. If needed, a consequence may be given, such as time in Reflection with a member of the Senior Leadership Team to discuss what happened and how to put things right. Parents are always informed and asked to work in partnership with us to support improvement.

### **Exclusion**

In very rare and serious circumstances, the Headteacher has the authority to exclude a pupil for a fixed period or permanently. Where appropriate, the Local Authority's Behaviour Support Service may also be involved following full consultation with parents.

### **Working Together**

We favour a positive, proactive approach to behaviour and relationships. Parents play a vital role in this partnership. If there are circumstances at home which may affect a child's wellbeing (such as separation, bereavement or moving house), we ask that parents let us know. This allows us to put additional support in place to help children through difficult times. A confidential form is available on our website (Parents page) or from the school office.

At Wheatcroft, we know that when school and home give children consistent messages about care, respect and behaviour, they grow into confident, compassionate and successful young people.

### **Relationships, Health and Sex Education (RHSE)**

At Wheatcroft Community Primary School, we follow our Relationships, Health and Sex Education Policy and the North Yorkshire Framework to ensure pupils receive age-appropriate, accurate, and sensitive teaching. In Key Stage 1, children learn about families, friendships, and the correct names for parts of the body. In Key Stage 2, teaching includes understanding the changes that occur during puberty and developing the knowledge, skills, and confidence to form healthy, respectful relationships.

Our curriculum places strong emphasis on personal development, emotional wellbeing, and the values of care, respect, and responsibility. Lessons are designed to help children develop positive self-esteem, empathy, and an understanding of what makes relationships safe and nurturing.

If children ask questions of a sexual nature, staff will respond honestly, sensitively, and in line with our policy, ensuring that accurate information is given in a supportive and age-appropriate way, with due regard to moral and family values.

The full Relationships, Health and Sex Education Policy is available on our school website

## **Safeguarding – Child Protection**

### **Safeguarding and Child Protection**

At Wheatcroft, safeguarding is our highest priority. We follow the Local Authority's guidance when dealing with any concerns about a child. If information suggests that a child may be at risk of abuse, it is not the role of the school to investigate, but to share concerns with Children's Social Care or the Police. These agencies will decide on the appropriate next steps and will contact parents when it is safe to do so.

Wherever possible, we will always talk to parents first. However, if doing so might put a child at greater risk of harm, interfere with a police investigation, or place staff or others at risk, we may need to make a referral without prior discussion.

Our Safeguarding and Child Protection Policy, along with Local Authority guidance, is available on the school website for parents to read at any time.

### **Designated Safeguarding Lead (DSL)**

Wheatcroft has a Designated Safeguarding Lead (DSL), supported by a trained safeguarding team. The DSL has overall responsibility for safeguarding and child protection within the school. All staff receive regular safeguarding training and know how to share concerns swiftly with the DSL team. Parents can contact the DSL through the school office if they have any safeguarding concerns.

### **Safer Recruitment**

We are committed to keeping children safe through robust safer recruitment practices. All staff, governors, and volunteers who work with children are subject to appropriate checks, including an enhanced DBS (Disclosure and Barring Service) clearance, and references are carefully verified. Recruitment panels include staff trained in safer recruitment to ensure safeguarding is central to all appointments.

### **Use of Images**

From time to time, local press or other organisations working in school may wish to use photographs of pupils for publicity purposes. Parents are asked to complete a consent form when their child starts school, indicating whether or not they agree to images of their child being used. If your wishes change, please inform the school office.

We also understand that parents may wish to take photographs or videos at school events such as Sports Day or Christmas performances. While we welcome this, we ask parents to only share images of their own child and not to upload photos or videos of other children to social media. This is an important part of safeguarding every child in our care.

If you have any questions, concerns or objections regarding safeguarding or the use of images, please contact the school office.

## **DRUGS RELATED MATTERS/SMOKING**

Through PSHE and the use of visitors, pupils are educated about the dangers of drugs and how to keep themselves safe.

**Smoking and vaping is not permitted anywhere on the school site and parents must comply with this law.**

## **THE GOVERNING BODY**

The members of the Governing Body, together with the appointing authority of each are listed below:-

Mr G Dyer - Staff

Ms A Combes- Chair

Mr P Cliffe- Vice Chair

Mrs H Thompson

Ms J Ireland

Ms D Jureczko- Clerk

Under the 2011 Education Act, governors are responsible for the overall conduct of the school and have a specific role to play in the following areas:- Appointment of staff, admission policy, school curriculum, staff discipline, consideration of complaints, finance, sex education, exclusion of pupils, charging policy, use of school premises outside school hours.

## FINANCE

Under the Local Management of Schools legislation the governors are now responsible for drawing up, implementing and monitoring the school budget with the assistance of the School Business Manager. They must determine spending and educational priorities for the school within the constraints of the sums allocated to them by means of a formula drawn up by the Local Authority and approved by the Department of Children, Schools and Families.

The four main areas of expenditure are:-

- Personnel - Wages of teaching/non-teaching and supply staff.
- Premises - Maintenance of grounds, buildings, energy costs, water.
- Supplies and Services - Equipment, furniture, hired services, books etc.
- Communication - Telephone, postages, broadband, text messaging

## COMPLAINTS

### Informal Concerns and Complaints

At Wheatcroft Community Primary School, we value open communication and encourage parents and carers to share any concerns as soon as they arise. In most cases, it is best to speak directly with the member of staff most closely involved—usually your child’s class teacher.

You can make contact by phoning or emailing the school office to arrange an appointment, or by sending a written message if preferred. Many concerns can be quickly resolved through a simple conversation, clarification, or the sharing of additional information.

We find that most issues are successfully addressed at this informal stage, ensuring that positive relationships are maintained and your child’s experience in school remains happy and productive.

### Formal Complaints

If a concern cannot be resolved through informal discussion, parents and carers are invited to make a formal complaint in writing, following the school’s Complaints Policy, which is available on our website.

A member of the Senior Leadership Team will ensure that all complaints are investigated fairly and thoroughly. If the complaint concerns the Headteacher, it should be addressed to the Clerk to the Governing Body, for the attention of the Chair of Governors.

If you are unsure who to contact, please seek guidance from the school office or the Clerk to the Governing Body, or refer to the full procedure outlined on the school website.

While we understand that complaints may sometimes arise from difficult or upsetting situations, we expect all communication with school staff and governors to remain respectful. The governing body will not tolerate any form of aggression, harassment, or abusive behaviour towards members of the school community.

Where such behaviour occurs, the school reserves the right to restrict access to the premises and, if necessary, inform the police.

## CHARGING POLICY

### Charging and Remissions

At Wheatcroft Community Primary School, we believe that every child should have the opportunity to take part in a wide range of rich and memorable experiences, regardless of their family’s financial circumstances. Our approach to charging and remissions reflects our commitment to inclusion, equality of opportunity, and access for all.

We follow the Local Authority’s Charging and Remissions Policy, with the key points summarised below:

- The full cost of board and lodging will be charged for any residential visit.
- Families in receipt of qualifying benefits may be eligible for a subsidy, subject to available school funds.

The school may request voluntary contributions from parents and carers to help cover the cost of educational visits, theatre trips, and enrichment activities.

No pupil will ever be excluded from taking part in an activity because their family is unwilling or unable to contribute. However, if insufficient voluntary contributions are received, the Headteacher may decide that the event cannot go ahead.

Further information is available in the school's Charging and Remissions Policy, which can be viewed on our school website.

### **Additional Costs and Parental Contributions**

From time to time, children may be asked to bring in ingredients for cooking or materials for practical activities, such as art or model making. These small contributions help to enrich the curriculum and support hands-on learning experiences.

However, the governors wish to make it clear that no child will ever be excluded from any part of the curriculum because their family is unable or unwilling to contribute.

In line with the school's policy, the Headteacher may request payment for the replacement of lost or damaged reading or library books, or to cover the cost of wilful damage caused by a pupil to school property.

## **HOME AND SCHOOL**

### **HOME SCHOOL AGREEMENT**

At Wheatcroft Community Primary School, we believe that strong partnerships between home and school are central to every child's success. Our Home–School Agreement sets out the shared expectations and responsibilities of pupils, parents and school staff.

We ask all parents and carers to sign this agreement when their child joins the school and to support it throughout their time with us.

### **SCHOOL ASSOCIATION (PTA)**

Our Parent Teacher Association (**PTA**) was founded in 1968 and continues to play an active role in school life. Its main aims are to:

- Strengthen links between families, staff and the wider school community.
- Organise enjoyable fundraising events and social activities.

Support the school by providing extra resources and opportunities for pupils.

All parents and carers automatically become members when their child joins the school, and new ideas and volunteers are always welcome. Please contact the school office for more information on how to get involved

### **PARENTAL INVOLVEMENT**

We greatly value the contribution parents and carers make to school life, whether helping in class, supporting on trips, or sharing skills and expertise.

If you would like to volunteer, please speak to the school office. All regular volunteers are required to complete an enhanced Disclosure and Barring Service (DBS) check, in line with our safeguarding procedures.

When helping in school, we ask all adults to respect confidentiality and direct any concerns or questions about pupils to the class teacher. Parents must also sign in at the office on arrival to ensure safety and insurance compliance

### **PARENT TEACHER INTERVIEWS**

We hold formal parent–teacher consultations twice a year. These ten-minute meetings provide an opportunity to discuss your child's progress, celebrate achievements, and agree next steps.

Appointments are for parents only, although pupils regularly discuss their learning and targets with teachers during the school year.

Parents of children with special educational needs or disabilities (SEND) will be invited to separate meetings with the SENCo and class teacher to review targets and support plans.

In addition, every parent receives a written annual report at the end of the summer term. If you have concerns at any other time, please don't wait for a formal meeting — contact school as soon as possible.

## COMMUNICATION

We aim to keep parents well-informed and connected with school life.

- Email and text messaging are used for newsletters, trip consent forms, and urgent updates (e.g. club cancellations).
- ClassDojo is used to share class updates, reminders and celebrations. Please note that time-sensitive messages should be sent via email or phone, as Dojo is not monitored continuously.
- All letters and newsletters are also published on our school website: [www.wheatcroftprimary.com](http://www.wheatcroftprimary.com).

Each Friday, we post a Weekly Timetable on the website and via Dojo. This includes PE days, clubs, dinner menus, and key events. Many families find it helpful to save a screenshot for easy reference.

While we sometimes share information about community events or activities, inclusion in school communications does not imply endorsement by the school.

## HEALTHY LIVING

### Milk

Milk is provided daily for pupils. Children in Bluebells enjoy theirs within the classroom, while other pupils can choose to have milk with their lunch. This healthy drink is provided by the school and subsidised through national funding schemes.

### Fruit

We are proud to participate in the Government's Free Fruit Scheme, which provides every EYFS and Key Stage 1 child with a free piece of fruit each day. This supports our commitment to promoting healthy eating habits in line with national guidance from the School Food Trust.

### Emotional Wellbeing

Our school motto, "**Learn and Care**", captures our belief that children learn best when they feel happy, safe, and valued. Every child at Wheatcroft is supported to understand their emotions, build strong relationships, and develop a sense of self-worth.

## BEFORE & AFTER SCHOOL CARE FACILITIES

We are delighted to offer 'Wheaties', our high-quality before and after school care club, based in the school bungalow and run by experienced Wheatcroft staff who know the children well.

### Opening Times and Costs (Term Time Only):

- **Before School:** 7:55am – 8:30am (£4.00 per session)
- **After School:** 3:05pm – 5:00pm (£7.00 per session)

*(Prices are correct from 1st September and are reviewed annually.)*

Places can be booked on a regular or ad hoc basis, subject to availability. Bookings should be made in advance through the school office, and payment is made via ParentPay. We ask that all balances are cleared at the end of each half term.

The club follows the school's behaviour, safeguarding, and medical policies, ensuring a consistent and safe approach to children's care. Activities include a range of creative, active and social opportunities designed to help children relax, play, and enjoy time with friends. Wheaties reflects our school values of *Learn and Care*, providing a warm, welcoming and nurturing start and end to the school day, where every child feels part of our Wheatcroft community

## ORGANISATIONAL ARRANGEMENTS

### PICKING UP AND DROPPING OFF OF PUPILS

#### Dropping Off in the Morning

Children may arrive between 8:30am and 8:40am when staff are on duty at the school gates. The school day begins promptly with registration at 8:40am, and all gates are locked at that time for safeguarding.

There are three entrances to the site — two at the front and one at the back on Filey Road:

- **EYFS and Key Stage 1**- pupils enter via the front entrance by the bus lay-by.
- **Key Stage 2**- pupils enter via the main car park gates or the Filey Road entrance.

Parents and carers are asked to drop children at the gates and then leave promptly to help reduce congestion and ensure a calm start to the day.

Children attending our Wheaties Club may arrive earlier from 7:55am.

#### Pick-Up at Home Time

Gates on Filey Road and Holbeck Hill open at 3:05pm to allow parents to wait on the playgrounds.

- **EYFS (Bluebells)** - children are dismissed from the classroom inner gate at **3:00pm**.
- **Year 1 and Year 2** - pupils are dismissed to the KS1 playground at **3:05pm**.
- **Years 3–6** - pupils are dismissed from their classroom doors onto the **KS2 playground at 3:15pm**.

If you are collecting from both playgrounds, you may use the path behind *The Zone* to move safely between areas.

Pupils in Years 5 and 6 may walk home independently with written parental permission. Forms are available from the school office.

Bikes and scooters can be stored in the designated area at the back of school but must be locked and not ridden on site.

For safeguarding reasons, parents and carers should not enter the building without an appointment. Anyone arriving during the school day should use the side gate and intercom by the main car park entrance.

### CHANGING YOUR CHILD'S REGISTERED SURNAME

School records must use a child's legal name. Any request to change a surname must be supported by written legal consent from all relevant parties. Please speak to the office if you need guidance on what documentation is required.

### LUNCHTIME

Children can enjoy a freshly prepared hot meal each day or bring a healthy packed lunch. Meals are cooked on site using locally sourced meat, poultry, fruit and vegetables, with vegetarian and gluten-free options available. Menus are nutritionally balanced and follow national school food standards.

- **EYFS, Year 1 and Year 2** - pupils receive a free school meal under the government scheme.
- **Years 3–6** - meals can be paid for via ParentPay or by cheque/cash (in a clearly named envelope). Credits are carried forward if a child is absent.

Families in receipt of certain benefits may qualify for Free School Meals. Registering also helps the school receive additional Pupil Premium funding (£1,455 per pupil) to support learning and enrichment. Application forms are available from the school office or online via the Local Authority.

Lunchtime staff supervise children to ensure safety, wellbeing and good behaviour.

### SCHOOL DRESS CODE (UNIFORM)

We are proud of our school uniform, which helps pupils develop a sense of belonging and pride.

#### Uniform:

- Grey sweatshirt or cardigan
- Yellow polo shirt
- Grey trousers, skirt or pinafore
- Yellow gingham dress (summer)

- Grey shorts (summer)
- Sensible **black shoes**

**PE Kit:**

- White T-shirt
- Black shorts
- Dark tracksuit (for colder weather)
- Trainers and shin pads (KS2)

Please also provide an apron or old shirt for art activities.

Uniform with the school logo can be purchased from Rumours, Victoria Road, and plain items are available from most local retailers.

For safety and appearance, we ask that:

- Hair is of a natural colour and not shaved with patterns.
- Nail polish and jewellery are not worn (except small stud earrings, which must be removed for P.E)
- All items are clearly named. Unclaimed lost property is donated to the Scarborough Uniform Hub each term.

## HEALTH AND MEDICINES

Our approach to health and wellbeing follows North Yorkshire Council guidance.

- Only **prescribed medication** can be administered in school, with written consent from parents and the medicine in its original labelled container.
- Over-the-counter medication can only be accepted if accompanied by a GP note.
- Long-term medication (e.g. inhalers) must be registered with the office and accompanied by an asthma plan.

We hold emergency *Salbutamol inhalers* and *EpiPens* for use under Department of Health guidance. Please inform the office if you do not wish your child to receive emergency treatment.

Minor head bumps are reported to parents with a written note to ensure continuity of care.

For health advice, parents can contact the **Healthy Child Team** on **01423 542982** or visit [Harrogate and District NHS – Children’s Services](#).

## ATTENDANCE AND ABSENCE

At Wheatcroft Community Primary School, we believe that excellent attendance is fundamental to every child’s learning, wellbeing and future success. Regular attendance enables children to build secure relationships, make good progress, and fully engage in all aspects of school life.

Our approach follows the Department for Education’s guidance *Working Together to Improve School Attendance (2024)* and our own School Attendance Policy, available on the school website.

**Reporting Absence**

- Parents and carers must notify the school by 8:45am on the first day of absence, stating the reason.
- If no contact is made, the school will attempt to reach you by phone or text as part of our safeguarding duty.
- Ongoing absence or patterns of concern will be followed up swiftly to ensure pupils return to school as soon as possible.

**Persistent or Concerning Absence**

Attendance below 90% is classed as *persistent absence* by the DfE and is carefully monitored. We work closely with families to provide early help and support where needed. If attendance does not improve, the school may make referrals to Early Help, the Local Authority Inclusion Service, or Social Care in line with statutory guidance.

### **Leave of Absence in Term Time**

In accordance with national regulations, the Headteacher may only authorise term-time leave in exceptional circumstances. Requests should be made in writing, using the school's Leave of Absence Form. Holidays taken during term time without authorisation will be recorded as unauthorised absence and may result in a fixed penalty notice issued by the Local Authority.

### **Attendance at Wheatcroft**

Attendance was graded **Good** by Ofsted at our last inspection, and we continue to work in partnership with families to meet the DfE's national ambition of all pupils attending for at least 97% of the school year. We thank parents and carers for their continued support in ensuring children attend school every day, on time and ready to learn.

## **PARKING AND SAFETY**

Please help us keep all children safe by following these important rules:

- Do not drive into the school grounds, including the staff car park.
- Avoid parking on zig-zag lines, the bus lay-by, or double yellow lines.
- Use the zebra crossing and marked walkway at all times.
- Consider using the free Sea Cliff Road car park, just a short five-minute walk from school.

Unsafe or illegal parking will be reported to the police or traffic wardens. Thank you for your co-operation in keeping our community safe.

## **SECONDARY TRANSFER**

At the end of Year 6, pupils typically transfer to George Pindar School or Graham School, with some also attending Scalby, St Augustine's RC, Filey or schools in Pickering and Malton.

Support and transition activities are provided throughout Year 6 to ensure pupils move on with confidence.

The information contained in this booklet is accurate at the time of publication but please note that parents cannot assume that particulars will not change. It is hoped that you find this prospectus both readable and informative. The most up to date information is on our school website [www.wheatcroftprimary.com](http://www.wheatcroftprimary.com).