



Wigmore Primary School and Nursery

Enjoying Learning Together

School Prospectus 2025 – 2026

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Welcome

Wigmore Primary School and Nursery is proud to form part of a unique, all-through Academy Trust from 2 -16 that is situated within the same, beautiful grounds. Our school and nursery are part of a vibrant, rural community that is nestled on the border of Herefordshire, Shropshire and Powys. We strive to provide the best education locally, inspiring our children to exceed expectations and develop into resilient, well-rounded, independent young people who are equipped to flourish in a modern global community. We pride ourselves on our high standards and clear sense of purpose. In addition to this, we provide children with a broad range of learning opportunities that create a love of learning within the school. Wigmore Primary School and Nursery is a warm and welcoming school which is reflected in the children that attend.

We are very proud of the outcomes achieved throughout Wigmore Academy. The school and nursery work in partnership with families to put the children's interests and development at the heart of everything they do. We ensure that the children have full access to a broad curriculum with an emphasis placed on trips and visits to consolidate learning. In Key Stage Two, we introduce the opportunities for residential activities. Year 3 have a sleepover in school and Year 4 visit Oaker Wood for an outdoor adventure. Children in Year 5 and 6 travel further afield with a residential trip to a city or a longer outdoor adventure opportunity. This helps to develop their independence, ready for high school.

Wigmore Primary School and Nursery is fortunate to have full access to specialised facilities at Wigmore High School, such as workshops, science labs, a food technology room, a sports hall and computing rooms. The children become very familiar with Wigmore High School as they have many opportunities to work with academy staff and pupils, as well as visiting the site on a regular basis. When the children reach Key Stage Two, they benefit from specialist subject teaching by teachers from Wigmore High School.

All our children are encouraged to take an active part in school life. Opportunities are provided throughout the school year for our children to perform on stage and the excellent quality of our productions is frequently commented on. Wigmore Primary School competes successfully in a range of sports and the school offers a comprehensive programme of clubs for children to attend during and after school.

If you would like to find out more about life at Wigmore Primary School and Nursery then please get in contact.

Wigmore School Academy Trust

Ford St, Wigmore, Leominster, Herefordshire, HR6 9UN

Tel: 01568 770333

Email: adminpri@wigmore.hereford.sch.uk

Wigmore Aims and Values

Our Academy Motto

“Enjoying Learning Together”

Our Academy Statement

We embrace the benefits of **all-through** 2-16 education providing excellent **all-round** educational experiences in a **nurturing** environment of **traditional** values.



Our Academy Aim

We aim to ensure every child is **happy, safe** and **successful**.



Our Academy Values

Equality

Empathy

Resilience

Respect

Teamwork

Honesty

General Information

Wigmore Nursery Hours:

08:00 – 08:30	Early Bird
08:30 – 12:00	Session 1
12:00 – 15:30	Session 2
15:30 – 16:00	Extra Club

Wigmore Primary School Hours:

08:00 – 08:30	Breakfast Club
08:30 – 08:45	School Starts
08:45 – 08:50	Registration
08:50 – 10:00	Teaching and Learning
10:15 – 10:30	Assembly
10:30 – 10:45	Morning Break
10:50 – 12:00	Teaching and Learning
12:00 – 13:00	Lunch
13:00 – 14:20	Teaching and Learning
14:20 – 14:30	Afternoon Break (EYFS/KS1 only)
14:30 – 15:25	Teaching and Learning
15:25	School Ends
15:30 – 16:20	School Clubs
15:30 – 17:00	WACKY Club

Children can be dropped off in the playground from 08:30. Families are asked to wait in the school playground (no earlier than 15:20) to collect their child.

The Classes

Acorn Class	Year N	(age 2-4)
Oak Class	Year R/1	(age 4-6)
Elm Class	Year 1/2	(age 5-7)
Laurel Class	Year 3	(age 7-8)
Willow Class	Year 4	(age 8-9)
Cherry Class	Year 5	(age 9-10)
Sycamore Class	Year 6	(age 10-11)

The Staff

Senior Leadership Team

Dr Rob Patterson	Executive Headteacher
Mrs Rebecca Williams	Head of School and SENDCO
Mr David Sallis	Deputy Head of School and DSL
Mrs Emma Jenkins	School Business Leader
Mr Steve Pollacco	Chair of Trustees

Teaching Staff

Mr David Sallis	Sycamore Class Teacher
Mrs Lucy Morgan	Cherry Class Teacher
Mrs Megan Tarling	Cherry Class Teacher
Mrs Emily Edwards	Willow Class Teacher
Miss Lucy Bulman	Laurel Class Teacher
Miss Marnie Williams	Elm Class Teacher
Miss Bethan Bufton	Oak Class Teacher
Mrs Anne Forrester	Class Teacher

Nursery Staff

Mrs Rebecca Weaver	Acorn Class Nursery Supervisor
Miss Raya Holmes	Acorn Class Nursery Assistant
Mrs Alexia Phillips	Acorn Class Nursery Assistant

Support Staff

Mrs Sarah Barnett	Teaching Assistant
Mrs Michelle Holmes	Higher Level Teaching Assistant and ELSA
Mrs Hannah Jones	Teaching Assistant and Forest School Leader
Mrs Vicky Jones	Teaching Assistant
Miss Paula Khan	Teaching Assistant
Mrs Emma Lewis	Teaching Assistant
Mrs Sam Panniers	SEND Teaching Assistant
Mrs Alexia Phillips	Higher Level Teaching Assistant and ELSA

Ms Kerrie Harries	Primary School Administrator
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Mrs Lorna Luscott	Lunchtime Supervisor
Mrs Christabel Hicks	Cleaner

The Curriculum

At Wigmore Primary School, we are committed to providing a curriculum which is broad and balanced and provides our children with opportunities to gain essential knowledge, skills and understanding. All children should enjoy their learning, achieve their potential and become independent life-long learners. Our expectations are high, and we strive for every child to become the very best version of themselves. The curriculum nurtures curious minds and provides opportunities for every child to discover their strengths. The inclusive environment enables children feel safe to try new things and develop their individual character.

Curriculum Aims

Instil a lifelong love of learning and curiosity in children that supports them to succeed with future endeavours.

Provide a broad and balanced curriculum for children that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for the future.

Provide further opportunities to children beyond the National Curriculum through inspiring contexts and holistic learning.

Equip pupils with the knowledge and cultural capital they need to succeed in life.

Develop children's sense of identity and belonging through a values based approach that will enable them to flourish individually within their community and as citizens in a multi-faith and multi-cultural society and global community.

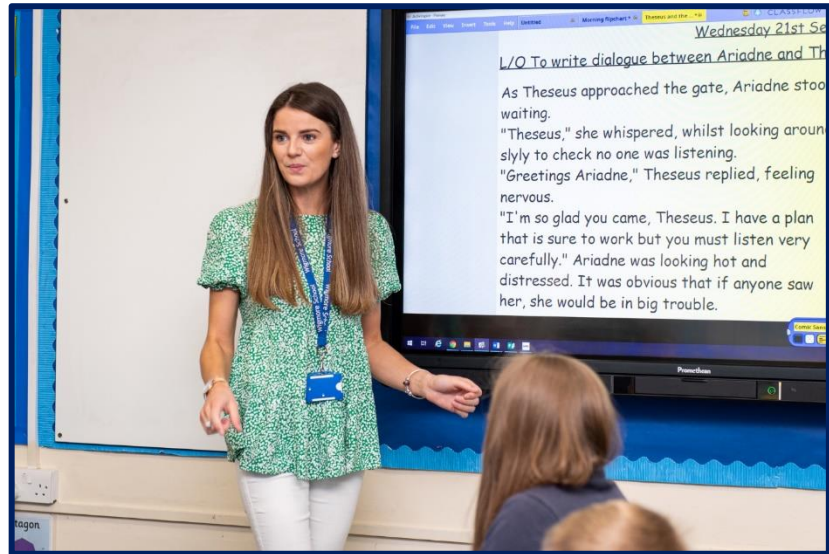
Strive to ensure equal access to learning for all children, with high expectations for every child and appropriate levels of challenge and support

Ensure **every** child makes the best possible progress and achieves their highest possible attainment.

Promote the learning and development of all children, including those in the EYFS so they are prepared for each key stage transition

We recognise that education is more than just academic success. Ensuring our children are well-rounded individuals is a priority. We want our children to have a range of experiences that they will remember and contribute to the development of their individuality and understanding for the world. Inclusion is integral to the curriculum; we strive to ensure **all** our children are given the opportunity to participate in all aspects of the curriculum both inside and outside the curriculum.

A wide range of subjects are taught throughout the term. These subjects include reading, writing, maths, science, history, geography, religious education, art, music, design and technology, computing, physical education, personal social and health education (including relationship, health and sex education)



and French (Key Stage 2). In addition to specific subjects, we also run sessions in phonics, spelling, reading and times tables. We believe learning is for life and that reading is one of the key strands that leads to success in all areas of the curriculum and in life. In both Key Stages there is a reading scheme. In Early Years Foundation Stage and Key Stage 1 children are taught phonics through a systematic synthetic phonics programme called; Little Wandle Letters and Sounds Revised. The 'phonics first' approach to Early Reading we have adopted has led to our children being confident with their phonic knowledge from a very early age, unlocking the magical world of words. To support this, we use specific Little Wandle Letters and Sounds Revised reading books matched exactly to a child's learning so that they can read fluently and with confidence. When children become successful readers, they move onto Accelerated Reader (AR) Programme. This ensures the children are guided to a range of genres, along with a good mixture of fiction and non-fiction texts that are written at an age appropriate level. Further to this, the children also have access to a well-stocked library to enhance their love of reading. Reading is a key feature of our daily life, with a teacher-led high-quality reading session occurring in every class every day. Taking part in national campaigns such as World Book Day and Readathon, further embeds a long-term love of reading.

Our research-based approach to our teaching and learning helps the children to make rapid progress and ensure that they become the very best version of themselves. It is based upon the National Curriculum (2014) and reflects our school values and beliefs. We follow the locally agreed syllabus (Herefordshire) for Religious Education. The school trips are carefully planned to enhance the children's learning in school and to build upon experiences. In KS2, the children have the opportunity to have a sleepover at school in Year 3 before going on residential visits further up the school. In Year 4, the children are invited to explore their adventurous side by taking part in a residential trip at an outward-bound activity centre. When they reach Year 5 and 6, the children have been prepared and are ready for adventures further afield. Previously, children have had the opportunity to visit cities in the UK such as Chester and York. Both amazing opportunities to make comparisons to their lifestyle and

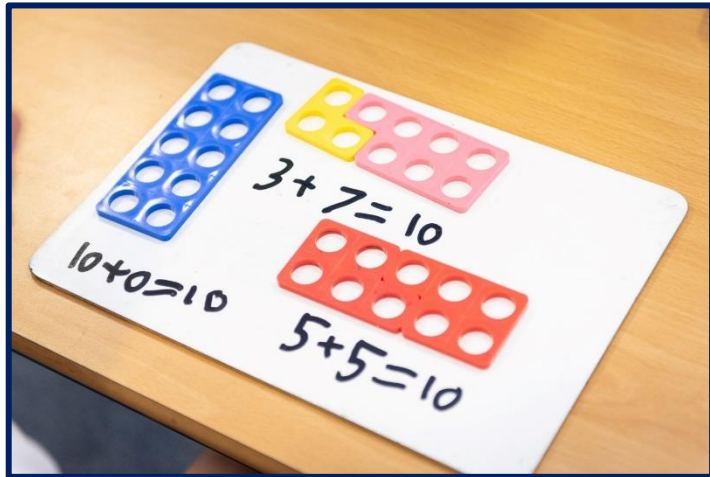
environment in rural Herefordshire. We reinforce the sense of community with strong links to the immediate locality. We take an active part in the village show and celebrate harvest to promote the community's connections with agriculture. Visitors join us at school to further strengthen community links and children visit the local church, nursing home and historic Wigmore castle during the school year. The strong links that we have as a federation with Wigmore High School enables our children to be taught by subject specialist teachers and allows our teachers to have access to subject specific equipment to aid their teaching. This means that the pupils are given a wider education and are prepared for life at high school.



It is very important that we assess our children's learning and understanding. What is more important is how we do it and what we do with the information. Children receive feedback on their learning in a variety of ways – written in their books; oral in lessons as they are working. This feedback is used to provide the children with their next

steps as well as to inform the teachers' planning. Careful and skilful questioning, allows teachers to challenge the pupils' depth and breadth of their learning and understanding; assessment so to quickly correct misconceptions, as well as recapping on areas of previous learning to ensure it has been embedded for life. Pre and post teaching groups across the curriculum allows us to ensure gaps are closed and that children are confident in the key skills they need. Termly pupil progress meetings allow us to carefully monitor progress; celebrating the success the children have had as well as quickly identifying where any interventions are required to ensure all children make accelerated progress in the classroom.

As you walk into our classrooms, you will be greeted with a warm and welcoming environment, where the children are actively engaged in their learning. The classrooms are equipped to allow independence and to aid long-term understanding – equipment is available for the children to use when they feel that concrete apparatus would help them, along with displays that support learning through vocabulary and modelled examples.



The children of Wigmore Primary School have a love of learning. They enjoy sharing facts they have learnt in all subject areas; creating models to demonstrate their learning as part of homework activities; as well as making excellent progress during the time they are with us which is evident in our published results. At each stage of their time at primary school, the children are well prepared for transitions. Nursery children are excited about being part of the 'big' school as they have already been into assemblies and spent time in Oak Class. Year 2 move seamlessly from Key Stage 1 into Key Stage 2 as they have been taught by many of the teachers and are used to being part of a whole school environment through our themed days. Being part of an all-through school means transition from primary to high school is as smooth as it can be. Children experience taster days at high school in Year 5 and Year 6 and are taught weekly by some high school specialist teachers in Key Stage 2. The children are excited about the new challenges and are prepared for them; secure in the knowledge that their primary teachers are just down the road if needed.



Special Educational Needs and Disabilities

Wigmore Primary School is an inclusive learning community. We want every one of our children to achieve the best possible educational and personal outcomes to become happy, healthy and fulfilled adults that are able to contribute to society. We have high aspirations for all pupils and none more so than those with Special Educational Needs or Disabilities.

At Wigmore Primary School we ensure that we meet the individual learning needs of all our pupils through Quality First Teaching, additional interventions, a personalised approach and high expectations for all. We ensure that all pupils make the best possible progress through a challenging curriculum in which every child can succeed. Underpinning ALL our provision in school is the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of the family
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

For more detailed information about the support we offer our pupils with Special Educational Needs and/or Disabilities in school, please read our SEND Information Report and SEND Policy on the school website.

Please contact the school office to speak with Mrs Williams (Wigmore Primary School and Nursery SENDCO).

Able, Gifted and Talented Children

We provide a rich, broad and balanced curriculum, that maintains appropriate levels of challenge for all children at our school. We also provide opportunities which are especially suited to those children who have been identified as having particular skills and talents. This

could be in any area, for example, mathematics, music or sport. Children identified as having particular skills or talents may be invited to participate in additional activities, enrichment and extension materials are available, as well as the opportunity for the child to move beyond the accepted level and to progress at his/her own pace.



Safeguarding and Wellbeing

We are committed to the development of the whole child and believe that all-round education and excellent pastoral support are integral to this so that children develop into happy and fulfilled adults that are able to reach their potential as global citizens.

The wellbeing of all the children and young people in our care is supported by our strong pastoral team of:

- Class Teachers and Teaching Assistants
- Senior Mental Health Lead
- Early Literacy Support Assistants
- School Nurse
- First Aid Team (including Mental Health First Aiders)
- Peer Mentors and Buddies

We also work closely with a host of other external services such as; CAMHS, Onside, Young Carers and the Educational Psychology Team. Our PSHE (Jigsaw) curriculum and Values Education assembly programme is an important part of making wellbeing at the core of what we do.

Our robust yet flexible pastoral support is the foundation to enable students to be in the best possible position to learn, to develop resilience and ultimately to flourish in life far beyond school.

We believe that keeping children safe is our main priority as a school. We fully recognise our moral and statutory responsibilities for safeguarding and promoting the welfare of the children in our care. We have proactive and rigorous safeguarding procedures in place. All our staff are safeguarding trained; certain key staff who lead on safeguarding have advanced training.

- Safeguarding Trustee: Gwen Fraser
- Executive Headteacher: Rob Patterson
- Nursery and Primary School Designated Safeguarding Lead: David Sallis
- Nursery and Primary School Deputy Designated Safeguarding Lead: Rebecca Williams and Rebecca Weaver
- Prevent Lead: David Sallis
- Designated Teacher for Looked After Children and Previously Looked After Children: David Sallis

Early Years Foundation Stage

Nursery

Wigmore Nursery is situated in Wigmore Primary School which, along with Wigmore High School, is part of Wigmore School Academy Trust. The nursery setting is an integral part of Wigmore Primary School known as 'Acorn Class'. The nursery has access to all the facilities across the academy which includes, school halls, outside playgrounds, cooking facilities and school play areas.

We offer inclusive care and education for children from 2 years old rising to 5, including those who are eligible for Nursery Education Funding (NEF). We respect and value the diversity of families and individual children who may come through our doors; encouraging them to grow in confidence, independence and gaining a positive self-identity. Wigmore employs three qualified Early Years Practitioners and an Early Years Co-ordinator (Head of School) who work closely together to maintain a high standard of care and education.



The curriculum is planned carefully to provide a wide range of exciting play opportunities and to develop basic skills and the knowledge necessary for a smooth transition into school. Activities are tailored to meet children's individual and unique needs which provide opportunities for each child's development to be supported and extended where appropriate. The

children's enthusiasm is used as the stimulus for many of the activities as this truly engages the children and ignites that love of learning and exploration. We believe that the Nursery is the bedrock of the school, where a passion for investigating, exploring and learning begins.

If you would like to know more about Wigmore Nursery then please get in contact:
adminpri@wigmore.hereford.sch.uk

Reception

Our vision is that all children are happy, supported, thrive and succeed during their first year at Wigmore Primary School. Children are given the opportunity to learn through play-based activities, both indoors and outdoors. We have a bright and airy classroom with a fantastic partially covered outside area to deliver the Early Years Foundation Stage curriculum. We also use our extensive school grounds to facilitate learning. This includes a spacious field and a Forest School area.

The EYFS curriculum is organised into seven areas of learning.

PRIME AREAS	SPECIFIC AREAS
Communication and Language	Literacy
Physical Development	Mathematics
Personal, Social and Emotional Development	Understanding the World
	Expressive Arts and Design

Using descriptors from the document, 'Development Matters', we assess pupils on entry and map their progress throughout the year towards the Early Learning Goals. This is then reported to parents at the end of the first year at school. The EYFS curriculum is delivered with a careful balance between child-initiated and adult-led learning. Opportunities are provided for



both indoor and outdoor learning and children are also able to choose their own environment. Continuous observation and assessment, coupled with comprehensive record-keeping ensures that our provision is tailored to the needs of the individual child. A carefully planned curriculum, which is informed by the children's interests, ensures children are active participants in their learning and development.

Family Partnerships

In both Nursery and Reception, we strongly believe that family partnerships can only support children's learning. We respect and value the role in which families hold as children's first educators; we continue to strive to develop a close working collaboration with our families

and the wider community. We work closely with families throughout the year to ensure their children have the most positive start possible to their school career. We run events throughout the year to support families with their child's learning at home. We also like parents to contribute to their child's learning journal (via SeeSaw) by recording any special moments your child does at home. For example; recognising numbers in their environment.



Extra-Curricular Activities

Wigmore Primary School offers the children a variety of after-school or lunchtime clubs. These clubs include:

Football	Netball	Hockey	Tag Rugby
Running	Tennis	Cricket	Athletics
Multi skills	Dance	Gymnastics	Rounders
Construction	Gardening	Art and Craft	Maths
Writing	Cooking	Eco	Sewing

After-school clubs run from 15:30 – 16:20. Sporting fixtures ordinarily take place after school. We are very fortunate to be able to use Wigmore School Academy Trust minibuses for transportation and we are incredibly proud of our sports teams. They are often highlighted for their respect and sportsmanship towards other teams.

Trips and Visits

At Wigmore Primary School, learning doesn't only take place in the classroom. We carefully plan trips and visits to enhance the learning that is taking place at school. We also arrange for visitors to come into school to share their expertise with the children. We believe that variety is very important so that we engage all the children and their learning styles.

Library

The school has a very well stocked library of both fiction and non-fiction books. The children are encouraged to use the library to support topic and other work on a daily basis. We encourage support from families to help catalogue and repair books and to work with the children from time to time. In addition to this, our oldest, gifted and talented children have the opportunity to visit the High School library to choose books each week. This supports their passion and enthusiasm for reading.

Wacky Club

At Wigmore School Academy Trust we provide an extended school provision for pupils from Nursery through to Year 9 (3 years old to 14 years old) (Nursery until 4pm). Our 'Wacky Club' provision is available during term time from 8am to 8.30am each morning and from 3.30pm to 5.00pm after school each day. To book, please do so via the Arbor app (or email adminpri@wigmore.hereford.sch.uk for nursery).

Family Involvement

At Wigmore School, we like to have as many opportunities for parents to visit the school to find out how we teach different subjects. It is very beneficial if you are able to attend these meetings as it does allow us to explain the methods that we are currently using. We truly appreciate your support with these evenings.

Parents' Evenings are held twice a year to discuss pupils' progress and to inform parents of targets set. In the Spring Term, a comprehensive report is written which may be discussed with the class teacher on request. Teachers are normally available for quick consultations with families at the beginning and at the end of the school day. However, families who wish to discuss their child's progress should contact the school and make an appointment to meet teaching staff at any time during the term.

The Parent Teacher Association is actively involved with the school and arranges social and fund-raising events. All parents are regarded as members of the PTA and a committee is appointed each year to organise PTA activities. The team have helped to fundraise for new playground equipment, school trips, class iPads and much, much more. If you would like to join the PTA or hear more about it please email: PTA@wigmore.hereford.sch.uk

The school encourages and welcomes families to come into school and help with various activities throughout the week. We are eager to use any skills or knowledge that the families of children may have. Please contact the class teacher if you would like to help in this way. Help can be in any form: helping with listening to readers, organising the school library or talking about your profession if linked with the class topic.



Attendance

Due to legislation, absence during term time is only authorised in exceptional circumstances. Absence from school has a significant effect on achievement and future life chances, therefore we aim to keep attendance as high as possible. If you feel that there are exceptional circumstances, then please put this in writing and hand in to the school office. Authorisation by the Head of School will be dependent on a range of factors and the reason given. Unauthorised absence may result in a fixed penalty notice.

If your child misses...	That equates to...	Which is...	and over 7 years at primary school that is....
1 day per fortnight or 90% attendance	20 days per year	4 weeks per year	28 weeks - more than 2 whole school terms!
1 day per week or 80% attendance	40 days per year	8 weeks per year	56 weeks – more than 1 whole school year!
2 days per week or 60% attendance	80 days per year	16 weeks per year	112 weeks – nearly 3 whole school years!

If in a school year your child is late everyday...	your child would have lost approximately ...	or they would have missed approximately...
5 minutes	3.5 days from school	20 lessons
10 minutes	7 days from school	41 lessons
15 minutes	10 days from school	55 lessons
20 minutes	14.5 days from school	82 lessons
30 minutes	22 days from school	123 lessons

Admissions

The School's Planned Admission Number (PAN) for Reception Year is 30.

Pupils will be offered a place on the basis of the following ranked criteria:

1. Children with an Education Health and Care plan (EHCP) / statement where Wigmore School is named in the EHCP / statement

2. Looked after Children and Children who were looked after, but ceased to be because they were adopted or became subject to a residence order or special guardianship order

3. Siblings of pupils already attending the school

4. Children who attend Wigmore Nursery

5. Children who live in the catchment of Wigmore Primary School

6. Any other children



Oversubscription Policy

Distance from school, by the shortest available walking route by road or made up footpath, will operate as the tie break should either of our schools be over-subscribed from any of its designated priorities.

The Trustees are responsible for the School's admissions criteria. Wigmore School will work in collaboration with the Local Authority in ensuring strict adherence to the national Code of Practice for Admissions within the local context. The school will exercise the right of an Academy School, within the remit of the Code of Practice, to establish its own admission preferences for students.

Anyone who is unsuccessful in securing a place will have the right of appeal through an independent panel often brokered with the support of the LA. Dates will be organised by the LA as required.

Late Applications

Wigmore School will not accept late applications if the reason for lateness of the application is not genuine – i.e. moved to area. This is in line with Herefordshire Local Authority practice.

Admission into the Reception Year

Children enter Reception class the September after their 4th birthday. At Wigmore Primary School we encourage most children to be in school full time from the first day.

Families are asked to register their child for admission well in advance via the Local Authority, and will be asked to complete an admission form at Wigmore Primary School when their child is admitted to school. All families requesting an admission are invited to visit the school to meet teaching staff and to view the facilities available. Children are invited into school for three afternoon sessions during the half-term prior to their admission and home visits are encouraged.

The Reception teacher holds a welcome meeting prior to your child's admission, that will ensure that they are ready for school in the September. Again, this will be held in the Summer term and a letter sent out accordingly.

The school should be notified immediately of any changes that may occur during the child's stay, e.g. change of address, telephone number, parents' places of work, medical information etc. In addition, all parents are asked to update information on the school's data information sheets at the start of each academic year. Additional information is required, including photograph consent.

Positive Behaviour



Wigmore School Academy Trust is fully committed to maintaining a safe, happy and inclusive environment that is conducive to effective teaching and learning. Our school aim is to ensure every child is happy, safe and successful.

Our children are the citizens of tomorrow and we recognise that we hold an important position in the

wider community. Therefore, it is of the upmost importance that Wigmore School Academy Trust takes a proactive role to shape our children into fully developed and valuable citizens.

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, with staff and with visitors or other persons within/outside the school premises.

Children are encouraged to develop a sense of self-discipline and an acceptance of responsibility for their own actions. This is fostered through a relaxed but firm atmosphere and positive staff leadership. Mutual respect and good manners between children are expected. We aim to develop and encourage children through our positive approach and shared values.

We expect high standards of discipline and behaviour from the children at Wigmore Primary School. A copy of the school's behaviour policy setting out procedures for rewarding pupils and for dealing with unacceptable behaviour is on the school website. Families and pupils joining the school are asked to understand the expectations of the school behaviour policy. This is vital in securing a home/school partnership.

Uniform

We endeavour to explain to the children on a regular basis the benefits of a smart appearance in life. We are very fortunate at our school that we don't often have to apply sanctions to pupils for not wearing the correct uniform. However, pupils are aware that there are consequences to not adhering to our uniform and appearance code.

School Uniform

- Navy blue sweatshirt with Wigmore logo
- Plain grey school trousers / shorts
- Grey school skirt
- White polo shirt
- Blue check school dress – in **summer term only**
- Black shoes - **no trainers** (including black leather trainers), **no canvas pumps, no boots** (if boots need to be worn to and from school in bad weather pupils should bring their school shoes to change into at school)
- Plain dark or white socks
- Hair should be tidily cut and not too short (minimum number 2 length). Short hair should be blended gradually. No mohawks or clipper cut patterns in hair are permitted. Hair should be a natural colour only
- Long hair must be tied back for sport. We strongly advise children with long hair to wear it tied back at all times in school. Hair bands should be plain dark colours (brightly coloured and ornate hair accessories are not acceptable)
- Jewellery should be restricted to one small plain round gold/silver coloured stud in each ear. If ears are pierced pupils should be able to remove earrings for PE or cover with tape themselves
- Nail varnish should **not** be worn

PE Kit

- Navy blue sweatshirt with Wigmore logo
- Wigmore Rugby Shirt (KS2 only)
- White school T shirt
- Navy school shorts
- Plain short white socks
- Trainers

School sweatshirts and PE kit are available from **Club Sport** in Hereford (01432 342626) or [online](#). Please ensure that all garments are labelled, so that they can be easily traced if lost or mislaid.



Important Information for Families

Arrival and Departure from School

Please time your child's arrival at school between 08:30 and 08:45. The school does not accept responsibility for children before 08:30, unless they are booked into Wacky Club.

We respectfully ask that families **do not** enter the school building so that we can safeguard children at all times. Families may drive round and drop their child off outside the school in the morning however, this is not possible after school due to the buses.

Parents wishing to come into school for any reason should report to the school office.

Pick up is at 15:25 from the school playground. The school playground must be vacated by 15:35 at the latest. This is to ensure the safety of the children who attend any after school clubs.

In the interests of health and safety, please **do not** bring animals into the playground.

Talking to Staff

The school does run a tight timetable and it is for this reason, we ask all families to vacate the premises before 08:50. Class teachers may be available for a conversation after school when collecting your child. Consultations requiring more time may take place after school by arrangement with the class teacher. Please report through the office if you wish to speak to a member of staff.

Lateness

All late arrivals have to be recorded on our school system. Please ensure that your child is on the premises by 08:45. If you are late for any reason, come to the school office and we will let you in. Children need to be accompanied by a family member so we can log down the reason for lateness.

Absence from School

Please ring the school on the day your child is to be absent or if your child is likely to be absent for a prolonged period, please phone the school to let us know. In many cases, if we haven't heard from the family by mid-morning on the first day, we will ring to check that everything is okay.

Medication

We are able to administer medication at school as long as a consent form is signed. Ideally, if a child is on an antibiotic course they should either stay at home, or a family member may come to school at lunchtime to administer the required dose. We realise that sometimes

children will feel under the weather but with some 'Calpol' generally feel well enough to stay in school.

Minor Accidents

All accidents, are logged in the School Accident Book. Parents will be contacted directly if the accident consists of a head bump or is considered more serious. A follow up email will also be sent.

School Uniform

Please **mark all items of school uniform clearly** with your child's name (not initials). This saves us hours of searching and sorting identical looking items of clothing.

Snack

Children may bring in a healthy snack (for example; fruit) for breaktime. EYFS and KS1 children are provided with a piece of fruit every day through the government's Fruit Scheme.

Water Bottles

Children are encouraged to bring in a wattle bottle to drink during lessons and throughout the day. **Fruit juice and squash is not allowed in the classrooms**; a separate bottle for lunch and playtimes can be brought in if necessary. Tooth decay is a big problem in Britain and in particular, Herefordshire. This is our attempt to minimise the impact on the children we care for every day.

Lunches

You have the option to either send in a packed lunch with your child (no fizzy drinks, nuts or sweets) or order a hot meal. The children eat in the school hall or at Wigmore High School from 12pm. We currently provide Universal Infant Free School Meals for all the children in EYFS and KS1. Children can order a hot meal via the Arbor app up until a Tuesday for the following week.

Money

Wigmore Primary School and Nursery is a cashless school.

Arbor: Arbor software is used as part of our cashless system. It is used to pay for trips, WACKY Club, after school clubs and also to book and pay for school dinners. You will receive an invite from school with details on how to register via the app.

Arbor

Wigmore Primary School uses software called Arbor to store and record pupil data. Parents can download the app, whereby they will be able to access their child's attendance records

and school reports. You will receive an email invite from school with details on how to register on the app.

Letters Home

We try to keep you informed of everything that is happening in the school. Please help by replying promptly to letters, invoices etc. The vast majority of letters will come through your email account, so letters cannot get lost. Our main form of correspondence is the Weekly Newsletter (Wigmore Weekly) which is emailed out to families. Please ensure we have an active email address, as we like to celebrate the children's work, along with giving you important information regarding trips and any changes to the diary.

Thank you for taking the time to read our prospectus. If you have any further questions, please do not hesitate to get in contact with us.

Wigmore Primary School and Nursery

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