



# Revoe Learning Academy & Children's Centre (RLA) PROSPECTUS for our Families



A very warm RLA welcome to you, and your child!

Here at RLA, we provide, and promote, a happy, safe and high achieving learning community where everyone is valued as a learner who really matters. Our children and families have decided to use RLA to stand for: **Respect; Learn; Achieve.**

We want to be a place of learning, where expectations for all are high, and there is strong communication between home and school to benefit the child.

RLA has its own Children's Centre and pre-school Nurseries on site which means that we can provide for the needs of your whole family, including unborn babies! We can access a wide range of agencies for you and deliver many activities through our expert staff.

We pride ourselves on expecting, and supporting, all learners, child and adult alike, to achieve their best. We want to play a crucial part in your child's growth - and we want to do this with you!

During their time with us, we want your child to be happy, safe, achieving and inspired. If, for whatever reason, this is not happening, we expect you to let us know, so that we can all work together to put it right!

In order for your child to reach their potential, we assess their understanding regularly and then use this to provide meaningful and challenging learning programmes which enable good progress to be made for all children.

We want to nurture and empower our children to become resilient, respectful, confident, aspirational and employable young people of tomorrow; we want our families to feel empowered and supported in achieving their dreams so that the whole family can thrive.

We believe that "all" means ALL. While each individual's needs may be different, we respect each other for who we are. ALL people have value and belong to our family. The only labels that the children need are their names.

Our curriculum provides a balance of core skills enriched within a wide range of experiences and opportunities that enables all of the children to succeed, irrespective of circumstance.

Together, we can open doors which will inspire your child to see themselves as a valued learner and proud individual.

By knowing your child and their Revoe friends, we will learn about the true meaning of community. We believe in dreams. Believe in RLA to make your child's dreams come true!

If you would like to join our learning community, or know more about us generally, please pop in to the Children's Centre or Main Office to make a mutually convenient appointment to find out about RLA. We would love to meet you and your family!



## ***RLA: A Place where Every Learner's Achievements Matter!***

**Session Times** Prompt starts are crucial for your child's successful and positive education, care and wellbeing,

<b>Session Hours:</b>	<b>Morning Session</b>	<b>Afternoon Session</b>
Nursery	8:45am - 11:45am	12.30 - 3.30
Reception	8.55am - 11.45am	1.00 - 3.10
Year 1	8.55am - 12.00pm	1.00 - 3.15
Year 2	8.55am - 12.00pm	1.00 - 3.15
Year 3	8.55am - 12.15pm	1.00 - 3.15
Year 4	8.55am - 12.15pm	1.00 - 3.15
Year 5	8.55am - 12.15pm	1.00 - 3.15
Year 6	8.55am - 12.15pm	1.00 - 3.15

*For Children's Centre activities, please ask for a copy of our timetable, available at the Children's Centre or main office. Thank you.*

Your child is expected to be in Nursery by **8.45am**; or in class by **8.55am**. All children are allowed in to RLA from **8.45am**. Before school provision is available from 8.15am. Please see the main office for details. Staff have professional duties before this time so please make appointments to speak with a member of staff, preferably after school, so that we can give parents the necessary time and privacy.

RLA is a sponsored academy. We are sponsored by the Blackpool Multi Academy Trust (MAT). The MAT is made up from 3 local, Blackpool academies: Park, Devonshire and Anchorsholme.

We offer baby, toddler, nursery and primary education to boys and girls aged 3 to 11 years. We also offer before school provision.

Our funding is provided by the Education Funding Agency. We make full use of Blackpool Council and other services to complement our provision, buying in relevant expertise (eg. personnel, property, payroll, governance and finance).

**Accessibility at RLA:** We are a fully inclusive learning community, determined to provide full access to all learners. We celebrate ALL of our learners irrespective of circumstance or need. RLA is built over a number of floors. To provide disabled access, we will ensure that the child's class or adult's working space is on the ground floor. All Children's Centre, Early Years, Key Stage 1 and office accommodation is on the ground floor. We have fully equipped shower rooms for any child or adult who requires these facilities. The Headteacher should be informed of any known special needs so that he can make any necessary modifications to the learning environment and maintain equality of opportunity, as far as is reasonably possible. If your child has a known disability, please inform us through the office, or Children's Centre, so that we can do our best for you and your child.

All new information is uploaded to our official website: [www.revoelearningacademy.co.uk](http://www.revoelearningacademy.co.uk). If you would prefer a hard copy of information, or require a different format, please see the Main Office.

### **Admission to RLA:**

Choosing a school for your child is a crucial decision, one that is best done by finding out as much as you can about the schools which you are considering. The best way to get to know us is to come and visit! You will be warmly welcomed and shown around by a staff member. Please contact us for an appointment: 01253 763414/e-mail: [admin@revoe.blackpool.sch.uk](mailto:admin@revoe.blackpool.sch.uk)



We have one intake of children each September. Children start school in the year in which they become 5 years old and, under normal circumstances, attend part time in the first few weeks of the Autumn Term. This has the benefit of easing your child into school life and routines.

Thereafter, they are admitted fulltime, unless there are reasons for not doing so. Including our Nurseries, we have 16 classes. Children are taught in mixed ability groupings. We are committed to keeping class sizes as small as possible.

In preparation for starting RLA in September, parents are invited to 'getting to know you meetings' in the Summer Term, when entry details will be discussed along with anything else you think we should know, confidentially, with the class teacher or other appropriate adult. All children coming to us in September are encouraged to join us for 'taster' sessions in June and July. This helps your child to become as familiar as possible with us, the building and our routines so that you and your child feel comfortable and enjoy their first 'real' days at Revoe Learning Academy.

RLA can accommodate a maximum of 60 children in each year group from Reception to Year 6. Nursery 2 to 3 year olds can accommodate up to 12 per session; and Nursery 3 to 4 year olds can accommodate up to 30 children per session.

Should there be more applications than places, the following criteria will apply:

- ✓ Children having brothers or sisters already at RLA;
- ✓ Children having a medical, special educational need or specific well-being need which means they need to attend at the nearest school;
- ✓ Proximity of home to RLA.

Non routine admissions i.e. school age children who have moved into the area or wish to change schools, are at the discretion of the Headteacher. We have well established induction arrangements for welcoming new children and their families to RLA.

Once offered a place at Revoe Learning Academy, parents will be invited to a meeting to discuss issues, ask any questions that they may have and receive an information pack.

Trained staff will carry out assessments prior to your child starting at RLA. These help us to best place your child and ensure that any support, which they require, is well matched and in place before they start RLA to help them make good progress.

**Appeals' Procedure** If we are unable to offer a place to a child because a particular year group is full, parents have the right to appeal. Blackpool C.S.A. gives admission guidelines in a publication called '*Guide for Parents*', available from Progress House.

**Admissions to Our Nurseries** You can register an interest for your child to attend Revoe Nursery using a Nursery Interest Form which you can collect from the Children's Centre or Main Office. Parents are contacted either by phone or letter with details of visit arrangements. A home visit by RLA staff is made prior to coming into Nursery and Reception. This is so that we can be fully aware of your child's needs and give them the best start possible!



Full day care is not currently available at RLA. Nursery morning sessions start at 8.45am and end at 11.45am; Nursery afternoon sessions start at 12.30pm and end at 3.30pm. Please ensure that your child starts sessions promptly so that they develop good habits as early as possible. Thank you.



RAB - Revoe  
Attendance Bear

Attendance, Punctuality, Annual Holidays & Leave of Absence Your child is expected to attend RLA, including our Nursery sessions on time, every day, with the absolute minimum of absence. Any absences in the 190 days which your school-aged child must spend in school have a negative impact on their education.

If your child is absent from RLA, we will contact you by text or phone on the first day of their absence; we will require your reason for their non-attendance.

On your child's return, they **should** be accompanied by a written or telephoned reason. If we do not receive a satisfactory explanation within one week of their return, your child will be marked as having unauthorised absence (truancy) and may be referred to our **Pupil Welfare Officer, Mr. Ali**.

Specific absence due to **extraordinary** family crisis (e.g. a child's serious personal illness) may be authorised, but long weekends and opportunities to take family holidays **will not**. We register every attendance and non-attendance at the start of each morning and afternoon. **Absence is recorded as unauthorised unless a reasonable explanation from a parent/guardian is given and accepted.**

Medical appointments should be made out of school hours. If your child has to have a medical appointment during school time, we will require a copy of your appointment letter/medical card. Children are expected to attend RLA before and after their appointment.

Parents are regularly informed as to the child's level of attendance. **Persistent absence and regularly unexplained absences will result in legal or financial action being taken because the child's education is suffering.** League tables, based on absence information, are compiled, against which our performance is judged. **Strong pupil attendance and punctuality matter!**

Our policy and practice strongly encourages and rewards high levels of attendance and punctuality **over 96%**. Unless your child is in regular attendance at RLA, our attendance targets will not be met and your child's progress will be affected!

It is crucial that all children are **in class at 8.55am** and do not arrive late. It is also important that you collect your child, on time, at 3:10 p.m. for Reception classes and 3.15pm for Year 1 to Year 6, or at the end of their extra-curricular activity. Thank you for your support in this crucial matter. Nobody wants to see a distressed child!

**Holidays:** The expectation is for families to take holidays in the official holiday periods. **The Headteacher will not authorise any holiday leave unless it is for extraordinary reasons.** A full holiday list is included at the back of our prospectus and on our official website. **Parents are responsible for checking this and no other websites for accurate holiday patterns.**



**Assessments:** We are working really hard to improve pupil attainment and progress for all. Most pupils should be working at, or above, age-related expectations. Each child has a Milestones Book, shared with you on a termly basis, which we hope you enjoy sharing with your child. Your comments then contribute to discussions at Parent Evenings.

On entering RLA in Reception, a baseline assessment will be completed using the Early Excellence Baseline. On-going assessments, using tools such as 'Development Matters', are recorded on Tapestry, our on line learning journal, and shared with you throughout the year. You will be asked to make your contributions to these assessments so that we capture all of your child's achievements.

After Reception, your child's work is continually assessed, using national expectations in English, Maths and other subjects; regular feedback is given and targets provided in order for your child to achieve.

Each July, you will receive a written report for you and your child to read and comment upon. At the end of Years 2 and 6, this will contain assessed levels of attainment based on national tests (SATs).

Children are assessed throughout each term for reading, writing and mathematics. Results inform learning targets which are shared with you at Autumn and Spring Term Parent Evenings. At the end of each year, the children will be assessed for the purpose of finding out what levels and progress they have achieved so far; and what their next steps for learning should be so that they are next stage ready. **Remember, any non-emergency absences harm your child's learning.**

Please see our website for our latest test results - see Performance and Report.



### Behaviour at RLA

We work together to develop a safe, happy and inclusive learning environment where everyone is valued. To help achieve our aims, we have high expectations of child and adult behaviour. The overwhelming majority of pupils say they feel safe at RLA and are confident that they can turn to any adults if they have any concerns. We want all learners to thrive in our high achieving, happy learning community.

We encourage all to make the 'right choices', taking responsibility for their own actions. We ask for strong parental support in maintaining our high expectations of behaviour so that all children can have their entitlement to high quality teaching and learning.

We aim to develop self-discipline and resilience, supporting and promoting a purposeful, calm learning environment for all. Each class devises its own classroom rules each year to complement our Academy expectations. The children learn to develop a clear understanding that there are consequences for inappropriate behaviours. Various sanctions and rewards are used at RLA to help children to develop positive behaviour.

Parents are always informed when staff have concerns about a child's behaviour; and are involved in any action taken to try to overcome the problem. On rare occasions, a child's behaviour may be so severe that a very firm consequence has to be implemented. For example, if a child:

- is aggressive or violent, causing injury to others;
- deliberately damages School / other's property;
- refuses to follow an adult's instruction; or,
- carries out an unprovoked verbal or physical assault on another.

Parents will be contacted and informed of the behaviour and such instances may result in a detention, seclusion or even exclusion from RLA for a period of time, even permanently. Proven racial, sexual or homophobic abuse will not be tolerated under any circumstance and can result in a fixed term exclusion. All incidences of racial abuse are logged and reported to the CSA.

Children are taught that all forms of bullying are totally unacceptable and will always be dealt with in an appropriate manner. Parents of all parties may be informed and the issues discussed with a senior member of staff. If you, or your child, have any concerns about bullying, please let us know.

***OFSTED 2014 said 'Behaviour management strategies are being applied more consistently. The pupils commented positively about this and were enthusiastic that the rewards provided a real incentive for them to behave.'***

See Our British Values statement on our website within our Policies link.

**Rewards:** We encourage positive attitudes by modelling expected RLA behaviours and praising children for their work, effort, attitudes and behaviour. We pride ourselves on emphasising positive achievement and behaviour by giving both verbal and written praise. With your permission, photographs and video are regularly shown in RLA to celebrate children making positive choices.

Rewards also include: sticker charts, prizes, class treats, certificates, awards and the RLA shop. Our rewards are selected by the children through Parliament. Particular achievements are celebrated in weekly achievement assemblies with parents warmly invited to join us.

**Responsibility and Consequences:** As part of our role, we nurture and support each child to develop responsibility for their actions, so that they become tolerant, responsible members of society. Inappropriate behaviour is dealt with by the class teacher or, in extreme cases, a member of the Senior Leadership Team. We hope that a word in the right place will be enough!

However, there may be the need to remove privileges or playtimes, refer to other staff members or, if necessary, set up a daily record allowing us to monitor behaviour more closely, share outcomes with you and set clear targets for improvement. Where your child's behaviour is a cause for real concern or celebration, we will involve you as early as possible. Similarly, if your child commits a serious breach of discipline, you will be expected to attend RLA for discussions with a Senior Leader. Please share any background information with us so that we can understand your child's specific needs. The Home and School partnership is never more valuable than in this area.

**EXCLUSION:** We have adopted DFE guidelines for exclusion procedures outlined in the Social Inclusion Document 10/99. The Governing Body will notify you of your child's exclusion from RLA for unacceptable behaviour. Exclusions are always either fixed-term or permanent and may apply to the school day or to lunchtime. Children at risk of repeated exclusions will be placed on to a Pastoral Support Programme (PSP), after consultation with parents and other agencies. Very challenging pupils, or unacceptable incidents, may be excluded without the provision of such a programme.

As part of the Multi Academy Trust, we operate internal exclusions between partner academies, with full parental agreement.

**Charging and Remission Policy and School Visits** please see our Charging and Remission policy under our Policies link on our web site.

**Child Protection - Safeguarding** Schools are particularly well placed to observe signs of abuse, changes in behaviour or failure to develop appropriately.

Parents should be aware that when a member of staff has a safeguarding concern that a child may have been neglected or abused, emotionally, physically or sexually, or receives a disclosure from a child, we are required by Law, as part of Safeguarding Procedures, to report its concern to Blackpool C.S.A. immediately. I am sure you will appreciate our vigilance in this matter. **The child will always come first!**



Our **Designated Child Protection Teachers** are: Mrs Swinson, Mrs Bastow, Mrs Raistrick and Mr. Harrison. Our Designated Child Protection Governor is Mrs. Alana Frith, our Chair of Governors.



**Communication** If you wish a message to be passed on to a RLA professional, please phone the main office ☎ **01253 763414** or Children's Centre ☎ **01253 798016** or email: ✉ **admin@revoe.blackpool.sch.uk**. Thank you!

**Complaints** We hope that the time your child spends with us is rewarding, happy and stimulating. But, there may be occasions when your child is unhappy and it could be that a word with the class teacher will solve the problem. However, there may be a matter which you feel is more serious and you wish to discuss this with a senior member of staff. Please contact RLA to make an appointment to see the relevant Senior Leader who will listen to your concerns and investigate where necessary.

Most complaints are usually sorted out quickly in this manner working in partnership. If you are unhappy with the outcomes, please write your complaint to the Headteacher, Mr Harrison, who will carry out further investigations.

If a complaint is one which remains unresolved, or is against the Headteacher, you should put your complaint in writing and address it to the Chair of Governors at our Academy address. It will then be dealt with according to established procedures.

**Curriculum** Please see our official website for curriculum information content and updates - Academy Information, Curriculum and Policies link. Curriculum maps are sent home each half term for your information and involvement.

### **Educational Visits & Visitors**



### **Educational Visits**

We are keen to extend and challenge learning by taking the children in to the wider community, including residential visits in the Lake District. We arrange many educational visits, after detailed risk assessments, for the children to enjoy, extending and enriching their learning and understanding.

Governors provide a very generous subsidy on each visit, but it is not possible for us to meet all associated costs without using funds required for basic educational needs, such as books and other classroom materials. If sufficient contributions are not received, the visit may have to be cancelled. Owing to changes brought about by the 1988 Education Reform Act, Governors ask parents for voluntary contributions to support educational visit costs as opposed to a charge. As visits are part of our Curriculum, it is assumed that all children will take part in the activity concerned. The Governors have a policy on Charging and Remissions, which is reviewed regularly.

**Extended Services** Early Years' breakfast provision for any pre-school child is available in our Children's Centre from 8.15am. All children are currently offered the opportunity to have a 'free' breakfast provided by RLA.

At RLA, we also host a range of support services including, medical, health, speech and language and counselling. If you wish or need to access these services, please contact us for details. **All of the services are here to support you so that you and your family can thrive and achieve!**



### **Extra-Curricular Activities**

We encourage pupils to be actively involved in extra-curricular activities. The range of extra-curricular activities will vary depending on time of year. Children are only admitted to these activities after written permission has been obtained from parents, carers and guardians. Please ensure that your child has appropriate clothing and footwear to take part safely in these activities. Thank you.

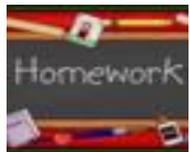
As part of our programme, children have opportunities to participate in areas such as: rugby, football, hockey, netball, athletics, cricket, homework, gardening, ICT, cheerleading, chess, space and astronomy and choir. We participate in many local fixtures and tournaments such as organised matches and events and arrange friendly and competitive matches with other local schools. If your child represents School, we would love to see you supporting them and the team!

## Early Years Foundation Stage (EYFS)

EYFS is the individual curriculum for young children in their initial stages of education. Children at our Nursery and Reception are encouraged to learn in a variety of ways, including: planned, structured play based learning, hands on learning, free choice activities, child and adult initiated learning and decision making, all of which are provided in a positive, secure and encouraging environment which focuses on getting your child off to a great start to their learning.



Children have access to many resources in and outside the classroom, promoting independence, curiosity and encouraging the children to take initiative when they can.



**Homework** You can become involved in your child's learning in many ways. All children will bring a reading book home to read by themselves or alongside parents. Classes may have spellings, tables and other set homework, some may ask you to get involved by playing a game or completing surveys. A lot of homework activities and ideas are also available via our website. We ask that you help your child and return the completed homework. If you are worried or unsure how to support your child's learning in the same way as our staff, please pop in and speak to your child's class teacher. Homework is designed to:-

- ☺ encourage parents, children and staff to learn together
- ☺ keep parents involved and informed in their child's learning progress
- ☺ help parents to assist their children effectively and in a structured way
- ☺ develop children's curiosity and love of learning
- ☺ improve children's attitudes towards education

Children will be given a range of tasks to develop reading, writing and number skills as well as developing a thirst for curiosity and new learning. Parents are invited to discuss homework with the teacher so that the homework consolidates and extends your child's learning. All children are encouraged to read at home on a regular basis and are provided with suitably matched reading material and a record for the parent to sign, date and comment. All children work on a phonic reading and spelling programme.

Whilst the books are at home, we encourage the children to take great care of them and return them promptly. We believe that books are special and precious. However, occasionally books go missing and we have to request a contribution towards their replacement.

Those pupils who do not finish their class work may be required to complete the task at home. Whatever the task, we ask for your help and co-operation so that we may work together for the benefit of your child.

**Governing Body** RLA is very fortunate in having so many dedicated, accomplished members on its Interim Governing Body from a varied cross-section of the community.

Governors meet 6 times a year to monitor and develop improvements and discuss important issues. Governors critically support the Headteacher and his Staff to ensure the efficient running of RLA is maintained and improved. Governors are able to visit during the day, with the Headteacher's approval, to become better informed about the day to day operations of RLA. This aids accurate decision making and planning when we are prioritising improvements.



Please see our website for members and roles of our Governing Body. If you are interested in finding out more, please speak to our main office team.



## Health and Safety

Your child's Health and Safety is paramount. We want your child to be happy and safe at School. If you have concerns or there are aspects of health you wish to see us about, do not hesitate to come into RLA. We have a Health and Safety Policy and regularly remind the children of relevant issues. The Police, Fire services, school nurse and safety officers make regular visits to talk to all the children regarding "stranger danger", fire hazards etc. and what to do in an emergency. We teach risk management and health issues through the Curriculum and have well-established links with a range of health agencies, who hold regular checks.

Please ensure that your child arrives at school appropriately dressed for the weather conditions.

In sunny weather, please ensure that your child has adequate sun protection applied and a sun hat before they arrive at RLA. If they do need further applications during the day, please ensure that you have completed the consent form.

Our School Nurse can be contacted through the main office. Parents can come into RLA at any time to discuss any health concerns.

Children who require an inhaler during the day should bring it to School where it will be kept in the child's classroom along with an information card giving further details. If your child requires on-going treatment or medication during the school day, please contact the Office who will help you to make suitable arrangements. We will use the information to devise a Health Care Plan with you.

Please see our Medical Policy found in our Policy link on our official website.

We have staff qualified in first aid. They are on hand to deal with your child's minor injuries.

Minor cuts and bruises are washed with water. If your child receives first aid at RLA, they will be given a First Aid Note so that you are informed and, if necessary, we will ring you on the same day.

If your child is ill or has an injury which requires further treatment, you will be contacted as soon as possible and asked to take your child to seek medical attention. **It is crucial that we have your current telephone number and an emergency contact number so we can get in touch with you or your family. Please inform the Office of any changes in your child's contact details.** If we are unable to contact you or your named contacts, the Headteacher will assume *loco parentis* and seek medical treatment on your behalf, unless he has strict instruction, **in writing**, not to do so.

Serious injuries or illnesses requiring hospital treatment are dealt with immediately. If an ambulance is required, a member of staff will accompany your child to hospital whilst you are being contacted and will stay with him/her until you arrive at the hospital. Here again, it is important that we contact you as the hospital will require your presence if further treatment is necessary.

Please let us know if your child has to attend a doctor, optician or dentist during school time and collect/return him or her from/to School; **we will not allow any child to go home unsupervised.**

**Having an appointment during the day does not mean that the child should be off school for the full day!**

**Road Safety:** Statistics show the vulnerability of young, inexperienced road users.

Road Safety is a learning process that involves developing a range of knowledge and skills that will enable children to become aware of, and competent in, safe usage. We actively support the development of positive attitudes towards road usage through the integration of relevant road safety visits, themes and topics into the curriculum, such as Bikeability in Key Stage 2.



In addition, we work with parents in order to further encourage safe practices on or near the road, through the provision of relevant publicity materials and information. In the interest of the safety of children and adults, we ask that parents:

- ✓ do not park on the zigzags or yellow lines outside RLA;
- ✓ ensure that their child wears a suitable helmet if they are allowed to come to RLA on their bike, scooter etc.; and,
- ✓ remind their child to use the pedestrian crossing on Grasmere Road if this applies to their route to RLA. THANK YOU.

### Jewellery and Appearance



We strongly discourage the wearing of items of jewellery, such as necklaces rings and bracelets at RLA. Children wishing to have their ears pierced should have this done at the **start of the long summer** holiday so they will have healed by the start of the Autumn Term. Blackpool policy states that no jewellery should be worn for P.E. or Swimming. Watches may be worn (but not in PE), but your child must take responsibility for their safe care. Make up, including nail varnish, lip salves, body sprays etc. are inappropriate. We consider fashion haircuts, such as Mohican or where designs have been shaved into the hair, unacceptable for School along with inappropriate fashionable accessories. Children may be asked to remove them.

### Lunchtime Arrangements

Lunchtimes are staggered and run from 11.45am until 1.30pm with this being more flexible for new intakes of Reception children at the beginning of the year. Children who stay for lunch may have a **healthy**, hot school meal. Alternatively, children can bring a **healthy packed lunch** and a still drink (non-fizzy) in a plastic bottle. No glass or cans please. Packed lunches, **ideally containing at least 1 or 2 portions of fresh vegetables or fruit**, should be sent in a bag or box clearly labelled with your child's name and class which are stored near each year group.



Menus are displayed in school and on our website (see Academy Information, lunch menus) and feedback from children is used to inform menu development.

Parents claiming income support or job-seeker's allowance are encouraged and entitled to apply for free meals. Forms and full details available from our School office. As well as supporting your family, registering your child for your entitled free school meals also helps School enormously by increasing our budget which can then be spent on learning resources for all of the children!! Whilst eating lunch and playing in the playground, all children are supervised by a team of staff. During wet playtimes, children are supervised indoors with suitable activities.

**Parent Pay: Payment for meals and trips must be made by using Parent Pay. Parents have the option of paying online using a debit card or pay cash via Pay Point – children are issued with a unique bar coded letter, our nearest Pay Point venue is the newsagents on Grasmere Road.**



### Our OFSTED Inspection Reports

To access our latest Inspection Reports for our Children's Centre, Nursery and Academy, please contact the Headteacher who will share it with you; or, visit [www.ofsted.gov.uk](http://www.ofsted.gov.uk) and search for Revolve Learning Academy. If you would like to give RLA feedback on how we are doing, please visit Parent View at [OFSTED.gov.uk/parentview](http://OFSTED.gov.uk/parentview). Thank you.



## Family Engagement

RLA and Children's Centre will offer you a very warm, friendly welcome. We offer a wide range of events and activities for families, antenatally and with babies and toddlers. We would love to see you in our Children's Centre or at our Friday coffee afternoons in School - coming along to our social events is a great way to find out about, and improve, RLA as well as meeting new friends!



**OFSTED said ... 'Overwhelmingly, parents and partners told inspectors how transformed the Children's Centre is compared to a year ago. It is so much more friendly and bright these days, there's a real buzz when you come in.'**

We have a team of Engagement Officers who would be delighted to support you with any concerns or needs that you, or your family, may have. They can support you to access services from a range of agencies using the Getting It Right process.

If you feel you would like to be involved in School in any of these ways, to support you or your child's learning, please get in touch with the office for further details.

Our families are regularly consulted for ways to further improve RLA. Feedback via surveys, ParentView and Reporter are valuable tools to have your say and make your contribution. Every response is listened to, read and considered; we believe that every complaint helps us to improve!



## Fund Raising

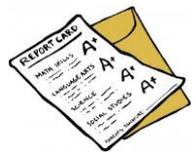
Please help us with our fund-raising efforts during the year. The money raised is used to buy extra things for the children which we would otherwise be unable to afford. Our fund-raising may include the sale of photographs, discos, sponsored events and non-uniform days. Thank you.

## Charities and Enterprises:

Staff and pupils choose charities and official, good causes to support each year. We send harvest baskets to local homes and day-care provisions as well as to individuals chosen as being deserving by parents. We have a non-uniform day for Children in Need or wear something red for Red Nose Day. We actively participate in fund raising for natural disasters.

## Reporting to Parents:

Communication with our parents is a high priority, all parents are given opportunities to meet with their child's teacher to discuss progress and share their achievements in a partnership. At present we have three Open Evenings each year. During the Autumn Term you are invited to meet with the class teacher who will talk to you about such things as class rules and expectations, homework etc.



After the half term you will be invited for an individual appointment to discuss your child's interests and targets and you can share information or any concerns with us. During the Spring Term you are invited to see examples of your child's work and to discuss their future progress. You will receive a brief report at the end of half term advising you of your child's level in English and Maths and grading the effort they have shown over the period.

Towards the end of the Summer Term you will receive a report on your child's progress in all curriculum areas and you are welcome to discuss this at a final open evening. If any problems occur at other times the teacher may try and see you or if you have any concerns please make an appointment with them. You will also receive a brief report each term to let you know how hard your child is working and the level they are attaining in relation to national expectations.

To keep you informed, we issue a half termly leaflet to show what areas your child will be learning about in each learning area. We also keep you up to date with what's going on with our fortnightly newsletter, RLA Reporter, and regular letters and texts.



## **RLA Uniform**

**Please make sure that ALL clothing, pumps and trainers are clearly marked with your child's name.** We want everyone to wear our uniform; it reinforces a pride in RLA and a sense of belonging. Our colour is turquoise.

All children should wear items from the simple uniform below. Please note: we expect children to attend RLA in full uniform. If your child is not wearing sensible, black shoes, they will be required to change into school pumps for the day. Please support us with this!

Girls should wear:

- ✓ Plain grey skirt or trousers
- ✓ Navy blue polo shirt with embroidered motif
- ✓ Turquoise jumper with embroidered motif
- ✓ Summer dresses of navy/white check.
- ✓ Sensible **black shoes**

Boys should wear:

- ✓ Plain grey trousers or shorts
- ✓ Navy blue polo shirt with embroidered motif
- ✓ Turquoise jumper with embroidered motif
- ✓ Sensible **black shoes**

Parents of Foundation Stage children should send them in black shoes that the child can easily slip-on/fasten.

**P.E. CLOTHING:** For safety reasons, this clothing must not be loose or baggy.

Girls should wear:

- Navy shorts & turquoise 'T' shirt
- Black or white pumps: not trainers
- Track suit and uniform jumper, for winter outdoors only
- Swimming costume, cap and towel (Yrs 3 to 6)

Boys should wear:

- Navy shorts & turquoise 'T' shirt
- Black or white pumps: not trainers
- Track suit and uniform jumper, for winter outdoors only
- Swimming trunks (not shorts) and towel (Yrs 3 to 6)

Trainers are for outdoor use only. Please supply a named shoe bag large enough to hold all items of P.E. clothing. Thank you.

**Unsuitable Items:** Please note the following items are unsuitable for School and as such, where appropriate, can be removed from the child until the end of our school day.

- ⊗ Heeled or platform shoes
- ⊗ Fashioned hairstyles or accessories, e.g. Mohican, Rats Tail, Tramlines, Extensions
- ⊗ Jewellery of any kind with the exception of wrist watches
- ⊗ Nail varnish and long nails
- ⊗ Transfers and tattoos
- ⊗ Mobile phones and other technological devices



With regards to inappropriate hairstyles, as deemed by the Headteacher, or in his absence, the Deputy Headteachers, the child may be asked to take out the particular accessories or be asked to be collected from RLA and have the inappropriate style rectified. Frequent refusal to comply with our dress code may result in a consequence, including exclusions.

**Toys & Personal Belongings** Figures, toys etc. are best left at home. At School, they can provide a distraction for the child and a temptation for others. We provide the children with play materials for the playground in order to encourage social activities and the playground is divided into special areas for a variety of games.



**Visitors** All visitors should report to the main office or Children's Centre, sign in using our Inentry system and receive a visitor's badge. For security reasons, parents should not see a member of staff or a child until they have reported to the office. Please support our Safeguarding arrangements in this very important matter.

**Access to Documents:** The following documents are available on our official web site and can be available to you in School:

- RLA Prospectus
- Ofsted Reports
- School Development Plan
- School Policies
- Statutory Instruments (where available)

**Special Educational Needs and Disabilities (SEND)** Our children are regularly assessed in all areas, so teacher, parent and child are aware of strengths and weaknesses. A child is said to have 'SEND' if there is a disability, emotional, learning and/or behaviour difficulty which requires us to make additional provision to meet their needs and make them welcome in our Academy so that they can thrive.



We are all committed to early intervention in our constant drive to help all children succeed to the best of their ability. To do this, each child's needs are accurately identified and assessed. We then put appropriate strategies and support in place to enable the child to achieve.

If additional needs are identified, the child will receive further, specific support to address their individual needs and targets.

If, following agreed strategies, plans and reviews, the child's lack of good progress still raises concerns from home and RLA, expert advice will be sought and implemented to ensure that the child achieves their learning and development potential.

At RLA, we have a strong team of dedicated, trained staff of qualified teachers, teaching assistants and pastoral workers who support children's learning both in the classroom as well as supporting the child's learning through additional, targeted support plans. Our team is also strengthened by specialist staff and professional partnerships, such as:

- ★ Speech and Language Therapists;
- ★ Behaviour Advisory Teachers;
- ★ Counselling Therapists;
- ★ Communication Learning and Autism Service Advisors (CLAS);
- ★ Health Professionals;
- ★ Child and Adult Mental Health Service Professionals (CAMHS);
- ★ Park School Outreach Professionals;
- ★ Children with Additional Needs (CWAN) Advisors;
- ★ Educational Psychologists.

At every stage of this process, we will work closely with parents, carers and guardians to ensure all are working in the child's best interests. This ensures that there is effective communication and sharing of best practice so that all children make good or better progress from their individual starting point.

### **Frequently Asked Questions:**

**What are Special Educational Needs and Disabilities (SEND)?** Many children have special educational needs at some stage in their school life. There are many kinds of SEND, including: learning difficulties; emotional, behavioural and social difficulties; physical difficulties; hearing, sight, communication speech or language; and, medical conditions including mental health.

**What should I do if I think my child has SEND?** If you have any concerns when a child enters RLA or during the term, please talk to your child's class teacher. Together, we will discuss it and if we need to take further action, Mrs Haley, our Special Educational Needs Co-ordinator (SENCO) will meet with you to discuss further support strategies.

**What will happen if RLA thinks my child has SEND?** If we have concerns about your child's progress, the class teacher will contact you for an informal meeting about their needs. This would usually take place with our SENCO, Mrs Haley, present.

**How does RLA meet my child's needs?** The SEN Code of Practice sets out the processes and procedures that we as a school should follow to meet the needs of our children. A plan will be drawn up by the teacher, child, parent and SENCO to target areas for development

We pride ourselves on early identification and support for children with SEN. You have a crucial role in the identification of need and subsequent action plans to improve your child's learning and we warmly welcome your involvement and engagement. If you want to find out any more about SEN at RLA, please arrange an appointment with Mrs Haley, our SENCO, who would be delighted to discuss your issues or concerns with you. Ring 763414 for an appointment.



**Staffing** We have 25 teachers, including our specialist SENCO, Mrs. Haley. Our Teachers are assisted by trained Teaching Assistants, who provide additional targeted support for children's learning; and, are also responsible for implementing specific programmes in Language, Communication, Reading and Mathematics; as well as pastoral support.

Our Engagement Team provides additional support to engage children and families. Links through NSPCC, EWIST, Police, Speech and Language, Counsellors, Health and Pupil Welfare are all regular visitors and support us in giving your child high quality education and care.

Our Senior Leadership Team consists of the Headteacher, two Deputy Headteachers and an Assistant Headteacher who have strategic responsibility for the whole curriculum and assessment, Safeguarding and Looked After Children. In addition, we have Phase Leaders who lead on teaching and learning. The Team is regularly extended to colleagues, including Governors, according to items for discussion and improvement.

## RLA Staff Structure : Academic Year 2015 - 2016

Child and Family Development and Teaching and Learning Teams				Business Teams	
	SLT Lead	Lead Professionals & Teachers	Support Professionals		
Children's Centre	Kathryn Bastow	Carly Thornton Julie Evans	Debbie Douglas Matt Hall	Admin Professionals	Janice Heywood (Business Manager); Claire Hall (Admin Assistant); Helen Clark (Children's Centre Admin); Andrea Wood (Admin Manager)
Nursery 1		Julie Evans Lisa Shepherd	Rachel Cox Joe Kennedy		
Nursery 2	Kerry Grimshaw	Lisa McLoughlin / Kerry Grimshaw	Nicola Barker Lisa McAllin	Engagement Professionals	Sherril Lovatt (Children's Centre/Nursery 1); Bobbie Gritt (Nursery 2/ Reception); Catherine Gallagher (Year 1/2); Rachel Irving (Year 3/4); Alison Turner (Year 5/6).
Reception		Laura Dobson Lucy Harrison	Carol Ratcliff Kelly Harrison Lisa Jarvis Aileen Lyons		
Year 1		Vicky Gilheaney Lesley Rowlings	Joanne Newton Rateka Begum Colin Sproston		
Year 2	Emma Rainbow	Kim Ford Katie Davids	Sue Kayley Katie Shaw Rupa Ali / Ambia Choudhury Ashlea Westhead	Premise Professionals	Peter Fish (Premises Manager); Debbie Stephenson (Cleaner); Victoria Flint (Cleaner); Diane Williams (Cleaner); Colin Sproston (Cleaner); Gary Clucas (Premises Assistant)
Year 3		Carly Weston Katie Hayhurst	Sue Kayley Louise Furner Emma Pandya		
Year 4	Steph Swinson	Jake Kenny Toni Morris	Gill Russell Daniel Moores	ICT (Computers) Professionals	Nicholas Spann (ICT Manager); Mark Rogers (Technical Support)
Year 5	Paul Osborne	Roger Wilkinson Sarah Hawkard	May Douglas Lisa Wright		
Year 6		Kelly Cheetham Lisa Kimber Helen Raistrick	Julie Prue Chelsey Smith Andrew Storey	Phase Leader Professionals	Kerry Grimshaw (Nursery 2, Reception and Year 1); Emma Rainbow (Year 2/3); Steph Swinson (Year 4); Paul Osborne (Year 5/6).
SEND	Sue Haley	Sue Haley (SENCO)	Zoe Pitt Shirley Brown Rachel Heys	Catering Professionals	Bev Harvey Katie Green Linda McAdams Ann Wallace Marie Miller Lynn Parkinson Angelina Tuck
PPA	Helen Raistrick	Computing: Heather Taylor  PE: Gill Singleton	Ambia Choudhury  Mick Wilsdon BFC Coaches	Senior Leadership Professionals	Helen Raistrick (Deputy Headteacher) Steph Swinson (Deputy Headteacher) Kathryn Bastow (Assistant Headteacher) Dayle Harrison (Headteacher) Alana Frith (Chair of Governors)

**Transition:** For some children leaving RLA, or moving from one year group to another, the transition can be challenging for them, for whatever reason. To ensure that your child continues to achieve in a safe, predictable environment, we can plan additional support and strategies to meet your child's specific needs. Again, such plans will be planned and agreed with the child's parent, carer or guardian. Just let us know, as soon as you think that your child is unhappy or anxious about any move. Thank you.

**And Finally:**

The information in this prospectus is correct as far as is known at the time of publication. As amendments are made, inserts will be available from our School office. Please pop in and keep your prospectus up to date.

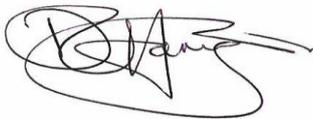
We hope that this has been helpful in briefly describing Revoe Learning Academy and Children's Centre and how we operate.

The best way of really finding out about RLA, however, is to come in and visit us.

Many thanks for showing an interest in us.

We really look forward to welcoming you to our, and hopefully your, new Academy.

On behalf of RLA, our very best wishes,

A handwritten signature in black ink, appearing to read 'Dayle Harrison', written in a cursive style with a large loop at the end.

Dayle Harrison  
Headteacher, RLA and Children's Centre.

### Permission to Publish Moving or Photographic Images

In order that Revoe Learning Academy or Blackpool Council may publish any moving or static photographic images of any pupil eg prospectus, photographs from productions for view on school premises / website or to be published in school, Blackpool Council publications etc. permission is required from an appropriate parent/guardian for all children.

In accordance with our Use of Digital media policy, we only use first names to identify children if required.

If you **do consent** to giving your permission for this, with your child only being identified by their first name, please tick the first box below and return to School.

If you **do not** consent to your child's PHOTOGRAPH OR MOVING IMAGE being published by Revoe Learning Academy or Blackpool Borough Council, please tick the second box below and return to School. Thank you.

\_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_

I **do** consent to my child's PHOTOGRAPH OR MOVING IMAGE being published by Revoe Learning Academy or Blackpool Borough Council

I **do not consent** to my child's PHOTOGRAPH OR MOVING IMAGE being published by Revoe Learning Academy or Blackpool Borough Council

Signed \_\_\_\_\_ (parent/guardian) Date \_\_\_\_\_

## Internet and Email Accessibility

School has installed computers and Internet access to support and enrich the learning and teaching at Revoe Learning Academy. These rules will keep everyone safe and be fair to others.

- ☺ I will ask permission from a teacher before using the Internet.
- ☺ I will not access or change other people's files.
- ☺ I will only use the computer for schoolwork and homework.
- ☺ I will not bring floppy disks, CD ROMs, pen drives into School unless I have permission.
- ☺ I will only email others under supervision with a member of staff
- ☺ The messages I send will be polite and sensible.
- ☺ I will not give my home address, phone number, or arrange to meet someone, without adult permission and I will not access social sites like Bebo, MSN and Facebook
- ☺ To help protect other pupils and myself, I will tell a teacher if I see anything I am unhappy with or I receive messages I do not like. I will report abuse if I feel at risk.
- ☺ I know that School may check my computer files and monitor the Internet sites I visit. I know I might not be able to use the computers or Internet in School if I use them wrongly.

I have read and understand our School rules for responsible ICT use. I agree to abide by them. I will use the Internet, email and other ICT facilities at school in a safe, responsible way and follow all the instructions explained to me by the staff.

☺ Pupil signature \_\_\_\_\_ Date \_\_\_\_\_

**Please complete and return this form to your child's class teacher.** If you do not sign and return the slip then we will presume that you give permission for your child to use the Internet. If you do not want your child to use the Internet, then please send a letter into School explaining your reasons.

\_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_

I have read and understood School's rules for responsible ICT use. As parent/legal guardian of the pupil signing above, I grant permission for my child to use the internet, email and other ICT facilities at School. I understand that School will take reasonable precautions to ensure that my child cannot access inappropriate materials, but accept that ultimately it cannot be held responsible for the nature, content of materials accessed through the Internet. Revoe Learning Academy teaches the use of safe internet skills to pupils. I accept responsibility for setting and conveying standards for my child to follow when selecting, sharing and exploring information or media, and acknowledge that they will be deemed to be accountable for their own actions.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

Pupils name \_\_\_\_\_ Class \_\_\_\_\_

## Data Protection Policy and Freedom of Information Act

Freedom of Information Act 2000 took full effect on 1st January 2005. It establishes a right of access to information held by all public authorities including schools in England. It is intended to promote a culture of openness and accountability amongst public sector bodies and promote better public understanding of how public authorities carry out their duties. Parents now have a legal right to ask for access to information held by School. Governors will ensure it complies with the Act. Requests for information will be considered on an individual basis so long as it is listed in our Publication Scheme. The policy is available for parents to read in School.

### Data Protection Act - Computer Stored Information

Under Data Protection 1998, we need to inform you about what information is held by us about your child and more particularly about the types of data held, why that data is held, and to whom it may be passed on. We would be obliged if you would read the following and return the form attached to confirm your acknowledgement of our obligations. We need to keep information about your child for registration purposes etc. so we can provide them with suitable help and support. Local Authorities and the Department for Children, Families and Schools (the DCFS) also hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means that the data held about pupils must only be used for specific purposes allowed by law.

### School held Information

We hold pupil information in order to support their learning, to monitor, report on their progress, to provide care, and to assess how well we are doing. Information includes contact details, test results, attendance data, ethnic group, special educational needs and relevant medical information. We are required to pass on some of this data to Blackpool Children's Services Authority (BCSA), to another school to which the pupil is transferring, to the DCFS and to the Qualifications and Curriculum Development Authority (QCDA) which is responsible for the National Curriculum and associated assessment arrangements. We also hold digital images of our children in order to celebrate and promote achievements in School. These are not shared outside the School environment.

### LEA held Information

BCSA requires schools to provide pupil information in order to carry out functions for which it is responsible, such as the admissions process, the assessment of any special educational needs the pupil may have. It also uses the data in statistical form, where pupils are not identifiable, to inform decisions on (eg.) funding of schools, and to assess school performance and set targets for them. Individual pupils cannot be identified from these statistics.

### Qualifications and Curriculum Development Authority (QCDA) held Information

QCDA uses pupil information to administer National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to the DCFS in order for it to compile statistics on trends and patterns in levels of achievement. QCDA uses the information to evaluate the accuracy and effectiveness of the National Curriculum and associated assessment arrangements.

### DCFS held Information

DCFS uses pupil information for statistical purposes, to evaluate, develop policy and to monitor the performance of the education system. Statistics (including information provided by QCDA) are used in a way that individual pupils cannot be identified from them. DCFS will feed back to CSAs and School, information about their pupils where they are lacking this information because it was not passed on by a former school.

Information may also be shared with other Government departments or agencies strictly for statistical, research purposes. As 'data controllers', we are obliged under the Data Protection Act 1998 to ensure 'personal data' held about your child is 'fairly processed' and used only for purposes for which it has been registered, required by statute. **We do not pass on personal information about your child to any commercial organisation.**

**However, the Headteacher, in emergency situations only, may pass on a child's contact details to the Police and other support agencies if it ensures the safety and wellbeing of the child. e.g. in the event of a missing child.**

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them. If your child is under 12, as a parent you may exercise this right on their behalf as they are too young to do so themselves.

For further information about Data Protection, or to access held data, please write to the relevant organisation:

- ✓ the School at Revoe Learning Academy, Grasmere Road, Blackpool, FY1 5HP.
- ✓ Blackpool CSA's's Data Protection Officer at Management Information Team, Children's Services, Blackpool Borough Council, Progress House, Clifton Road, Blackpool FY4 4US
- ✓ the DCFS's Data Protection officer at DCFS, Caxton House, Tothill Street, London Sw1H 9NA
- ✓ The Information Commissioner: [www.informationcommissioner.gov.uk](http://www.informationcommissioner.gov.uk)

Please acknowledge receipt of this letter by completing the attached pro-forma and returning to school as soon as possible.

\_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_ ✂ \_\_\_\_\_  
\_\_\_\_\_ ✂ \_\_\_\_\_ ✂

Child's name ..... Class .....

I/We acknowledge receipt of your information regarding the Data Protection Act.

Signed ..... Date.....

## Revoe Learning Academy (RLA) Home School Agreement 2015

We all want to do our very best for your child. Each of us has our own part to play to ensure that your child achieves the best progress possible. We value and appreciate your involvement and are delighted to work alongside you so that your child thrives.

### **The Child. To help me do my very best at RLA, I will:**

- Attend RLA every day and be in class for 8.55am
- Behave sensibly at all times so that we are all kept safe
- Work very hard to achieve my learning targets and outcomes
- Do all of my homework tasks on time and to the best of my ability and respect school resources
- Wear my RLA uniform every day
- Respect other people's views and promote our RLA expectations and rules
- Be polite and helpful to everyone at RLA
- Take good care of our RLA environment and our local community and not drop litter
- Talk to my teacher or an adult if I am concerned or unhappy or worried about anything
- Try to adopt a healthy lifestyle - eating more healthily and doing more physical activities

Signed \_\_\_\_\_ (Pupil) Date \_\_\_\_\_

### **The Parent. To help and support my child's learning and well-being at RLA, I will:**

- Make sure my child attends RLA daily and inform RLA of reasons for any absences
- Ensure my child arrives in class by 8.55am and is collected on time at the end of the day
- Provide a healthy packed lunch if my child does not have a RLA dinner
- Inform RLA of my most current contact details and details of other family members
- Work with RLA to ensure my child behaves well, including agreeing to detentions and exclusions if needed
- Complete medical consent forms if my child requires medication during the school day
- Support my child with homework and regularly listen, talk and read with them
- Complete and sign relevant forms, giving permission for my child to participate in visits and other approved experiences as well as image taking (photos, video etc) for achievement purposes
- Attend Parent's Evenings and other meetings to do with my child's learning and well-being
- Ensure that my child wears all items of RLA uniform, including sensible black shoes, smart hairstyles and no jewellery apart from watches and stud earrings
- Ensure that my child has their PE kit, including swimming kit, in RLA and no jewellery is worn on set PE days
- Let RLA know if there are problems affecting my child's learning, health or well-being
- Help our safe environment by parking responsibly, refraining from smoking near children, keeping dogs under control and not using foul and abusive language.

Signed \_\_\_\_\_ (Parent) Date \_\_\_\_\_

### **RLA will:**

- Contact you quickly if there is a problem concerning your child's attendance or punctuality
- Work with you and other agencies in meeting your child's needs
- Respect your views and listen to your concerns and ideas for improvement
- Ensure the safety and well-being of your child at all times
- Encourage your child to do their very best in their learning and play
- Expect the best from your child, and you, in their behaviour and conduct
- Deliver a rich, broad, balanced curriculum which meets the needs of your child
- Set, mark and monitor homework weekly, providing your child with regular home reading books
- Share with you what your child is learning and suggest ways in which you can support your child's learning
- Inform you regularly, at least termly, about how your child is progressing and developing
- Tell you as soon as possible if we are concerned about your child's work, well-being or behaviour

Signed \_\_\_\_\_ (Class Teacher) Date \_\_\_\_\_

**RLA's Mission Statement, which applies to all of us, is ...**

**'Respect.Learn.Achieve.'**

**Ethos:**

We serve a diverse community, made up of people with different needs, talents and aspirations.

We celebrate difference and look to use all of our available resources to ensure that we are an inclusive, effective place of learning and teaching.

We, therefore, need parents and carers to tell us any important information which will enable us to help your child to thrive.

**RLA's Aims: *We aim to:***

- ☺ remove barriers to learning through high quality extended services for our children and families.
- ☺ empower all learners to become respectful, tolerant members of society who are able to form successful relationships in life.
- ☺ teach positive choices and healthy lifestyles to enhance future life expectations.
- ☺ provide a welcoming, safe, stimulating learning environment that promotes inclusion
- ☺ deliver a relevant, enriched curriculum that inspires high standards and expectations.
- ☺ provide learners with leadership opportunities to empower positive contribution.
- ☺ encourage the Community to feel valued, skilled, included and respected.
- ☺ focus learning on effective communication, questioning, thinking, rationalising and application of knowledge, understanding and skills so that we nurture life-long learners.
- ☺ promote outstanding teaching and learning through the effective deployment of high quality resources
- ☺ provide high quality education and care through appropriate, high quality continuous professional development and a positive work life balance.