



# Welcome to Boughton Leigh Infant School

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# Welcome to Boughton Leigh Infant School



**Nurturing confident, kind and courageous learners—ready to thrive, achieve and make a difference.**

At Boughton Leigh Infant School, we are dedicated to nurturing confident, kind and courageous learners who are ready to thrive in an ever-changing world. We provide a warm, inclusive and ambitious environment where every child is known, valued and inspired. Through high expectations, strong relationships and a love of learning, we help children grow not just academically, but socially and emotionally too. Working in partnership with families, we aim to develop curious, resilient and respectful individuals who are excited to learn, unafraid to try, and prepared to make a positive difference—now and in the future.

There are two Key Stages in the school:

- **Early Years Foundation Stage** – Nursery and Reception
- **Key Stage One** – Year One and Year Two

We are very pleased to welcome you and your child to Reception. Starting school is an important milestone, and we are committed to working closely with you to make this transition happy, secure and successful.

Reception is part of the Early Years Foundation Stage (EYFS), where children learn through play, exploration, talk and practical experiences, supported by caring adults who know them well.

## Key Contacts

If you need support or have questions, the following staff are here to help:

- **Reception Class Teacher(s)** – your main point of contact
- **EYFS Lead** – overseeing early years provision
- **SENCo** – supporting children with additional needs
- **Designated Safeguarding Lead (DSL)** – for safeguarding concerns
- **School Office** – attendance, messages and queries



We encourage open communication and will always do our best to support you.

## Attendance Matters

We know that starting school is a big step, and we want every child to feel happy, settled and confident in Reception. Regular attendance plays a really important part in helping this happen. Every day in school gives children the chance to learn, play, build friendships and develop important skills that will support them throughout their school journey.

In Reception, learning is carefully planned and often builds day by day. When children attend regularly, they don't miss out on key experiences and routines that help them feel secure and make good progress.

If your child is unwell or unable to attend school, please let us know as soon as possible so we can support you. We kindly ask that holidays are not taken during term time, as these can disrupt your child's learning and may only be authorised in exceptional circumstances.

We really appreciate your support in helping your child have the very best start to their school life. By working together to promote strong attendance, we can ensure every child gets the best possible start to their school journey.



# Our Woodland Way



## Our Values and code of conduct

At our school, we believe that children learn best when they feel safe, happy, and understood. The Woodland Way is how we bring our school values to life every day. It helps us talk to children about behaviour, choices, and relationships in a simple, positive and memorable way.

Each of our Woodland characters represents an important value that we encourage in all children. Together, they help us build a caring, respectful and ambitious school community.

Our Woodland Values	Respect	Friendship	Courage	Determination	Awareness	Excellence
	 <p><i>Horace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	 <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	 <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	 <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	 <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	 <p><i>Digby the Deer – “I do my best and aim high.”</i></p>

### **Olive the Owl: “I watch, I listen, I learn.”**

Owls are wise and thoughtful creatures. Olive helps us remember the importance of being aware of ourselves and others. We encourage children to listen carefully, notice what is happening around them, and think before they act.

### **Bobby the Badger: “I never give up, even when it’s tough!”**

Badgers are hardworking and persistent. Bobby reminds us that learning can sometimes feel challenging, but with determination and effort, we can achieve great things.

### **Fern the Fox: “I’m brave enough to try!”**

Foxes are clever, adaptable and bold. Fern encourages children to show courage by trying new things, stepping out of their comfort zone, and making positive choices—even when something feels uncertain or difficult.

### **Horace the Hedgehog: “I treat everyone kindly and carefully.”**

Hedgehogs are gentle and protective animals. Horace helps us understand respect—being kind to others, using good manners, and valuing everyone’s feelings and boundaries.

### **Digby the Deer: “I do my best and aim high.”**

Deer are graceful and focused. Digby represents excellence and pride in our work. We encourage children to take pride in what they do, work carefully, and always try their very best in all areas of school life.

### **Saffie the Squirrel: “I’m a good friend to everyone.”**

Squirrels are playful, social and cooperative. Saffie reminds us how important friendship is in school life. We encourage children to share, take turns, support one another, and include everyone.

### **Living The Woodland Way**

The Woodland Way is at the heart of everything we do. It helps children understand how to make positive choices, develop strong relationships, and grow into kind, confident learners.

We talk about these values every day in school, and we work closely with families so that children hear the same messages at home and in school. Together, we can help every child flourish.



# Starting and Finishing the School Day and Curriculum

## The School Day

The school day begins and ends at the times shown below. Clear routines help children feel secure and ready to learn. Please ensure your child arrives on time and is collected promptly. If someone different is collecting your child, the school must be informed in advance to keep everyone safe.

**8:45—9:00 am:** Classroom doors are open, please arrive within this time

**9:00—9:05:** Registers Taken

**12:00—1:00** Lunch Time

**3:15pm:** - End of school day



## Curriculum

### Learning in Reception (The EYFS)

In Reception, children follow the Early Years Foundation Stage (EYFS) curriculum, which is designed to support their development as confident, curious, and capable learners. The EYFS takes a holistic approach, recognising that children learn best when their academic, social, emotional, and physical development are nurtured together.

Throughout their time at Boughton Leigh Infant School the children have opportunity to further enrich their learning having access to different learning environments throughout the school day.

The curriculum is organised into seven key areas of learning and development:



- ◇ **Communication and Language** – developing speaking, listening, understanding, and vocabulary skills through conversations, storytelling, and group activities.
- ◇ **Physical Development** – building strength, coordination, and fine motor skills through activities such as outdoor play, climbing, drawing, and using tools.
- ◇ **Personal, Social and Emotional Development** – supporting children to form positive relationships, manage their feelings, develop independence, and build confidence.
- ◇ **Literacy** – introducing early reading and writing skills, including phonics, storytelling, mark-making, and developing a love of books.
- ◇ **Mathematics** – exploring numbers, counting, patterns, shapes, and problem-solving through practical, hands-on experiences.
- ◇ **Understanding the World** – helping children make sense of their surroundings, including people, communities, technology, and the natural world
- ◇ **Expressive Arts and Design** – encouraging creativity through art, music, dance, role-play, and imaginative activities.

In addition to these areas, children develop the **Characteristics of Effective Learning**, which underpin how they learn:

**Playing and exploring** – investigating and experiencing new things

**Active learning** – concentrating, persisting, and enjoying achievements

**Creating and thinking critically** – developing ideas, making connections, and solving problems

Learning in Reception is practical, engaging, and play-based, with a balance of adult-led and child-initiated activities. Practitioners carefully observe each child and plan experiences that build on their interests, strengths, and individual needs, ensuring that every child is supported to make progress and feel successful in their learning journey.



# Your child's care, learning and wellbeing

## How We Assess Children in Reception

Assessment in Reception is gentle and ongoing.

- All children take part in the **Reception Baseline Assessment (RBA)** within their first weeks at school.
- Staff make observations during everyday learning and play.

At the end of Reception, children complete the **EYFS Profile**, which summarises their development.

## Behaviour and Relationships

In Reception, we focus on helping children feel safe, valued and confident.

Positive behaviour is encouraged through:

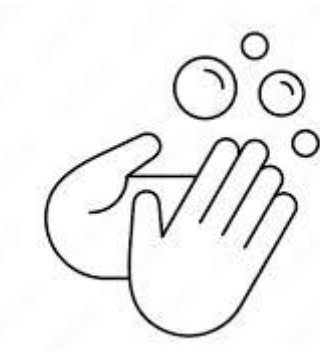
- Clear routines and expectations
- Kindness, patience and praise

Teaching children how to understand and manage emotions



## Toileting and Intimate Care

We recognise that accidents can occasionally happen, especially as children settle into a new environment. However, children are generally expected to be toilet trained when they start school.



We support children sensitively with toileting and personal care when needed. They are encouraged to develop independence over time, while staff provide help in a calm, respectful, and reassuring manner. All support is given with dignity and care, and staff follow clear procedures to ensure children's privacy and safeguarding at all times.

## Health Illness and Medical Needs

We encourage all children to attend school regularly, as this supports their learning and wellbeing. However, if a child is too unwell to take part in the school day, they should remain at home until they are well enough to return.

We have clear procedures in place to support children's health and safety, including:

- Managing allergies and medical conditions
- Recording accidents and providing first aid
- Information about administering medication can be found in our *Administering Medicines Policy*, available on the school website.



## Protecting Children

Our first priority is your child's safety and welfare. We work extremely hard to ensure that each child is safe and happy in our school.

**Under the Education Act (Section 175), schools must make arrangements to safeguard and promote the welfare of children.** Parents/Carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Staff will seek, in general, to discuss any concerns with parent/carers and discuss the need to make a referral to Children's Social Care if that is considered necessary. **This will only be done where such discussion will not place the child at increased risk of significant harm or cause undue delay.** The school will seek advice from Children's Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which later found to be unfounded. Parents/Carers will appreciate that the school's Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all children.

The Designated Staff for Child Protection in our school are:

### Designated lead:

- Andrew Moorcroft (Headteacher)

### Deputy designated leads:

- Claire Blood (Deputy Headteacher)
- Alex Smelt (Learning Mentor)
- Amanda Oldham (Assistant Headteacher)
- Kelly Green (Assistant Headteacher)

Concerns about children come under many different categories such as neglect, emotional, physical, sexual and general welfare. Our staff are always vigilant and the safety and well-being of any child in our school is of paramount importance.

If staff have any concerns the following procedures are followed:

- 1) A concerns log is made and all observations are recorded.
- 2) This is passed on to the Designated Safeguarding Lead who makes a decision on the next steps and whether further action is necessary.
- 3) Action is taken in the form of a referral to outside agencies such as Family Connect on-going monitoring within the school and discussion with parents/carers.

If you have concerns about a child's safety or wellbeing, please speak to the **Designated Safeguarding Lead (DSL)** listed in this pack.

Safeguarding is everyone's responsibility.

# Inclusive, High-Quality Learning Inside and Out

## Outdoor Play and Learning OPAL:

Our school follows the OPAL (Outdoor Play and Learning) approach, which recognises the importance of high-quality outdoor play in children's development. OPAL provides children with rich, varied opportunities to explore, create, take managed risks, and develop confidence, resilience, and social skills through play.

Children have regular access to outdoor environments in all weathers, allowing them to benefit from a wide range of play experiences beyond the classroom.

To ensure all children can take part fully, it is essential that they have a named pair of wellies in school every day. This enables them to enjoy outdoor play safely and comfortably, whatever the weather.



## Equal Opportunities

Equal opportunities and inclusion are at the very heart of what we do at Boughton Leigh Infant School. All children in our care have access to a broad and balanced curriculum that does not discriminate in any way.

We believe in **Quality through Equity**.

Children may have some form of Special Educational Need based on:

- Social, emotional and psychological need
- Cognitive and learning need, including more able children
- Physical and sensory need
- Communication and interaction need



We are committed to supporting all children to achieve their best.

If your child has additional needs, we use a graduated approach to support learning and development. The **SENCo** works closely with staff, parents and external professionals where needed.

If you have concerns, please speak to the class teacher or SENCo early so we can work together.



## Working in Partnership with Parents

We believe children do best when school and home work together.

We share information through:

- Daily communication where appropriate
- Parents' evenings
- Written reports

We always welcome your questions and involvement.

# General Information



Fruit, water and milk are available daily for all children. Children should bring a named water bottle from home with water in, please take it home daily to be washed.



School dinners are available for all children at school and those Nursery children who access our thirty hour provision. The current cost of lunch is £2.42 per day. Children may bring a packed lunch, but we do request no nuts.



Before and after school provision is available, further information can be found on our website.



We ask that jewellery is not worn with the exception of small stud earrings. Children must be able to remove earrings independently.

## School Uniform



Boughton Leigh Infant School uniform helps to distinguish our pupils from others in the area. Wearing uniform gives children a sense of pride and belonging which enables **ALL** children to feel part of our school family. As a school, we believe that uniform is the practical and less expensive alternative to fashion clothing/shoes and as such will, in the long term, save our parents/carers money. All items should be labelled with your child's name. Our school would discourage the purchase of expensive/designer coats and jackets as the school cannot be held responsible if items go missing.

From September 2024 we introduced an 'active' school uniform. Wearing an active school uniform means that staff can take advantage of key points in the school day to get the pupils active. This might be through going to Gruffalo Wood, using the Active Boards or squeezing in an extra PE session.

Active School Uniform	Other Items
Navy school sweatshirt or cardigan with or without school logo Plain white polo shirt Plain navy or black tracksuit bottoms or joggers Plain navy or black sports shorts or legging shorts (not fashion or denim) Plain black trainers/shoes. Black trainers will be required for P.E Summer dresses/pinafores/skirts can also be worn with shorts underneath A named pair of wellies	Book bag (must be in school every day)

To support you with keeping the costs low for school uniform, we have created a table below which gives example images of our school uniform and where you can buy the items. The majority of the items can be found in supermarkets and high street shops.

## Where to Buy School Uniform?

Item Name	Photo	Location
Navy school Logo Sweatshirt or Cardigan		Webb Ellis 5 & 6 St. Matthew's Street, Rugby, CV21 3BY, UK  <a href="https://www.webb-ellis.co.uk/">https://www.webb-ellis.co.uk/</a>

Navy sweatshirt, V-neck or cardigan without the school logo		All shops that sell unbranded school uniform e.g. Tesco, Asda, Aldi, Lidl, Morrisons, Marks and Spencer, Next
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Plain navy or black, tracksuit bottoms or joggers	
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Plain White Polo Shirt	
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Plain navy or black leggings (long or cropped ¾ length)	
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Plain navy or black sports shorts or legging shorts	
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Plain black trainers or shoes A named pair of Wellies		
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## Communication



Please inform us of any appointments your child has during school time and where possible bring in evidence for your child's records



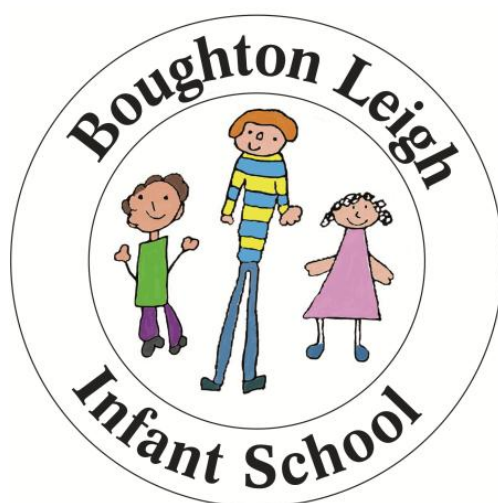
To report your child as absent please call the School Office and leave a message on our absence line. If your child has sickness and/or diarrhoea they must stay at home until 48 hours after their last symptom



Messages will regularly be communicated via text message or email. Please ensure we always have up to date contact details for at least 2 contacts for your child



We are a paperless school. Updates can be found on our school website: [www.boughtonleigh.co.uk](http://www.boughtonleigh.co.uk) and via our school newsletter.



Reading this prospectus will have hopefully given you some useful background information about our school and a flavour of how we operate.

The best way to find out about the imaginative and creative education on offer is to visit us on a working day.

To arrange this please contact us via  
telephone: **01788 571679** or email: [admin2598@welearn365.com](mailto:admin2598@welearn365.com)