



Dunkirk Primary And Nursery School Prospectus



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“You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.”

Clay P. Bedford



WELCOME to Dunkirk Primary and Nursery School



JANE ALFORD
HEAD TEACHER



Thank you for enquiring about Dunkirk Primary School. This prospectus provides a wide range of information about the school and its organisation but we hope you will come and visit us to see for yourself why we are so proud of our school. Choosing a school for your child is one of the most important decisions you will make and we are happy to answer any questions you may have by telephone, email or appointment.

Dunkirk Primary is a multi-national school with children from many different nationalities and we know this offers something very special. Our children have the opportunity to understand, appreciate and be part of the diverse society in which we live.

Parents, carers, staff and governors work together to provide an excellent education. We have high standards of behaviour and provide an educational environment that will challenge children to achieve their best. Our learning culture enables every child to enjoy their lessons. We celebrate all achievements in and out of school as well as develop the many talents children have.

We are a medium sized primary school with a capacity of 250 places for children aged three to eleven years, including a purpose built foundation class for three, four and five year olds. Recent refurbishments have greatly improved our internal and external provision and Dunkirk is a fully adapted school with disability access. The Children's Centre on the school site offers many additional and targeted services for our children and their families.

We are a small, friendly and approachable school. The staff, governors, children, parents and carers of Dunkirk Primary School look forward to working with all our new families to develop every child's potential as an individual. We always listen to what children and adults have to say.

"This is an outstanding school.
Pupils receive a high standard of education
within an exceptionally caring community that
fully promotes social and racial harmony."

Ofsted Inspection Report

Jane Alford

Our Vision



Diversity Pride Success

Our vision is for a happy, confident and successful school community which is positive and forward looking, respects and listens, is supportive and challenging.

We celebrate **diversity**,
have **pride** in ourselves
and strive for **success**
within a creative and innovative ethos.

Our drive for excellence places children at the heart of everything we do with a strong commitment to ensure we work in partnership towards the same goal of success and achievement for every child.

Our Core Values

Our core values relate directly to the school's vision, aims and school improvement priorities:

- ✓ **Children and families first**
For everyone to be the best they can be
- ✓ **Working to high standards**
Enjoying our work and always wanting to get better
- ✓ **Valuing people**
We are a team and every player is important
- ✓ **Sharing the vision**
We're proud of our school and want everyone to be happy learners
- ✓ **A safe school culture**
Thinking carefully about what we say and do and how other people are feeling
- ✓ **Change and innovation**
Trying new ideas is good



"The school is a vibrant learning community where both staff and pupils are highly motivated and work extremely hard to achieve the challenging targets they are set. Teaching and learning are typically outstanding."

Ofsted Inspection Report

Community Cohesion

The school aims to:

- be an inclusive school which provides a welcoming atmosphere for children and adults, where every child is valued and where everyone can experience and make positive relationships
- offer all pupils an understanding of what prejudice means and how it occurs and enable them to challenge and deal effectively with all forms of discrimination
- enable all children to achieve the highest standards of attainment and progress within the school's ethos of a total commitment to the practice and principles of equal opportunities



We provide a curriculum that will support children to question, think for themselves and challenge negative stereotyping. Children and adults have equal access to every aspect of school life, working constructively together in a multi-cultural and socially diverse environment to ensure they have a strong sense of belonging and are well prepared for their future lives.

"If you give kindness,
you get kindness back."

Year 2 Pupil

Our School Council develops and supports community projects. They take positive action to improve the environment and contribute to decisions about what is happening in school.

"Community cohesion is outstanding and reflected in the high quality relationships within the school, with parents and partners in the wider community and schools in Pakistan, Lebanon and Spain."

Ofsted Inspection Report

Teaching, Learning and Our Curriculum

The school aims to:

- sustain high standards and progress in all subjects, with a focus in literacy and numeracy
- provide challenging educational experiences through innovative teaching and learning to ensure that all children make the best progress they can
- raise achievement in all areas of school life through the provision of a creative, motivating and relevant curriculum that embeds global and international perspectives, promoting community cohesion
- offer a range of out of school opportunities to enrich children's life experiences

"Teaching and learning are typically outstanding as teachers plan to meet individual pupils' needs and manage classrooms with assurance."

Ofsted Inspection Report



We know it is important for every child to feel happy, confident and be able to make friends, before they can make their best progress in learning.



The school works with parents and carers to develop children's speaking, listening, reading, writing and mathematics skills. We develop these skills in a way that is fun and is linked to all other areas of learning, so that children are highly motivated and want to learn.



"The outstanding curriculum inspires children to learn and fully supports the exceptional progress they make. Dunkirk has been identified as a School of Creativity reflecting the extremely high quality and relevance of its curriculum."

Ofsted Inspection Report



We provide opportunities for children to learn in different ways by:

- taking them out of school as much as we can
- enriching their experiences
- learning in an active way both outside and inside
- ensuring our curriculum is relevant and motivating



We encourage children to:

- work together
- share ideas
- listen to each other
- talk
- ask and answer questions
- solve problems
- undertake investigations
- develop thinking skills



We use our school playground, field and allotment to support learning in all subjects and we walk to many local places of interest, including Beeston Sidings and Highfields Park. Use of the school minibus further extends the range of opportunities we can provide.

“We would have never noticed the bird singing loudly in the tree or seen the rabbit if we hadn’t slowed and stopped. The children have strong memories of this because we took time to notice.”

Teacher



We embed creative and active ways of learning into everything we do. We have excellent relationships with artists and other practitioners who work alongside teachers to deliver a highly relevant curriculum.



"We made our fingerprints in clay and put them next to a world map. It showed our individuality because all our fingerprints are different. It shows that our school is full of different people."

Year 5 pupil



"We made a film about our languages using the world map. It was recognising the importance of where we come from, our differences, our languages."

Year 5 Pupil

We incorporate global and international perspectives into our curriculum, supported by our links with schools in other countries; The Lahore Lyceum in Pakistan and with schools in Lebanon and Spain. The children benefit a great deal from these links. Projects are undertaken jointly, providing a real purpose and motivation for learning as well as enabling the children to learn about other cultures in a natural way, using first hand experiences.

Children are taught by enthusiastic, experienced, caring and committed staff within a safe, secure and stimulating learning environment. The school has high levels of support and specialist staff who ensure the needs of all children are met. There is an excellent range of quality teaching resources throughout school.

“Adults and pupils develop strong, trusting bonds that enable pupils to take risks in their learning in the knowledge that they will be fully supported. The very effective use of high quality resources brings lessons to life and contributes significantly to pupils’ enjoyment of learning.”

Ofsted Inspection report



A crucial aspect of our provision for children’s learning is that every child will take part in a wide range of out of school activities. This includes the opportunity to take part in residential visits.

We are committed to promoting achievements in sport. All children are given the opportunity to develop their sporting abilities and healthy lifestyles through specialist coaching and participation in tournaments in a range of different sports.

“Each child is viewed as infinitely capable, creative and intelligent. The job of the teacher is to support these qualities and to challenge children in appropriate ways so that they develop fully.”

Louise Boyd Cadwell



At Dunkirk we have high expectations of all children and what they are able to achieve. Every class has children with different needs and abilities and they all learn in different ways. Our teachers ensure they provide high quality lessons which meet every child's needs. Parents and carers are kept informed about what the children are learning in class and given information on how they can help at home.



Kinaesthetic

We learn best by exploring and doing



Auditory

We learn best by listening



Visual

We learn best by seeing

How do we learn best?



Reading - Writing

We learn best by reading and writing

The school uses new technology to support children's learning. This is embedded in all aspects of school life, enhancing learning, communication skills and the development of children's imagination.

We use animation, video, music composition and art programs alongside the interactive whiteboards and extensive ICT suite, providing one computer for every child.

We expect and ensure high standards of behaviour resulting in a calm, purposeful working environment which is essential for effective learning to take place. Every child will experience and make positive relationships, developing a sense of responsibility and independence. We will always deal with any incidents of bullying and racism. Visitors regularly comment on the excellent behaviour of our children.

Teachers are continuously assessing children through observation, listening, talking, questioning and more formal assessments such as testing and marking work. Children make excellent progress and the school regularly tracks pupils' achievements, so that personalised support can be provided for any underachieving and more able children. Additional support is targeted for children who have English as an additional language and for children with special educational needs. If children need extra support, we work closely with parents and carers to enable them to catch up as quickly as possible.



From Year One (five and six year olds) children are usually organised into classes of single year groups but this can change depending on numbers in each year group.

Within each class children are taught in a variety of ways:

- Whole class – often appropriate when giving a teaching or subject input
- Small groups – usually of similar ability in a particular subject and used mainly within the teaching of literacy and numeracy
- Individual – children are encouraged to work at their own level and tasks are planned for several levels within the class to meet the needs of all children.

Working with a partner or in a group encourages independence, increases self-esteem and confidence, allowing social interaction and responsibility to develop.

Partnerships

The school aims to:

- be an active and caring member of the community
- work in close partnership with parents and carers
- ensure that staff and governors are a happy, well motivated and valued team, with a shared vision for raising standards and school improvement

We keep parents and carers well informed about their child's progress through an annual report and two annual consultation evenings. We have an "open door" approach where parents and carers are always welcome in school to discuss any aspect of their child's education. We welcome parents and carers as volunteers and regularly seek their views.

Parents, carers, relatives and friends are invited to a variety of events throughout the year, including sports events, assemblies and concerts. Regular social and fundraising events, such as an International Evening and Christmas Fayre, are organised by our Friends of Dunkirk group to which all parents and carers are invited to join.

The school organises regular opportunities for parents to learn new things for themselves and with their children. For example, we are able to provide a range of family learning, which has included literacy, numeracy, gardening, cooking, arts and crafts to name just a few.

We have a Learning Partnership Agreement to reflect our shared responsibility for your child's education which can be found within the **Welcome Pack** you will receive when your child starts at Dunkirk Primary School.



We develop meaningful community links, including with The University of Nottingham, Queen's Medical Centre and the Dunkirk and Lenton Partnership Forum. These links result in volunteers working in school, as well as our involvement in community projects and other visits linked to our curriculum.

We have a Homework Policy which is based on regular reading and other activities related to the children's learning in class. We hope all parents and carers will spend some time with their children at home undertaking homework tasks, talking and reading together regularly.

We encourage ongoing communication between home and school, formally and informally. Our Extended School Coordinator and Family Mentor work closely with parents and carers to identify help or support that may be needed. Regular newsletters keep everyone informed; we use an electronic messaging service and encourage use of our school website:

www.dunkirkprimary.com.



Regular attendance and punctuality is essential for every child to achieve his/her potential. This is a shared responsibility between parents and carers, school and the Local Authority.

We have excellent links with our local primary and secondary schools and undertake joint projects and activities for the benefit of all children and their families living in the central area of the city.

**We are approachable and welcoming.
We listen. We want you to talk to us if
you have any questions or worries and
we will always contact you if we have
any concerns.**

"Dunkirk Primary School is playing a vital and important impact for my child's progress and development. I'm thankful to Head Teacher and all other staff to make it such a lovely place to learn in and its fantastic experience for children. Actually the best part of their lives is spent in an excellent school."

Parent

Care and Safety

The school aims to:

- develop the whole child by creating a safe, happy and stimulating learning environment, reflecting the diversity of the school and its community
- foster self-esteem and confidence in all our children

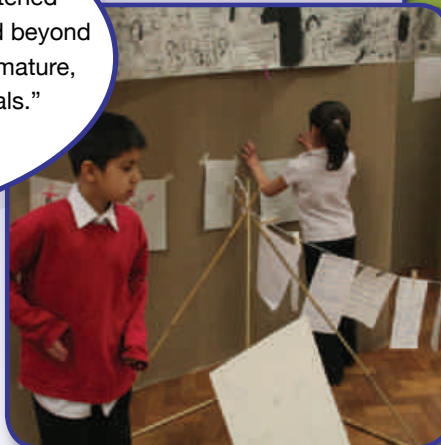
Health and safety is our priority at all times. All staff have been trained in paediatric first aid and we also have named First Aiders with extended training. We will always contact you if your child is unwell or has an accident.

The school continues to develop awareness amongst the whole community about the importance of healthy lifestyles. Children are actively involved in School Council and Eco Club and we have a small group of trained “advocates” who all involve themselves in current issues and school priorities. Pupils are also trained as “playground buddies” who support all children to have a happy playtime.

Underpinning every aspect of school life is a total commitment to nurturing the skills and qualities everyone needs to become active, responsible citizens within our local and global community; we teach children to develop an understanding of rights, responsibilities and respect, enabling them to become agents of change.

“Pupils know they are respected and listened to and take their responsibilities within and beyond school very seriously. They develop into mature, independent and considerate individuals.”

Ofsted Inspection Report



We are an inclusive school and work hard to provide an accessible curriculum and learning environment which caters for the diverse needs of our school community.

The buildings and grounds have been fully adapted for children and adults with disabilities and we ensure all children have equal access and opportunities at Dunkirk. Further information can be found in our Equalities and Special Educational Needs Policies, accessed via the school website or available in school.



"When you can trust someone to keep you safe....it should feel as if the wind is carrying you. It should feel calm and slow."

Year 3 Pupil



We provide a highly supportive environment for all children and their families. We work alongside other agencies to keep all children safe, with a focus on preventative and pro-active approaches. This includes the use of drama and circle time to discuss difficult issues generally as well as providing targeted support such as counselling for individual children, through close co-operation with parents and carers.

The school is required to follow a set procedure in cases of child protection concern, by referral to the Social Care Department (previously known as Social Services), for further investigation so that children at risk can be identified and supported quickly.

The school follows all recommended Department of Education guidelines for ensuring that adults working or volunteering in school have the appropriate checks in place. Children's safety and well-being is given the highest priority at all times.

"Throughout the school, relationships and the care, guidance and support pupils receive are superb ... consequently, pupils' personal development is outstanding and they feel safe and secure in an environment that is free of harassment or racism of any kind."

Ofsted Inspection Report



Site security is very important to us. Parents, carers and other visitors during the school day use the main entrance and all visitors are required to sign in and wear a visitor's badge.

All staff wear identity badges and we have access control on all our external doors. The rear gate is locked at 9.15 am and re-opened at 3.15 pm.



"Pastoral care for pupils is of the highest order and great care is taken to ensure newly arrived pupils are immediately made to feel welcome and part of the Dunkirk family."

Ofsted Inspection Report

Childcare

Dunkirk Primary School provides quality childcare provision for three to eleven year olds both before and after school as well as on Inset days and in school holidays.

This childcare club (Fun Club) has been highly praised by the Local Authority and by Ofsted and as the club is non-profit making we try to keep costs as low as possible.

We aim to provide sessions that are fun, active and use the children's ideas.

A breakfast option is available in the morning and sandwiches/snacks in the afternoon/evening.

The timings for the term-time childcare club are:
8.00 am – 9.00 am and 3.30pm – 6.00pm

We are also able to offer childcare provision at lunchtimes for our three and four year old children. Our Holiday Club is open during staff training days (Inset days) and school holidays from 8.30am – 5.30pm.

A timetable of activities is provided in advance.

“Children clearly enjoy attending and respond with enthusiasm to the wide variety of interesting activities on offer....the club is successful in creating a happy ‘family’ atmosphere, in which all children understand their rights and responsibilities.”

Ofsted Inspection Report



Please see our Fun Club leaflet or ask at the school office for further information.

Admission Arrangements

The Foundation Stage (Nursery and Reception Year)

The school has a purpose built foundation class which is called Willow class. There are two groups within Willow: the younger nursery children who are three and four year olds and attend part time; the older four and five year olds who attend full time and are in their reception year (YR).

Children are accepted into Willow class soon after their third birthday and are offered either a morning or afternoon place. We provide an extended entitlement of a three hour session for all three and four year olds. Lunchtime childcare is also available for these children at a small charge.

For nursery children entering Willow class, a meeting with parents and carers is planned and children can make several visits to prepare them for starting their part time nursery placement. A copy of our Willow admissions criteria is available in school.

“Anything can happen in the future....
good or bad....you can help stop the bad,
it depends what you do now.”

Year 4 pupil



Statutory School Place (Reception Year)

Children wear school uniform, which is compulsory for reception children and older.

Attending Willow class when a child is aged three or four **does not** guarantee a statutory **school place** at age five. All parents and carers must apply for a school place through the Nottingham City Council co-ordinated application and admission process to request a place at the school they would like their child to attend, even if it is Dunkirk School.

An application form, guide to admissions and individual advice on the admissions process will be sent to parents and carers in the school year before their child reaches the age of five. Please ask if you are unsure as we can provide support if required.

Children are admitted to full time education at the beginning of the academic year (September) in which they are five. They continue to be taught in Willow class for their reception year so that they can fully access the appropriate curriculum for their age and stage of learning.

A meeting for parents and carers is held to explain the changes from nursery to reception. Parents do have the option of deferring their child's entry until the beginning of the term after the child's fifth birthday.

Transition Into Year One

Willow and Year One staff work together to ensure a smooth transfer of children into this next stage of school. We plan a series of visits so that children become familiar with different routines and get to know other children and adults in the "big school."

Parents and carers are invited to a meeting with the Head Teacher and new class teacher during the half term before the child moves into Year One (Palm class).

Children with special educational needs may be admitted from Willow class at an earlier or later date if deemed beneficial to the child.



"The Headteacher is an exemplary leader who inspires and empowers staff and governors to work as a united team."

Ofsted Inspection Report

Transfer to Secondary Stage

The children transfer in the September following their eleventh birthday to the secondary stage of education in accordance with the secondary transfer arrangements approved by the Local Authority. A copy of the Admission Criteria can be obtained from the secondary school.

The criteria for admission to all maintained secondary schools are based on the home address and not the primary school attended.

Children from Dunkirk transfer to a variety of schools at 11+ and we liaise closely with them:

- The Nottingham Bluecoat CofE School and Technology College
- The Nottingham Emmanuel CofE School
- Djanogly City Academy
- Nottingham High School
- Manning School for Girls
- Bramcote Park Sports, Business and Enterprise School
- Chilwell Foundation School
- Alderman White School and Language College

The school and Local Authority offer support to parents in the process of selecting and applying for secondary school places.



"The school demonstrates a continuous improvement culture and is always open to new ideas, which some organisations might see as a risk, this school sees as an opportunity."

Investors in People Report

Disclaimer

The information given in this prospectus was valid at the time of printing. It should not be assumed that there will be no changes affecting either the arrangements generally described in this prospectus or in any particular part of them before your child is admitted to the school or in subsequent years.



“Outstanding relationships based on mutual respect and trust, and the highly relevant curriculum support pupils’ excellent behaviour and their enormous enjoyment of school.”

Ofsted Inspection Report





Address: Dunkirk Primary and Nursery School
Marlborough Street, Dunkirk,
Nottingham NG7 2LE

Telephone: 0115 9153273

Fax: 0115 9153274

Email: admin@dunkirk.nottingham.sch.uk

Website: www.dunkirkprimary.com

Head Teacher: Mrs Jane Alford

Chair of Governors: Mrs Gill Riley

Dunkirk is a Co-educational Community Primary School
for pupils aged 5 to 11 years with a Foundation
Class for pupils aged 3, 4 and 5 years.