



Reynolds
Academy

Prospectus





Welcome to our wonderful school

Reynolds Academy is a larger than average sized primary school which caters for children between the ages of 3 and 11. We have a dedicated and highly motivated staff who work extremely hard and have high expectations for all of our children.

The staff at the academy have an excellent understanding of how children learn and what learning should look like for each individual child. We use regular assessment and knowledge of the children to plan carefully for each lesson, group and individual. Those children who are high ability and have a particular gift for a subject will be supported to further develop their talents; and those children with specific needs will have dedicated support and a curriculum designed to meet their requirements.

Our vision and ethos



We always have the child's best interests at heart and firmly believe that learning must be an enjoyable and rewarding experience. We are continually trying out new ideas, arranging exciting trips, inviting visitors to the Academy and using the community to enhance our provision. We believe strongly in the importance of providing a stimulating environment for learning and outdoor learning is an exciting, developing focus for our school.

We hope you will find this brochure useful. Please contact me directly at the Academy if you would like to discuss any aspect of the school or you would like to arrange a visit.

Rebecca Scott
Principal





Our children start learning the foundations of phonics, literacy and numeracy through a wide range of teaching techniques and strategies. We strongly believe that play, both indoors and outdoors, makes a powerful contribution to children's wellbeing, development and learning.

Children play, not least because it is often fun and offers a joyful opportunity for engaging in many different activities and being with others. As they play, children immerse themselves in what most interests them, and in the process find out about themselves, other people, and the world around them. Because play is open-ended and flexible, children can explore and experiment with confidence, take risks and challenge themselves at the limits of their capabilities, without fear of failure.

Parents and carers make a crucial difference to children's outcomes. Partnerships with parents are truly effective when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning.

The first successful steps - Nursery



The next exciting step – Reception

Our children become deeply involved in their learning. They build on existing knowledge and skills, through interaction with open ended resources and a high-quality environment, both indoor and outdoor, including our newly-developed wildlife area.

In transferring their knowledge through new connections and applications, our children learn to master important concepts. They embed skills and knowledge, explore and experiment with ideas and new ways of thinking, which support and enhance their own creativity.

As our children gradually develop the ability to focus, our short, sharp and lively adult-led sessions are an opportunity for thinking and learning. Within group sessions, which are planned in response to children's interests and current levels of development, we interact with individual children according to their own needs.

Each child and family are unique and this is respected and celebrated, as each brings aspects of their own personal and cultural knowledge and values which enrich the whole setting.









Maximising every child's potential

Children are given opportunities to develop their leadership and team working skills in many different ways as they move through the academy. This could be through the School Council or the appointment of school role models; such as House Captains. Older children can apply to become Sports Leaders, where they are trained in order to manage, lead and support a wide range of lunchtime activities for our younger children.

Every child's progress and attainment is discussed at least once every half term, in line with our effective and robust monitoring process. We know each child well and together, we strive to bring out their strengths and support them to work on areas for their development.

Where children have specific barriers to their learning, we provide the necessary early support and targeted intervention to help overcome these barriers. Interventions are regularly reviewed to ensure that the approach is the right one and making a positive difference to the child's learning.

We recognise that all children are individuals with their own specific needs, gifts and talents. Children who are identified as being exceptionally able or talented, are monitored and provided with stimulating and enriching lessons appropriate to their needs.

Developing confidence in key areas

Our aim is to develop children's confidence and enjoyment of Maths. All children are encouraged by the belief that by working hard at Maths they can succeed. Maths at Reynolds is taught using a 'mastery' approach, meaning that children acquire a deep, long-term, secure and adaptable understanding of the subject and are able to apply concepts in many different contexts.

Teaching is based on the 'White Rose Maths' Hub approach to support a progressive, sequenced journey through the learning, developing fluency and conceptual understanding. Discussion is a key part of teaching, with children being expected to explain their approach, allowing for the development of deeper understanding.

At Reynolds we recognise the ability to read has a key role in pupils' further learning development and is an essential life skill. When teaching reading we use high quality children's books to stimulate an interest in, and a life-long love of reading. We aim to stimulate children's curiosity and imagination and create a learning environment which enables pupils to come to read for pleasure. By the end of Year 2 we aim to ensure pupils use their phonic knowledge to decode unfamiliar words, as well as having an additional bank of strategies available to decode words when phonics may not be sufficient alone. We also aim to ensure children have the necessary comprehension skills to help them understand the texts they are reading across the curriculum. Finally, we aim to ensure children are able to engage with the Key Stage 2 curriculum post-Year 2 and use their word reading and comprehension skills to further understand new learning.

We believe that language and literacy is a fundamental life skill essential to participating fully as a member of society. We aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Children are encouraged to express themselves creatively and imaginatively through stories, poetry and drama enabling them to develop culturally, emotionally, intellectually, socially and spiritually. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.









Supporting personal development

Our key focus is to develop all aspects of a child's character, nurturing talents and providing opportunities for new interests and potential future pathways.

A full programme of after school activities provide a basis for enjoyment and developing skills in areas such as sport; art and craft, gardening and dance. External visits and internal visitors help to support the teaching of our curriculum, in a wider context, and help provide fun and engaging experiences for our pupils. Our children learn to be young leaders as house captains; sports leaders and library monitors, giving them the chance to take responsibilities and risks to help develop resilience and life skills.

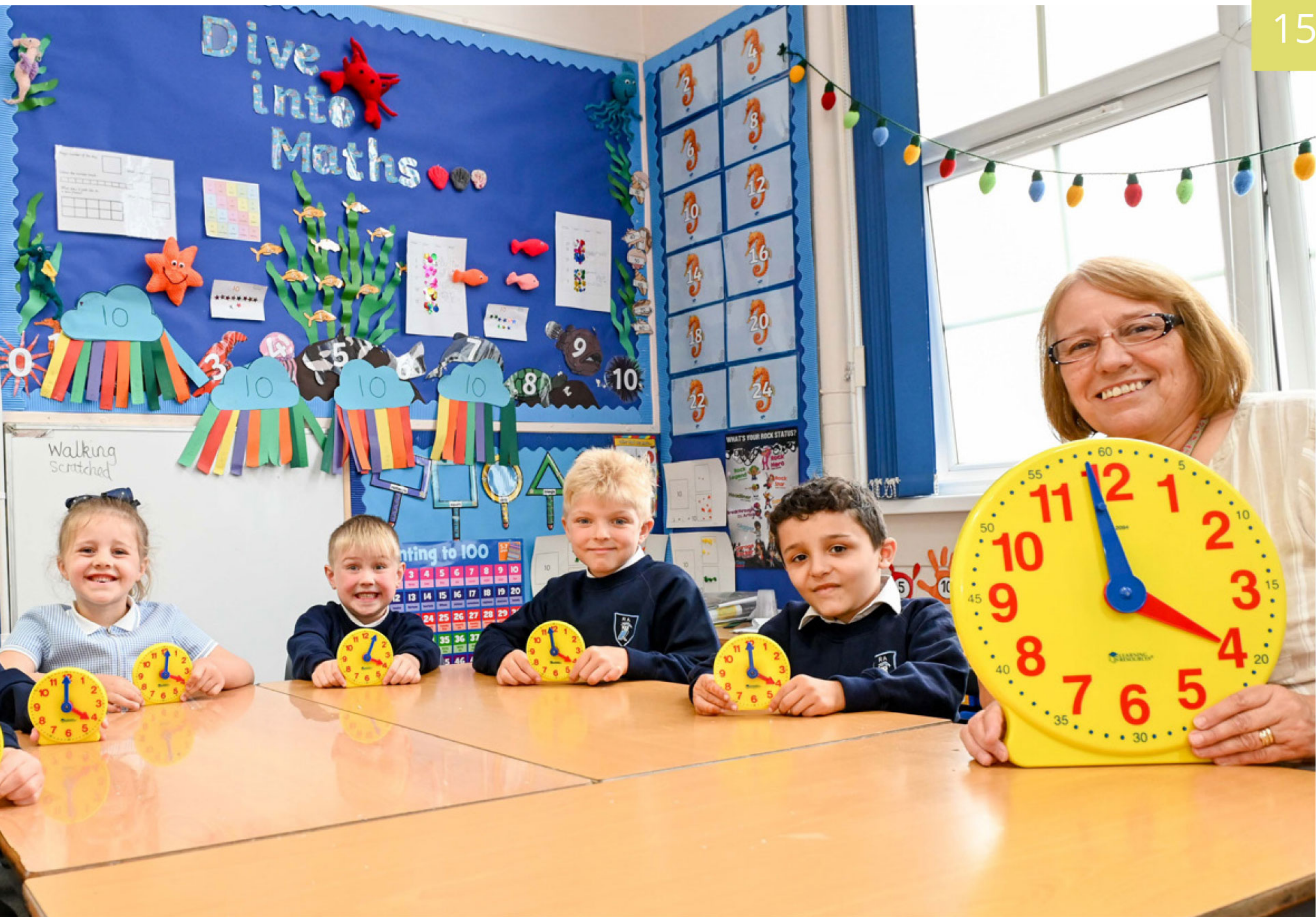


Nurturing creativity, knowledge and skills

We aim to inspire and motivate our children, to encourage them to be curious and creative. At every stage of their time at Reynolds, children are provided with many varied learning opportunities, from visitors, educational visits, themed weeks and residential trips. Through external specialists, we also offer a range of additional opportunities in music and sport.

Learning opportunities are planned through topics, which include activities and learning that span a range of curriculum areas. These topics will frequently include first-hand experiences such as a visit to the church, a speaker coming to share knowledge or artefacts with the class, or a practical activity, so children are fully immersed in the topic. Within classrooms, children have access to various resources to aid and support their learning. Children's current interests and views are considered when planning and teaching topics, so that they can be active and engaged learners, helping to shape their own development.







Enhancing healthy living and well-being

We recognise the impact a healthy lifestyle has on a child's progress, academically, mentally and physically. Our new wildlife area provides opportunities for outdoor learning, allowing children to learn whilst being close to nature.

Our PSHE curriculum aims to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future. In addition, we have close links with Compass Go, a mental health support team, who provide support to individuals and groups of children who require it. We also work with Young Minds Matter, where a child may need additional support.







**Reynolds
Academy**

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**Lincolnshire Gateway
Academy Trust**

Reynolds Academy is part of the Lincolnshire Gateway Academies Trust