Prospectus 2026-2027

Part of the

THE BEAM TRUST

A warm welcome to Ravenbank Primary School.



It is a privilege to serve as Headteacher of a school that is deeply committed to every child's intellectual, personal and creative development. At Ravenbank, we have a clear and ambitious vision: to support our children to become confident individuals, successful learners and responsible citizens. We are equally committed to ensuring that every child feels happy, safe, valued and known throughout these important formative years.



Our curriculum is designed to give children a broad, balanced and inspiring education. We want every child to develop the knowledge, skills and confidence they need for future success. Alongside academic achievement, we place great importance on creativity, collaboration, character and citizenship. These qualities are nurtured through our school values of friendship, respect, perseverance and trust, which sit at the heart of everyday life at Ravenbank.

If you choose Ravenbank, as your child moves through the school, you will get to know many members of our dedicated staff team. They are talented, caring and committed professionals who take great pride in seeing children thrive, grow in confidence and enjoy their time in school.

We also recognise that your child's educational journey is an important part of family life. As parents and carers, if you choose us, you too become part of our school community. We value the strong partnerships we build with families and aim to work hand in hand with you, supporting your child, celebrating their successes and helping them to flourish.

At Ravenbank, we are working together to build a bright future for every child. We look forward to welcoming you to Ravenbank for a visit in the near future.



Kind regards,

Mrs Jill Sach

Headteacher



VISION AND VALUES

At Ravenbank, we work together to achieve success.

Our vision is grounded in the belief that collaboration and mutual support are the key ways to thriving in a school community. By fostering an environment of friendship, respect, perseverance and trust, we will empower our pupils to reach their fullest potential.





Friendship

Above all, everyone at Ravenbank is kind. We recognise that everyone needs to feel happy and safe in school and by cultivating a sense of belonging for all pupils and staff helps us to build a supportive collaborative culture and a joyful learning environment.



Perseverance

Learning can and should feel hard sometimes. Within a safe and supportive environment, everyone should feel safe to make mistakes to learn and grow. We should all be courageous, accept challenges and feel the sense of accomplishment when we achieve our goals.



Respect

We celebrate diversity and appreciate the unique qualities of each person in our school. Through respectful relationships and an inclusive environment we will ensure everyone feels safe and valued. We also respect our environment and show this through our interactions and behaviour.



Trust

We aim to ensure that trust is the foundation of all successful relationships at Ravenbank. We foster a culture of honesty and integrity so that everyone feels safe to share their ideas so that we can learn from each other. We also trust in the belief that we all have boundless potential to achieve well and make a positive contribution to society.

Ravenbank benefits from the support and challenge of a dedicated governing board. Governors work with the leadership team to set the strategic vision, provide accountability and oversight to ensure the school is achieving the best outcomes for your child. The school is also part of the Beam Trust, which enables the schools to share expertise and innovative educational practices.

WHY CHOOSE US?





Choosing the right school for your child is an important decision. At Ravenbank, we are proud to offer a warm, ambitious and inclusive school community where every child is known, valued and encouraged to thrive. We want every child to feel happy, safe and successful. We take time to know our children as individuals and work closely with families to support their academic, personal and emotional development.

A caring and inclusive community
Ravenbank is a school where children feel they belong. Our values of friendship, respect, perseverance and trust guide the way we learn, play and work together. We celebrate difference, encourage kindness and help children grow into confident individuals and responsible citizens.

An exciting and meaningful curriculum
Our curriculum is broad, ambitious and carefully designed. Through our termly expeditions, children explore big questions, make connections across subjects and produce high-quality work for real audiences. Learning is purposeful, creative and memorable.

Strong foundations for future success
We place great importance on reading, writing and mathematics, ensuring children develop the key knowledge and skills they need for the next stage of their education. Alongside this, we nurture curiosity, independence, resilience and a love of learning in music, sports and the arts.

Personal development and wellbeing
Children's wellbeing is at the heart of school life. Through myHappymind, myHappymind Plus and No Outsiders, children learn about emotions, relationships, diversity, resilience and belonging. We want our pupils to understand themselves, care for others and make positive choices.

Opportunities beyond the classroom
Life at Ravenbank is full of opportunities. Children take part in showcases, residentials, visits, clubs, outdoor learning, sports, creative projects, performances and community events. These experiences help children discover their talents, build confidence and make lasting memories.

Working together with families
We know that children thrive when school and home work in partnership. We value open communication, strong relationships with parents and carers, and the important role families play in school life. We also offer wraparound care and clubs to support families in having quality and affordable childcare.

We hope this prospectus is useful and look forward to welcoming you to Ravenbank Primary School.

CURRICULUM



The National Curriculum (set by the government) contains twelve subjects, three of which are called core subjects (English, maths and science). The other subjects are called foundation subjects (history, geography, art and design, design and technology, computing, modern foreign languages, music, physical education (PE) and religious education (RE). Schools also teach Personal, Social and Health Education (PSHE) through dedicated lessons and assemblies.

HOW WE INCORPORATE THE SUBJECTS INTO OUR CURRICULUM:

Expeditions: Please see the next page for information on our termly projects that incorporate history, geography, art and other subjects where appropriate.

English: This includes your child's development in speaking and listening, reading, writing, spelling, punctuation and grammar. We use Read Steady Phonics, Ready Steady Read and Ready Steady Write to support our delivery of English.

Maths: Your child's maths development begins with developing a secure understanding of number and place value. As they progress, they begin to be able to manipulate numbers with the four operations and reason and problem solve. We use White Rose and NCETM materials to deliver the maths curriculum and work with local specialists to ensure quality delivery.

Science: This subject allows children to explore the world around them, ask questions and make observations over time, notice patterns and use scientific vocabulary. The primary curriculum includes biology, chemistry and physics. We use Developing Experts to help deliver our science curriculum.

Music: At Ravenbank, music is an important part of the curriculum and is incorporated into lots of parts of the school day. Children have specilist music tuition in Year 2 (keyboards) Year 4 (Violins) and Year 5 (Ukuleles).



Sports: We are very fortunate to have a dedicated sports coach (Mr Williams) at Ravenbank. He teaches most PE lessons across the school and takes children to lots of additional sporting events.

The curriculum overview for each year group is available on the school's website. Each term teachers will also have a 'medium term plan' which will outline the progression in each subject area over the course of twelve weeks.

We hope that the curriculum information on our website gives parents a clear understanding of what your child is learning about.



EXPEDITIONS

Every term, a new learning journey begins...



At Ravenbank, our curriculum is designed to inspire curiosity, deepen understanding and help children see the purpose of their learning. Learning is brought to life through carefully planned termly expeditions. These are rich, meaningful projects that allow children to explore big questions, make connections across subjects and produce work that has a real purpose. Each expedition builds towards a high-quality final product, performance or showcase, giving children the opportunity to share their learning with an audience beyond the classroom.

Through this approach, children do not simply acquire knowledge; they use it, apply it and communicate it. By making learning public and purposeful, pupils understand the value of their work and are motivated to think deeply, work collaboratively and take pride in what they achieve.

Our expeditions are designed to:

- begin with a clear final outcome, so children know what they are working towards;
- give pupils opportunities to make creative choices and develop their own ideas;
- allow time for reflection, redrafting and improvement;
- support children to produce high-quality work through modelling, success criteria and feedback;
- make meaningful links between subjects such as history, geography, science, art and English where these connections strengthen learning.



Our exciting and carefully designed curriculum ensures that children:

- build a deep body of knowledge and skills over time;
- make meaningful connections with what they have learned before;
- develop confidence across a broad range of subjects;
- grow as creative, thoughtful and responsible members of the community;
- are well prepared for the next stage of their education and life.

Through their experiences at Ravenbank, children leave us not only with strong academic foundations, but also with the confidence, resilience and values they need to thrive as lifelong learners and responsible citizens.







Please see our website for more information about the design of the Expeditions.

PERSONAL DEVELOPMENT

At Ravenbank, we believe that education goes beyond academic success; it is also about nurturing confident, compassionate, and resilient individuals who are ready to thrive in life. Personal development underpins everything we do, from promoting positive relationships and self-awareness to encouraging curiosity, independence, and a sense of responsibility. By providing a wide range of opportunities both in and beyond the classroom, we aim to equip children with the knowledge, skills, and values they need to make informed choices, contribute positively to society, and develop a strong sense of self-worth.



At Ravenbank, we want every child to feel happy, safe, valued and ready to learn. Alongside academic achievement, we place great importance on children's personal development, mental wellbeing, relationships and understanding of the wider world.

We are proud to be a myHappymind Bronze Accredited School. This recognises our commitment to embedding positive mental health and wellbeing across school life. myHappymind is a whole-school programme, grounded in science, which helps children understand how their brains work and how they can look after their own wellbeing. Through the programme, children learn practical strategies to manage their emotions, build resilience, develop confidence and strengthen their self-esteem.

Throughout the year, children explore five key myHappymind modules:

- Meet Your Brain – learning how the brain works, how to manage emotions and how a growth mindset can help us to keep trying.
- Celebrate – recognising and celebrating individual character strengths.
- Appreciate – understanding the importance of gratitude and how it can support wellbeing and resilience.
- Relate – learning how to build positive relationships and strong friendships.
- Engage – setting meaningful goals and developing the confidence and perseverance to overcome challenges.

To support our wider PSHE curriculum, we also use myHappymind Plus. This is organised around three key themes: My Happy Body, My Happy Relationships and My Happy World.

- Through My Happy Body, children learn about physical and mental wellbeing, healthy lifestyles, growing and changing, keeping safe and making healthy choices.
- Through My Happy Relationships, children learn about families, friendships, positive relationships, managing hurtful behaviour and bullying, safe relationships, and respecting themselves and others.
- Through My Happy World, children learn about their role in the wider community. This includes shared responsibilities, belonging, media literacy, digital resilience, economic wellbeing, aspirations and future careers.

BEHAVIOUR & SAFETY

It is a primary aim of our school that every member of the school community feels valued, safe and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

All children will be taught about the school's expectation for behaviour. Each September, teachers will focus on building relationships with their new classes and establishing expectations so that all children follow our five golden rules:

FIVE GOLDEN RULES

- Be kind and gentle.
- Listen to one another.
- Be polite, honest and respectful.
- Work hard and try your best.
- Look after our property and environment.

Senior leaders regularly talk to and survey children to evaluate how well our systems work to ensure everyone feels happy, safe and secure.

We have a clear Anti-Bullying Policy and work closely with parents and carers if any concerns are raised.

HOUSE POINT TEAMS

Each child is put into a house point team (siblings are put into the same team) and are awarded house points for following the golden rules. When their class has earned 500 house points collectively, they are awarded a golden ticket, which entitles them to an afternoon's activity that the children and teacher will design together.



Staff will also recognise individual children by giving praise, stickers or recognising on-going exceptional behaviour through sending home a praise postcard.



INCLUSIVE BY DESIGN

At Ravenbank, we are committed to ensuring that every child is supported to feel happy, safe and successful in school. We recognise that children may experience barriers to learning at different points in their school journey, and that these barriers may relate to special educational needs or disabilities (SEND), social, emotional and mental health (SEMH), behaviour, attendance, or English as an additional language (EAL).

At Ravenbank, we believe that inclusion is fundamental because it:

- improves outcomes for all pupils
- ensures equity, not just equality
- supports wellbeing
- helps pupils develop a strong sense of belonging in the classroom
- builds independence and confidence

By teaching with empathy, understanding and consistency, we create strong relationships where pupils feel seen, heard and safe.

Inclusion is everyone's responsibility. From your child's teacher to support staff, the SENDCo and school leaders, we work together to ensure every child receives the support they need. We recognise that any child may experience barriers to learning at different points in their school journey. We are committed to working in partnership with families to identify these needs and determine the most appropriate support pathway.

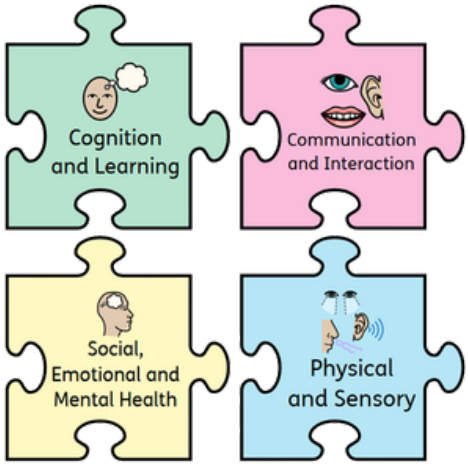
At Ravenbank, a need is identified by a class teacher, a parent/carer, an external agency, assessment data, or observation. Needs could include, but are not limited to, neurodiversity, cognition and learning, communication and interaction, social, emotional and mental health, attendance, English as an Additional Language, behaviour, physical needs, or sensory needs.

Following this identification, a triage process will take place using the school's Early Identification of Need flowchart to determine the most appropriate pathway, level of support, and any necessary interventions. This process ensures that needs are identified early and that support is timely, targeted, and responsive to the individual child. Once a need has been identified, the flowchart sets out the steps and stages that form the graduated response.

INCLUSIVE BY DESIGN

At Ravenbank, we are committed to ensuring that every child is known, valued and supported to flourish. We believe that pupils with special educational needs and disabilities should access the same ambitious curriculum as their peers, with barriers removed rather than expectations lowered. Through our clear graduated approach, high-quality teaching sits at the heart of our provision, supported by carefully planned adaptations, targeted support and, where needed, specialist input.

We recognise that children's needs may fall within one or more of the four broad areas of need identified in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These categories help us understand the different barriers a child may face, but they do not define the child. We look carefully at each pupil as an individual, working closely with families, staff and external professionals to ensure support is responsive, purposeful and focused on helping children make progress, develop confidence and become increasingly independent learners.



Four Broad Areas of Need

At Ravenbank, we have a clear graduated approach so that pupils with SEND access the same ambitious curriculum, with barriers removed rather than expectations lowered. Teachers make minimal, responsive adaptations to support pupil progress. Our first tier starts with accessible lessons, which are:

Perceivable: Clear fonts and layouts, uncluttered slides, pupils can see and hear clearly, no classroom clutter.

Understandable: Explicit instruction methods, e.g., clear, simple language, instructions broken into steps, modelling and examples given, visuals and manipulatives where needed. Technology is used to support understanding where needed.

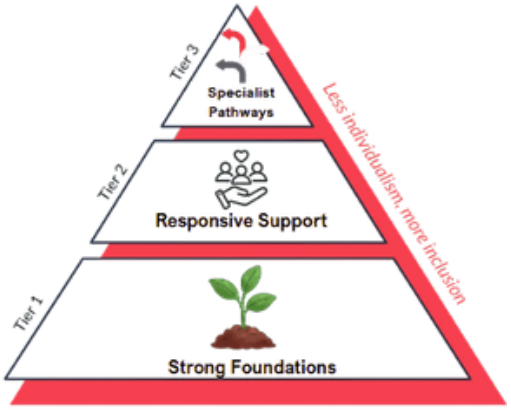
Doable: Manageable tasks, scaffolds where needed, enough processing time, resources and equipment available.

Responsive: Groups change depending on the task, we avoid fixed labels, encourage collaboration, and have frequent checks for understanding.

In sensory-friendly environments, we reduce noise and visual clutter, have calm displays, predictable routines, and quiet or low-stimulation spaces. Supporting children's cognitive and metacognitive development helps pupils to plan, monitor and evaluate how they tackle a tricky task.

Some children may need additional support to help them access the curriculum. These approaches are carefully planned and regularly reviewed to ensure they help pupils make progress and develop independence. This might be access to our sensory circuits, soft starts or purposeful, time-limited interventions (which are carefully monitored for impact). Our SENCO and SENCO HLTA monitor the impact of all interventions and support staff in the effective implementation of pupil SEND support plans.

SEND
Graduated Approach



Graduated Approach

A small number of children require highly individualised support that is different from or additional to what is typically provided in the classroom. This may include bespoke programmes, specialist input, or provision outlined in an Education, Health and Care Plan (EHCP). Support may sometimes take place outside the classroom and is tailored to meet each child's specific needs. We also make referrals to the necessary external agencies.

FURTHER INFORMATION



SCHOOL MEALS

Children have a choice of a school meal, school packed lunch or bring a packed lunch from home. School meals are prepared on the premises and are of a very good standard. Your child can choose from three different main dishes each day. The catering team also provide some special themed meals which parents will be informed about.

Currently, the government funds school meals for children in Reception, Year 1 and Year 2. If your child is in Key Stage 2, you pay for their meals or snacks online via ParentPay . More information is available about this on our website.

If you do send your child with a packed lunch, absolutely no nuts or nut products are allowed in school as there are children with serious allergies. If your child has a allergy or has specific dietary requirements, our school cook will be able to provide an alternative meal.

Some children will be eligible for free school meals, if parents are on certain benefits. If you would like more information, please contact our office staff.

WRAPAROUND CARE

Our wraparound care offers flexible before and after-school provision to support families from September 2026. The breakfast club will open from 7.30 am at a cost of £7 per session, or families may choose an 8.00 am drop-off at a cost of £6 per session. Both morning options will include breakfast. After-school provision will run from 3.15 pm until 6.00 pm at a cost of £14 per session, and we provide children with a hot meal as part of this session. Childcare vouchers can be used towards the cost of wraparound care. Extra-curricular clubs will continue to be booked separately from wraparound care. Further details, including the booking system, will be shared with families in the coming weeks.

There is also a range of after-school clubs, such as craft, LEGO, play and sports clubs, which are run by school staff. alongside some private providers who run cooking, music, karate and chess. Information is sent out termly with booking information.

Mr Williams also runs a half-termly sports camp, which is very popular with the children. These are advertised in our weekly newsletter.

PARENTAL INVOLVEMENT

There are lots of opportunities for parents to find out how their child is doing. There are two Learning Reviews where parents can have a ten minute appointment with their child's teacher. Online and face-to-face appointments are available. Teachers also send home a written report in July.

There will also be other opportunities for you to visit school and understand more about your child's experiences. We hold an annual open session where you can visit your child's classroom and see their work, curriculum showcases and Sports Days.

We try hard to consider the needs of working parents by holding events at a range of times and we also endeavor to give plenty of notice for events.

PARENT TEACHER ASSOCIATION (PTA)

We are very fortunate to have an active PTA which organises a variety of social activities for adults and children. All parents are invited to the PTA planning events. It is a wonderful way to get to know other parents and support the school.

Through this hard work, the PTA funds many additional resources which make a wonderful contribution to your child's education. We also use this money to subsidise occasional concerts, visits and festivals.

We also support many charities throughout the year with sponsored events or other fundraising activities. We encourage the children to get involved with this and nominate charities the school can support.

ADMISSIONS

APPLICATIONS FOR RECEPTION 2027-2028

Children start school in the year that they turn five. Warrington Borough Council make all the arrangements for admission into the Reception class and their online application process opens in September before your child is due to start school. You can find more information by scanning the QR code.

When you apply you can list three schools for your child. We advise you to choose three schools in order of preference and list them in your application. Listing only one will not guarantee getting a place at that school. If you list only one school and the Local Authority are unable to meet your preference, you will be given a place at the next nearest school to your home which has a place available.

If you are interested in your child attending Ravenbank, you can attend one of our open sessions for prospective parents or book an appointment for the headteacher to show you around the school and answer any questions you may have.

IN-YEAR APPLICATIONS

If you are moving into the area, or would like your child to change schools, please see the information on the Warrington Borough Council's website.

We hope you've found this booklet helpful. Please scan the QR code to watch a video created by some of our children who wanted to let you know what a wonderful school Ravenbank is!









We hope to see you soon!