

Loxley CofE Community  
Primary School

# Prospectus 2024/25



**LOXLEY**  
C OF E COMMUNITY  
PRIMARY SCHOOL

*'I have set you an example that you should do as I have done.'*  
John 13:15



Main Street, Loxley, Warwickshire CV35 9JT  
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admin3040@welearn365.com  
loxleyprimaryschool.co.uk



# Welcome



## Dear Parents / Carers,

It is my pleasure to welcome you and your family to Loxley CofE Community Primary School. Choosing the right school for your child is an important decision, and I hope this prospectus provides helpful insights as you consider their educational journey.

We are extremely proud of our unique setting and are confident that we can provide a bespoke and individualised learning environment to meet the needs of all of our children, forming our mission statement: 'Where individuals flourish'. As a Church of England school, our Christian values are at the heart of everything we do. We foster a nurturing and inclusive environment where kindness, respect, and compassion guide us. Our values—such as trust, perseverance, and respect—not only shape our teaching but also help our children develop a strong moral foundation for life.

As the smallest primary school in Warwickshire, we offer a unique learning environment where every child is truly known, valued, and supported. Our mixed-age classes provide the flexibility for individuals to progress at their own pace, ensuring that learning is tailored to their needs. We are proud to offer unparalleled adult-to-child support, allowing for a highly personalised approach within a broad and exciting curriculum.

From the moment a child joins us—whether in Reception or later—we take the time to get to know them and their families. We warmly invite you to be part of our school life, engaging in worship, celebrations, and everyday learning. We keep you well-informed about your child's progress, and our staff are always available to discuss their development. Additionally, we offer regular meetings and workshops to help you stay connected with their learning journey.

I hope you feel the warmth, care, and Christian ethos of our school, and we look forward to welcoming you into our community very soon.

*Timothy Dale*

Headteacher



# Chair of Governors

On behalf of all the governors and staff I would like to welcome your family to Loxley CofE Community Primary School

It is the objective of the school to provide the best possible education for your child and to encourage your child to achieve their full potential.

The governors work closely with the Headteacher and Senior Leadership Team to ensure we provide support and challenge where needed, as well as ensuring the teaching staff are achieving the school's objectives. At Loxley we believe the foundations of a solid education is of the utmost importance for any child and this is always at the forefront of everything we do.

Within this prospectus you will see details of the curriculum we deliver at Loxley. We believe that children's education is a partnership between the school and home and believe that good relationships between parents and teachers benefits the overall development of the children. Families are encouraged to take part in all aspects of school life, this can be anything from hearing children read or supporting the Parent Teacher Association with one of their events, which without them we would not be able to continually improve the facilities and equipment within the school.

The school continues to have a good reputation for the quality of education and pastoral support it provides and we are confident that your decision to entrust the education of your child to the care of the staff and governors will be fully rewarded. The governors also value the opinion of parents and regularly seek feedback about how the school is doing.

Please feel free to contact me or any other of the school governors if you have any questions you would like to discuss.

We look forward to your family joining Loxley CofE Community Primary School.

Yours sincerely,

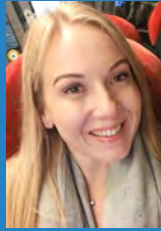
Charlotte Morgan  
Chair of Governors

# Who's Who



**Mr Timothy Dale**

Headteacher  
Designated  
Safeguarding Lead



**Mrs Luci Rawbone**

Office Manager  
Designated  
Safeguarding Lead



**Miss Olivia Geldard**

Acorns  
Class Teacher



**Ms Tracey Price**

Acorns  
Class Teacher



**Mrs Anne Thackway**

Horse Chestnut  
Class Teacher



**Mrs Jennifer Ballantine**

Sycamore  
Class Teacher



**Mrs Lesley MacRae**

Sycamore  
Class Teacher



**Miss Rebecca Tuckey**

Acorns  
Teaching Assistant



**Miss Alison Harris**

Horse Chestnut  
Teaching Assistant



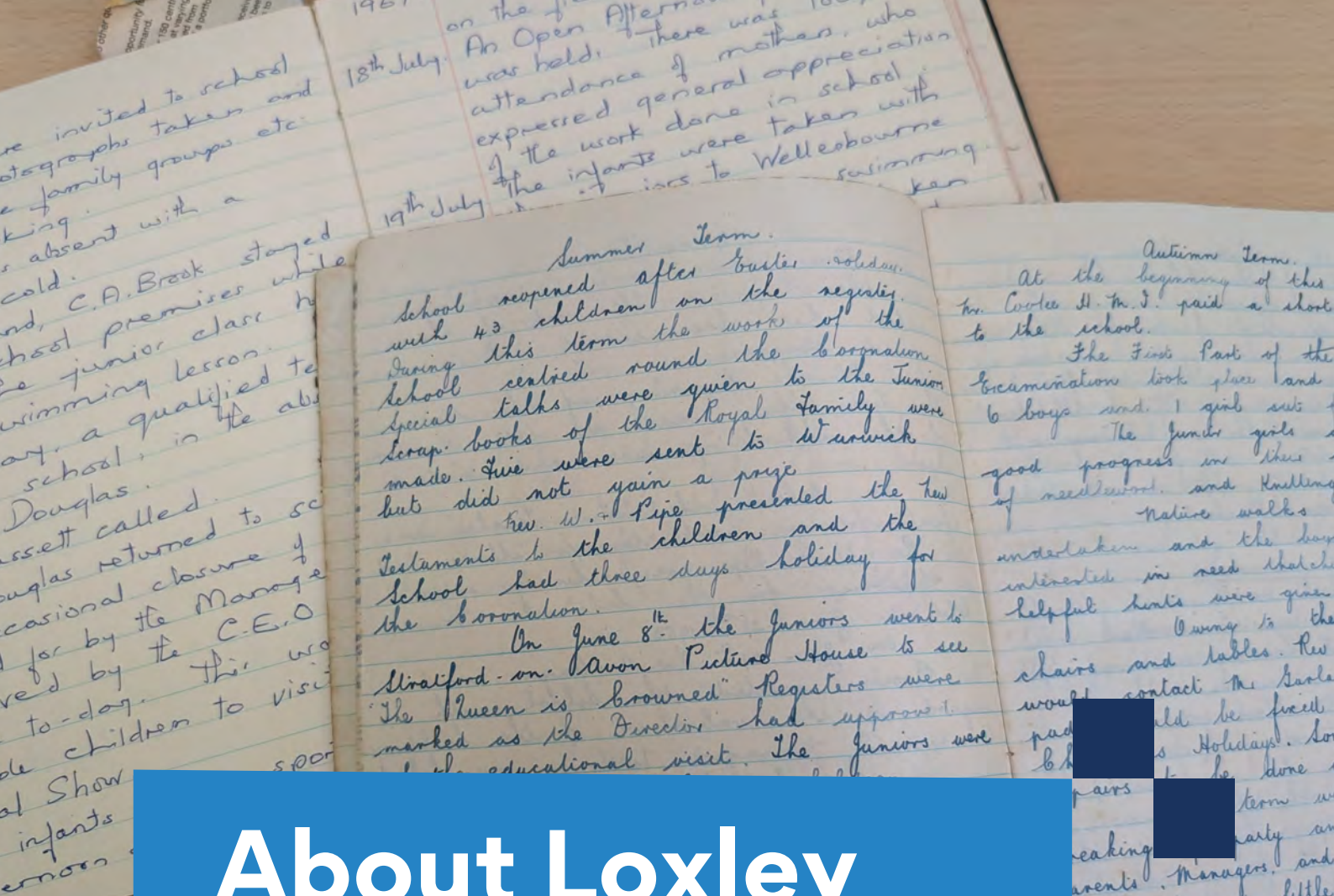
**Mrs Ginni Martin**

Sycamore  
Teaching Assistant



**Mrs Sam Worland**

SENDCo  
Designated  
Safeguarding Lead



# About Loxley CofE School

Having recently celebrated our 150th anniversary, our school has been at the heart of the Loxley village community since 1870. We even have a remarkable handwritten logbook documenting school events as far back as 1927. The strong bond between our school, the village, and the wider community remains as vibrant as ever, with exciting events throughout the year, including the much-loved Loxley Fireworks and Bonfire Night and the summer Strawberry Fayre.

Nestled in beautiful rural surroundings, our school offers children wonderful opportunities to connect with nature. Every year group, from Reception to Year 6, participates in Forest School, where they can take supported risks and develop resilience, confidence, independence, and creativity through hands-on experiences in the natural world.

As a Church of England school, we have a close partnership with our local church, fostering essential values for life, no matter a child's faith or background. We visit the church regularly throughout the year, particularly during key Christian celebrations such as Harvest, Christmas, and Easter.

Loxley is proud to be part of the Stratford Rural Schools Federation, a group of schools working together to provide children with the best possible start in life. Through collaboration, we inspire a lifelong love of learning in warm and welcoming environments. Please visit our website for more information about the Stratford Rural Schools Federation.

# Our vision

*'Where individuals flourish'*



As a school community, we strive to:

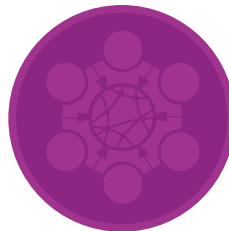
- Foster high aspirations, inspiring and supporting every individual to embrace personal challenges in a safe, caring, and nurturing environment.
- Promote respect and inclusivity, ensuring that everyone feels valued and accepted.
- Cultivate knowledge and curiosity through diverse, engaging, and memorable learning experiences, instilling a passion for lifelong learning.
- Nurture happy, confident, and resilient children who believe in themselves and approach new challenges with ambition and enthusiasm.
- Empower children with the confidence, knowledge, and skills to become independent thinkers and learners, enabling them to make positive, aspirational, and healthy life choices.

Our Christian Values: Providing Roots and Bearing Fruit:

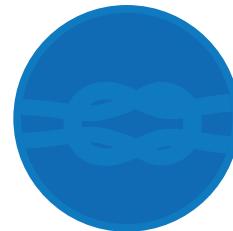
In line with the Church of England's vision for education, our values are carefully interwoven throughout our curriculum and through our programme of daily Collective Worship.



**Respect**



**Community**



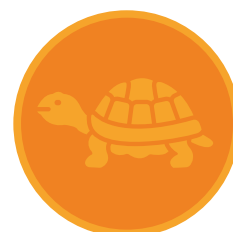
**Trust**



**Hope**



**Forgiveness**



**Perseverance**



# Safeguarding

The safety and well-being of children are our highest priority, from site security to the care of each individual. We have clear and robust safeguarding guidelines in place to ensure a secure environment. All staff, volunteers, and visitors are required to have up-to-date DBS checks before working with children.

## Our Principles:

- The welfare of children is paramount, and their voices are considered in all school activities.
- Every child has the right to support and protection, regardless of race, age, ability, gender, language, religion, sexual orientation, or culture.
- All staff and volunteers have a professional duty to recognise and respond to children's needs, reporting any concerns immediately.





# Early Years

The Early Years Foundation Stage is a distinct stage with its own identity. We hope to continue the positive start your child has already had in their preschool setting by offering learning experiences that are both adult-led and child-initiated.

## **Child Centred Approach**

Starting with your child and what they know, we build on their success, always making activities enjoyable and challenging. We want to use their curiosity and enthusiasm to stimulate and develop a learning style that is suited to their needs. We believe that children learn best when they are happy and confident.

## **Active Learning**

The EYFS is a hands-on, organised, play based (and sometimes quite messy!) curriculum. We do use aprons and washable resources where appropriate, but please be aware that children can still unintentionally mark their uniforms. All activities are carefully planned to move children forward in their acquisition of skills, concepts and knowledge of the world around them. The planning covers all areas of the EYFS and provides children with new and exciting opportunities. Our learning environments are carefully arranged to be rich and stimulating.



The three **Prime Areas** (listed below) are fundamental, work together and support development in all other areas:

### **Personal, Social and Emotional Development**

Children learn to play co-operatively, taking turns with others. They discover how to show sensitivity to others' needs and feelings and form positive relationships. They develop skills to speak in a familiar group, talk about their ideas, and choose the resources they need for their activities. Children will talk about how they and others show feelings and talk about their own and others' behaviour. They learn to work as part of a group or class, and understand and follow the rules.

### **Communication and Language**

Children develop skills to listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments. They answer 'how' and 'why' questions about their experiences and express themselves effectively, showing awareness of listeners' needs. Children learn to develop their own narratives and explanations by connecting ideas or events.

### **Physical Development**

Children develop control and coordination in large and small movements. They move confidently in a range of ways and handle equipment and tools effectively. Children will learn to demonstrate balance and coordination when playing. Fine motor skills will be developed to support children to show accuracy when drawing and to hold a pencil effectively in preparation for fluent writing.

The four **Specific Areas** (listed below) include essential skills and knowledge for children to participate successfully in society:

### **Literacy**

- Literacy - Reading and writing
- Numeracy - Numbers, shape, space and measure
- Understanding the World - People and communities, the world, technology
- Expressive Arts and Design - Exploring and using materials, being imaginative

# The primary school stages

## Reception

Children are invited to join our wonderful reception class in the September following their 4th birthday. For more details, please refer to the admissions criteria on our website.

## Key Stage 1

Years 1 and 2 make up Key Stage 1 and are part of our Acorns and Horse Chestnut classes. In Year 1, children continue to benefit from outdoor learning opportunities that inspire their curiosity. They also begin transitioning to whole-class teaching, with short, focused sessions followed by group work, all designed to be engaging and stimulating.

In Year 2, as part of the Horse Chestnut class, children experience more formal teaching while still enjoying plenty of group work and exciting learning opportunities. Each class is supported by an additional adult who works alongside the class teacher to ensure tailored support for all students, providing unparalleled adult-to-child ratios

## Key Stage 2

Key Stage 2 (Years 3, 4, 5, and 6) are based across the Horse Chestnut and Sycamore classes. These year groups share the playground and also have access to the nearby community field, allowing them to enjoy our beautiful rural surroundings. Teaching continues to be engaging and builds on the foundations and approach established in Key Stage 1.



# Our School Day



**8.45am - 9.00am**

**Registration** - classroom doors open at 8.45 and children file in from the playground. Registers shut at 8.55

**9.00am - 9.20am**

**Collective Worship**

**9.20am - 10.30am**

**Session 1**

**10.30am - 10.45am**

**Break time**

**10.45am - 12.15pm**

**Session 2**

**12.15pm - 1.15pm**

**Lunch**

**1.15pm - 2.15pm**

**Session 3**

**2.15pm - 3.25pm**

**Session 4 and end of school day preparations**

# Collective Worship

*'I have set you an example that you should do as I have done.'*  
John 13:15

Collective worship occurs in different settings, including the whole school, individual classrooms, and occasionally outdoors.

We follow the cycles of the Church year, observing key festivals and special days. These include Harvest, Christmas, Ash Wednesday, Easter, and Pentecost, with other occasions like Candlemas celebrated from time to time.

Worship is led by a variety of individuals, both from within the school and the local Church. Our school Worship Committee has the opportunity to lead worship weekly, alongside the headteacher and in classrooms. We also welcome visitors to lead collective worship occasionally, providing them with guidance on our worship policy. Leaders from different faiths in the area contribute to broadening the pupils' understanding, fostering respect, and enhancing the sense of value for students who belong to these faith communities.

Our daily worship takes place during our morning assemblies:

## **Monday**

9.00am - 9.20am Whole school worship led by the headteacher to focused around the current school value.

## **Tuesday**

9.00am - 9.20am Class Worship led by Collective Worship Committee and class teachers.

## **Wednesday**

9.00am - 9.20am Whole school singing worship.

## **Thursday**

9.00am - 9.20am Whole school global worship led by the headteacher. Worship focused around current affairs to spark children's interest in the world around them.

## **Friday**

9.00am - 9.20am Whole school celebration assembly - parents are invited to join in the celebrations to share the children's achievements.

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# Breakfast and after school



As of September 2025 we are pleased to offer the facility of a breakfast and after school club, 'The Fox's Den'.

The school run breakfast club will run each day from 7.45am until 8.45am. It will be staffed by our own team and will cost £6.00 per day. The children will have a good choice for breakfast, which will include cereal, toast, beans on toast, and sometimes a croissant might be spotted!

The children will have plenty of activities to keep them busy during breakfast club. This will be booked through our online booking system.

We will have an after school care club, which will run from 3.25pm to 5.00pm, Monday to Friday. Children will be able to attend for the first hour or stay for the entire time. Costs will be £6.25 for the first hour and £9.00 for the entire session.

There will be a variety of after school activity clubs, run by outside clubs. These will change termly, and we will try to offer a variety for different age groups.

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# Attendance & Punctuality

Consistent attendance and punctuality are essential for helping children settle into school and fully participate in important learning and social experiences. When children have poor attendance, they can fall behind, making it difficult to catch up. It is the responsibility of parents to ensure their child attends regularly. The senior leadership team closely monitors attendance and will reach out to parents if there are concerns.

Children should attend school every day unless they are ill or there are exceptional circumstances. We expect all students to maintain a minimum attendance rate of 96%. Doors open at 8:45 am, so please ensure your child is ready to enter at that time. Parents should accompany their child on the playground and wait with them until the teacher arrives. The register closes at 8:55 am. After this time, children will need to go through the office and will receive a late mark. School finishes at 3:25 pm, and parents should pick up their children from the playground at the front of the school.

If your child is unwell, please contact the school office to report their symptoms and provide an estimated return date. If possible, please schedule dental, optician, or medical appointments outside of school hours. If appointments must occur during school hours, your child should come to school before the appointment and return as soon as it is over. Parents must notify the office of any scheduled appointments.

**Holidays taken during term time will not be authorised and may result in fines for parents.**

# Curriculum



Loxley School offers a broad and rich curriculum designed to inspire curiosity, ambition, and a lifelong love of learning. It is thoughtfully structured to build knowledge and skills progressively, with a spiral approach that revisits and reinforces key concepts, vocabulary, and connections between subjects. This method helps students consolidate their learning and make links across different themes, ensuring a deep and lasting understanding.

The curriculum is designed to positively impact pupils' self-esteem by developing their resilience, confidence, and independence, as well as supporting their physical and mental well-being. Teachers use various assessment strategies to identify gaps in knowledge and tailor learning to engage, challenge, and inspire every child. Our ultimate goal is for children to leave Loxley School equipped to be responsible, respectful, and active citizens, with a clear understanding of fundamental British values.

At Loxley, we recognise the importance of encouraging independent thinking, and our curriculum is ambitious, providing all learners with the knowledge, skills, and cultural capital needed to succeed. We foster an environment where students feel comfortable questioning and challenging ideas, preparing them for a society that values open-mindedness and critical thinking. As the digital age often limits firsthand experiences, we strive to inspire children to engage with current affairs and the world around them.

In addition to this, the curriculum encourages students to speak out with confidence while respecting the views of others in a safe and secure environment. The school's values—respect, community, hope, trust forgiveness, and perseverance—are embedded throughout our approach to learning.

We follow the National Curriculum and take a cross-curricular approach to learning, where appropriate, with a clear focus on maths and English. However, we ensure that the curriculum remains broad, balanced, and engaging. Where possible, we make connections between subjects, and each term, classes explore different topics that help develop children's knowledge and skills. We provide clear progression from year to year, ensuring that students build on prior learning.

We believe that when pupils are actively involved in their learning, they are more likely to understand and remember. Our enquiry-based approach encourages engagement, and we plan memorable experiences through trips, visitors, and carefully planned entry and exit points for each topic. Where links between subjects cannot be made, we teach them discretely. To ensure that our curriculum remains relevant, we regularly ask pupils what they already know and what they would like to learn, re-evaluating and evolving our approach as needed.

This holistic and dynamic curriculum ensures that all students at Loxley are not only academically successful but also well-rounded, confident, and curious individuals ready to contribute positively to society.





## English

We aim to develop children's skills in speaking, listening, reading, and writing to support effective communication. Reading is essential for learning, and we strive to cultivate enthusiastic, critical readers who can access the full curriculum and find lifelong enjoyment in books. Writing empowers children to express their knowledge and creativity, with high-quality texts used to model strong writing skills and reflect the diverse world around them.

## Reading

Early reading is taught daily through the systematic phonics scheme Monster Phonics in the Foundation Stage and Key Stage 1. Ongoing assessments identify children needing extra support, allowing for timely intervention. Reading books are sent home from Reception to Year 6, with EYFS and KS1 children receiving fully decodable Monster Phonics books matched to their phonics stage. This helps them practice school learning, build fluency, and develop essential comprehension skills.

Children in EYFS and KS1 also take home a Rising Stars Reading Planet book to share with parents. While mostly aligned with phonics lessons, these books may include unfamiliar sounds, providing a richer reading experience. KS1 children also join guided reading sessions using Rigby Star books, where they apply phonics knowledge, develop reading strategies, and engage in discussions with peers, ensuring all children access age-appropriate literature.

## Writing

Writing is taught through the “Writing Root” element of the Literacy Tree curriculum from Early Years Foundation Stage up to end of KS2. School uses this book-based approach to writing, as it engages children and teaches them to write in a range of genres for a clear audience and purpose. In our writing curriculum, quality texts are explored and used as models to recreate a range of writing genres. Books are carefully selected, chosen to provide a diverse range of literature and adapted to reflect our context and curriculum. This immersion in texts supports the development of vocabulary (both subject specific and creative) and the understanding of characters’ emotions and actions. Please see our website [loxley-primarieschool.co.uk/english](http://loxley-primarieschool.co.uk/english) to see the wonderful texts that inspire our incredible writing.

Spelling is taught discretely as a follow-on from the daily phonics sessions enjoyed by children in EYFS and KS1. Our new phonics scheme, Monster Phonics, is visible throughout the school and is supportive of those who struggle with spelling into KS2, with its colour-coding and monster characters.



## Maths

Mathematics is essential in everyday life, helping children understand the world. At Loxley, we aim to build a strong foundation in number sense, reasoning, and problem-solving, fostering resilience and confidence. Through a mastery approach, we ensure all children progress, regardless of their starting point, by building on prior knowledge and year-specific objectives. Our goal is for every child to leave Loxley with a lasting appreciation and enthusiasm for Maths.

Our Mathematics teaching follows a mastery approach, integrating fluency, reasoning, and problem-solving. We enhance understanding through subject-specific vocabulary and real-life contexts. Lessons at Loxley are engaging and well-resourced, with vocabulary explicitly taught to support fluency, reasoning, and problem-solving. Concepts are broken into small, sequenced steps to match student progression. Teachers use diverse strategies and resources to ensure all students meet their year-group objectives, including but not limited to:

### **Concrete, Pictorial and Abstract Learning**

All children, when introduced to a new topic, are given the opportunity to use a range of physical resources and pictorial representations of the mathematical concepts being taught before moving onto the more abstract ideas such as numbers and symbols.

### **Fluency, Reasoning and Problem Solving**

Each learning session includes the opportunity for children to develop their procedural fluency skills by practising the key concepts as well as explore deeper understanding through a range of reasoning and problem-solving activities.

### **Interleaved Learning**

After a concept has been taught, opportunities are found to revisit prior learning on a regular basis. Tough Ten sheets allow children to recall and rehearse previously taught concepts, so they are further embedded into their long-term memory.

### **Key Skill Lessons**

Key-Skills Lessons are taught on a weekly basis. The focus of these lessons is all children achieving mastery of a key-skill through practising a range of procedural fluency. Regular and brief baseline assessments are used to identify when pupils have achieved mastery of the objective.

### **Assessment**

Assessment tools (verbal, written, self/peer) identify target pupils, and lessons are tailored accordingly. Pupils needing accelerated progress receive consistent interventions to develop key skills in order of importance, allowing teachers to address objectives beyond their year group.



## Foundation subjects (History, Geography, Art, DT, Music, MFL, Science)

In each year group, we ensure that children receive a well-rounded education, covering a variety of subjects while focusing on the essential skills, knowledge, and understanding appropriate for their age. Each subject follows a thoughtfully planned and progressive learning sequence. Our staff adapts carefully selected schemes of work to provide engaging and memorable learning experiences at Loxley. Learning is further enriched through visits, trips, and workshops throughout the year.

### PE

All children receive two hours of Physical Education each week. Our curriculum follows the 'PE Planning' schemes and offers a variety of activities designed to build a strong foundation of movement skills and knowledge. These activities place students in cooperative, collaborative, and competitive environments, tailored to accommodate the individual strengths, preferences, and needs of each student. We aim to foster their creativity and self-expression while providing opportunities for independent work, paired activities, and group collaborations. Children will also develop an understanding of the importance of maintaining a healthy body and begin learning about the factors influencing overall health and well-being. Our curriculum is inclusive, ensuring equal access for all students, regardless of age, gender, or cultural and ethnic background.

At Key Stage 2, swimming is taught by a qualified instructor at the Stratford Leisure Centre, with support from our staff. We also utilise the centre's other facilities for a full afternoon of PE.

During the summer term, we organise sports days that feature a combination of team games and competitive races. All children participate, and we encourage parents to attend and cheer on the children.

### ICT

At Loxley CE Community Primary School, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for a world in which technology will be at the centre. We aim to ensure our pupils are competent in using a wide range of technology and software as well as ensuring they have a secure understanding of the issues surrounding Online Safety. Our children will be taught to use technology responsibly and carefully, being mindful of how their behaviour, words and actions can affect others.



# Forest School & RE

## Forest School

Forest School gives children the opportunity to achieve and develop their self-confidence, self-esteem and creativity through hands-on learning experiences in a natural environment. Our youngest children, in Acorn Class, access Forest School every week, throughout the year, whatever the weather. All children from years 2-6 have the opportunity to go to Forest School over one full half term.

Using the wrap-around village green and wooded area directly behind our school, the children strengthen their friendships through a range of teambuilding activities whilst making lifelong memories of fun, learning experiences.

Our Forest School programme is delivered by qualified Forest School Instructors and class teachers, and teaching assistants also attend the sessions to join in with the fun and to enable the extension of the children's learning back into the classroom! We love Forest School so much that Mrs Ballantine is currently training to become a Forest School instructor so that we can further tailor the experiences offered to the needs of our children.

## Religious Education

At Loxley, Religious Education follows the Coventry and Warwickshire Agreed Syllabus. Students are encouraged to share their own religious experiences and beliefs, fostering a richer learning environment for everyone. The school maintains strong ties with St. Nicholas Parish Church and enjoys broader connections through the Diocese of Coventry. RE is taught throughout the year, using a combination of systematic and thematic approaches. Lessons may focus on a specific religion or explore a theme across multiple religions or worldviews. Teachers also integrate links across the curriculum and current news, helping students develop a solid understanding of the key principles of each faith.

At Loxley, we emphasise the importance of recognising diversity in belief and practice, even within a single religion. We also ensure students understand that not everyone believes in God or practices religion, and that some people have doubts.



## Behaviour

At Loxley, we take great pride in our children's excellent behaviour. We maintain a consistent approach to behaviour management, ensuring every child is treated fairly and equally. Our approach helps children understand the impact of their actions on themselves and others. We actively praise positive behaviour and address challenges promptly, using them as learning opportunities. Recognising each child as an individual, we keep parents informed and value strong collaboration to support their growth.

## Inclusion

We are an inclusive school and strive to meet the individual needs of each pupil in our care. Our teachers plan work/programmes that ensure each child makes progress from their starting points, providing appropriate and adapted teaching techniques and learning resources where necessary. We have a SENCo who supports teachers, children and parents with all aspects of special educational needs. We use outside services to support us in ensuring that your child has a specialist provision where a need has been identified.

## School Lunches

All children in Reception, Year 1 and Year 2 are entitled to a free school meal following changes to legislation which came into effect on 1st September 2014. We encourage all children to have a school dinner. Our school meals are prepared for us by the Educaterers staff at Alveston Primary School and delivered to us fresh each day, in time for lunch. Our children have choices from the same lunch menus as all other Warwickshire Primary Schools, with the added flexibility of being able to choose daily whether to opt for a hot school lunch or to bring their own packed lunch from home.

## PTA

FOLS or the Friends of Loxley School are our amazing PTA - a group of hardworking parents and staff with a diverse skill-set who are always looking for new members! FOLS is a registered charity who actively raise funds for our school throughout the year. They do this through their organisation of, and involvement with, an exciting range of school and community events from the popular Loxley Village Bonfire and Fireworks Night to the FOLS Christmas Fair and the Summer Strawberry Fair. Proceeds raised through FOLS support both school development as well as enrichment activities for the children.



## Uniform

To help promote a sense of pride and positive attitudes towards school and learning, children are expected to wear school uniform. High standards in learning are reflected in high standards of appearance. All uniform can be obtained from **myclothing.com**.

- Bright blue sweatshirt or cardigan (preferably with school logo)
- White or light blue polo shirt (preferably with school logo) or white shirt
- Grey trousers, skirt or pinafore dress or shorts
- Blue and white summer dress in hotter weather.
- Plain grey/black socks or tights
- Black school shoes (no ankle boots, sandals or trainers)
- A suitable coat for all weathers – a hoodie is not an acceptable alternative for a coat
- Royal blue book bag

## PE & Swimming Kit

- Black or navy blue shorts or black/navy/grey joggers/leggings for winter
- White t-shirt
- Plain black/navy/royal blue long-sleeved sweatshirts (preferably without a hood) in winter
- Pumps or trainers
- One-piece swimming costume for girls (no bikinis) and swimming trunks for boys
- A swimming hat (required by the leisure centre), goggles (optional)
- A large towel
- NO jewellery, including ANY earrings (required by the leisure centre)

## Forest School

We go to Forest School in all weathers so please ensure that your child dresses for the weather conditions. Children are likely to get muddy, dirty or damp at Forest School, so please do not send them in their 'best' clothes.

- Long-sleeved top (linked to our school colours of white, navy, black or grey (sleeves must be long to protect from scratches and nettles)
- Black/navy/grey joggers/leggings (they must be long to protect from scratches and nettles)
- Wellies for the majority of the year, trainers for warm, dry spells
- A suitable coat for all weathers (any colour)
- Hats, scarves and gloves for cold weather

## The following are not allowed:

No jewellery (other than plain stud earrings for pierced ears – no earrings for swimming or unless worn for religious reasons)

No nail polish to be worn

Heeled shoes/open toed sandals

Leggings/jeans

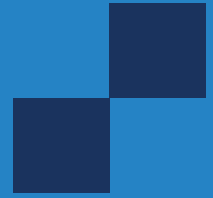
Extreme haircuts/styles

**All uniform items should be clearly named.**





**LOXLEY**  
C OF E COMMUNITY  
PRIMARY SCHOOL



# Loxley CofE Community Primary School

*'I have set you an example that you should do as I have done.'*  
John 13:15

## Contact us

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01789 840211

admin3040@welearn365.com  
loxleyprimaryschool.co.uk