

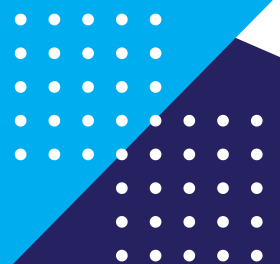
TADLEY COMMUNITY PRIMARY SCHOOL



**2026-2027
PROSPECTUS**



Tadley Primary School
learning for life



WELCOME



It is with great pleasure that I welcome you to our school . As the new Headteacher of this vibrant and nurturing community primary school, I am already incredibly proud of the children, staff, and families who make our school community such a special place to learn and grow.

At the heart of everything we do is a commitment to providing a safe, inclusive, and inspiring environment where every child can thrive. We are keen to give children the very best start in their education and help them become confident, resilient young people. Our curriculum is underpinned by our Four Values: **Pride, Kindness, Community and Diversity**, and our work with the zones of regulation programme and myhappymind resources help ensure our children are 'Learning for Life The Tadley Way' and receiving a high-quality education at all times. We are pleased that Ofsted acknowledged the dedication and passion of our team in April 2025 when we received a 'GOOD' outcome. You can read our report [here](#).

Our dedicated staff work tirelessly to create **a rich and engaging curriculum that sparks curiosity and encourages children to become independent, lifelong learners**. We believe in the power of strong relationships and work closely with families and the wider community to support every child's journey.

Whether you are a prospective parent, a current family, or a visitor, I hope this information gives you a sense of the warmth, ambition, and joy that defines our school. Please don't hesitate to get in touch if you would like to learn more or arrange a visit — we would be delighted to welcome you.

Joanne Bruce-Carter
Headteacher



VISION & VALUES



Vision and Values
Learning for Life the Tadley Way

Pride, Kindness, Diversity and Community

At Tadley Community Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum – Learning for Life the Tadley Way!

Our values of Pride, Kindness, Diversity and Community underpin everything we do at Tadley Community Primary School. **Therefore, it is important to us that we celebrate our differences and we are a fully inclusive school – welcoming children and adults from all backgrounds, beliefs, cultures and circumstances. We want all our children to feel safe, loved and valued.** That is why we passionately believe every child and adult in our school community is important and special to us and we always prioritise building strong relationships with everyone involved in our school.

We want our children to develop the key skills to develop them as **life-long learners, and so have learning behaviours which underpin our whole curriculum.** These give children the opportunity to develop and grow not only academically but also the life skills needed to go out into their community and make a difference to their world.



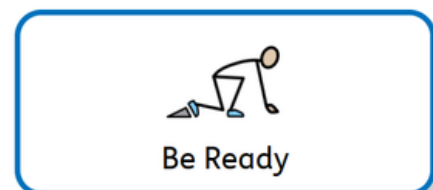
LEARNING BEHAVIOURS



At Tadley Community Primary School we want to ensure children are 'Learning for Life, the Tadley Way. We do this through a strong focus on mental health and wellbeing alongside our core values of Pride, Kindness, Diversity and Community.

Our School Values

We also believe that our children deserve to have the very best opportunities at our school, and this means we must come together as a community and support each other with our three key rules:



Our School Rules

Children are expected to be star learners. They should be sitting ready to learn, tracking the teacher, answering questions and respecting everyone in the room. We ensure there is one voice only and that we put our hands up to ask questions.

We encourage students to be respectful and ready and safe in all they do. They create risk assessments to support with outdoor play and create class codes of conduct to adhere to in their class settings.

If a child is dysregulated we use zones of regulation to help them to calm down and to get them back into the green zone- ready for learning. Pupils are given a verbal warning first, thinking time in class, thinking time out of class and then may get sent to the senior staff for time out of lessons if the other steps have been unsuccessful.

We expect kind behaviour and do not tolerate bullying or rudeness to pupils and staff.

YEAR R



A typical day in Reception:

This is an example of a typical day in Reception. At the beginning of the year, children spend a greater proportion of time accessing continuous provision, allowing them to settle into school, develop independence and build secure foundations through play. As the year progresses, the structure of the day is adapted in response to children's development, ensuring progression across all areas of learning.

8.40 – Doors open and early morning activities

Children enter the classroom independently, organise their belongings and engage in purposeful early morning activities. These routines support the development of self-regulation, independence and positive learning behaviours.

8.50 – Register and morning discussion

Children discuss the day ahead, choose lunch options and complete the calendar. Sharing experiences from home supports vocabulary development, confidence and attentive listening.

9.00–9.20 – Drawing Club

Drawing Club supports development in Communication and Language, Literacy and Expressive Arts and Design. High-quality texts are used to stimulate discussion, imagination and storytelling. Adults model language, introduce ambitious vocabulary and support children to express ideas through talk, drawing and early mark-making.

9.20–10.20 – Carousel activities (This normally starts in the Spring term)

Children take part in focused activities that develop fine motor control, hand strength and early writing skills. Activities adapt throughout the year in response to assessment. Snack and milk is always an activity during the carousel and promotes independence and social communication.

10.20–11.30 – Discovery Time (continuous provision)

Children access high-quality continuous provision indoors and outdoors. Provision supports all prime and specific areas of the EYFS. Adults observe, interact and intervene effectively to extend learning and support sustained progress.



YEAR R



11.30–11.50 – Phonics

Phonics is taught through the Little Wandle programme, supporting early reading development. Sessions focus on listening, rhyme, blending and segmenting. Teaching is reinforced through continuous provision. In the Autumn and Spring terms, the children learn 4 new sounds a week. In the Summer term, the children start to learn spelling rules and to read longer words.

11.50–12.00 – Story time and preparation for lunch

Children enjoy high-quality texts daily, supporting language comprehension, vocabulary and a love of reading.

12.00 – Lunch time

Lunchtime supports social development, independence and self-care skills. Children eat in the school hall and then access their own outdoor play area.

1.00 – Afternoon register

1.05 – Talk Through Stories

Talk Through Stories supports language comprehension, vocabulary development and narrative understanding. Stories are revisited and discussed in depth.

1.20 – Reading groups

After the October half-term, children take part in small-group reading sessions. Books are matched to each child's phonics knowledge to support decoding, fluency and comprehension.

1.50–2.45 – Discovery Time

Children continue to access continuous provision with opportunities for free-flow play and focused adult-led activities.

2.45–3.05 – Maths

Maths sessions develop number sense, counting skills and understanding of shape, space and measure. Teaching follows the Mastering Number programme by NCTEM.

3.05 – Story time, reflection and preparation for home

The day ends with reflection on learning and achievements before children prepare independently for home time.



EARLY YEARS



Early Years Curriculum and Overview

At Tadley Community Primary School, we aim to provide a nurturing, engaging, and inclusive Early Years Foundation Stage (EYFS) environment where every child is supported to reach their full potential. Our curriculum is designed to:

Build Strong Foundations for Learning: Equip children with the skills, knowledge, and confidence to transition smoothly into Key Stage 1.

Inspire a Love of Learning: Foster curiosity, creativity, and critical thinking through a broad and balanced curriculum that values play and exploration.

Support Holistic Development: Prioritise children's personal, social, emotional, and physical development alongside academic growth.

Celebrate Individuality: Recognise and support each child's unique strengths, interests, and needs, including tailored support for children with SEND.

Promote Key Values: Instil values of kindness, respect, resilience, and independence, preparing children for their role in the wider community.

Please see the document below for more information.

<https://www.tadleyprimary.co.uk/attachments/documents.asp?id=39>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>(Themes are adapted when needed to follow children's interests)</i>	Who Am I? Nursery Rhymes	How do we celebrate? Autumn People who help us	Who is afraid of the Big Bad Lion? Winter Antarctica	Who made these footprints? Spring Traditional Tales	Life Cycles Are Minibeasts like me? Summer	Farms Beside the Sea Moving on
	Starting school New routines My family Families in the past How I feel What do I look like? What are my likes and dislikes? What am I good at? Zones of regulation Harvest	The Nativity The Weather Changing Seasons Remembrance Day Halloween Bonfire Night Diwali Different people who help us	Weather Changing seasons Comparing different locations (cold and hot) Antarctica/Africa/Tadley Animals Clothing Diversity	Easter Weather Changing Seasons Dinosaurs – Mary Anning All about dinosaurs in the past Traditional Tales	Life cycles of different animals (focused butterfly) New life Minibeasts Weather Changing Seasons	Where does food come from? Animals on a farm How the weather affects farming How to take care of the environment Differences between Tadley and the Seaside Change and Transition
Possible Texts	The Great Big Book of Families The Colour Monster Elmer The Way I Feel Dogger The Colour Monster Goes to School Starting School Super Duper You	Superdaisy Super Daisy Dear Santa Diwali (Non-Fiction) The Night Before Christmas The Jolly Christmas Postman Room on a Broom Sparks in the Sky The Tiger Who Came to Tea What the Ladybird Heard at Christmas	Lost and Found Journey to Antarctica Little Bears Special Friend Unsurprised Surprise The Ugly Five Ruby's Worries We're going on a Lion Hunt Meerkat Mail Stickman Leaf Man Stanley's Stick	Dinosaurs (Non-fiction) Who's in the Egg? Goldilocks and The Three Bears Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Mary Anning Dinosaur Roar Tyrannosaurus Drip	The Very Hungry Caterpillar Mad about Minibeasts Monkey Puzzle The Very Busy Spider Matisse's Trail Insects (Non-fiction) The tiny Seed Jasper's Beanstalk Summer (Non-fiction)	The Little Red Hen Rosie's Walk We Went to Visit a Farm One Day Farms (Non-fiction) What the Lady Bird Heard at the Seaside Sharing a Shell Clean Up! Bear's Adventure Monoprat and Me
Wow Moments/Enrichment Activities	Starting School Harvest Assembly Nursery Rhyme Performance	Autumn Walk Bonfire Night Remembrance Day Diwali Children in Need Hannukah Christmas/Nativity	Valentine's Day Tadley's Got Talent Shrove Tuesday	Chinese New Year World Book Day/Week Visit a Retirement Home Mother's Day Easter	Ramadan Eid Father's Day Sports Day	Visit a Farm Transition
Parental Involvement	Staggered Start Home Visit Nursery Rhyme Performance Parent's Evening Newsletter Updates	Nativity performance Phonics Workshop (Visit Classes) Newsletter Updates	Tadley's Got Talent Newsletter Updates	Parent's Evening Newsletter Updates	Sports Day Newsletter Updates	Newsletter Updates

OUR CURRICULUM



At Tadley Community Primary School, our curriculum is designed to be ambitious, inclusive and broad, ensuring that all children are equipped with the knowledge, skills and cultural capital they need to succeed in life. Rooted in high expectations for all, it provides a firm foundation for lifelong learning and fosters a love of learning that will stay with children throughout their lives.

We aim to:

Deliver a knowledge-rich curriculum that is carefully sequenced to ensure a coherent progression of learning, enabling children to build on their prior knowledge and deepen their understanding across all subjects.

Promote high aspirations for all children, ensuring that the curriculum is accessible to every child, including those with SEND, disadvantaged children, and children with EAL, so they can thrive academically, socially and emotionally.

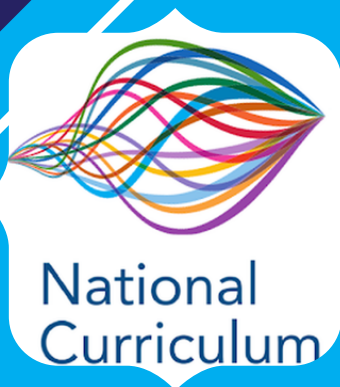
Develop the whole child, nurturing creativity, resilience and independence whilst fostering children's physical, emotional and social well-being.

Celebrate diversity and inclusion, ensuring children gain a deep understanding of their local context, while appreciating and respecting the richness of wider global cultures.

Prepare children for their future by embedding essential skills such as communication, problem-solving and teamwork, alongside an understanding of fundamental British values and responsible citizenship.

Our curriculum is underpinned by a commitment to ensuring that children achieve their full potential, make exceptional progress from their starting points, and leave our school confident, curious and compassionate individuals. We ensure there is challenge for our more able learners and that opportunities are created to allow bright pupils to shine in their area of talent.

<https://www.tadleyprimary.co.uk/our-school-curriculum>



SCHOOL STRUCTURE



We are a one form entry school with the exception of one double class in year 2. Each class has a class teacher and allocated LSA support.

Headteacher- Mrs Bruce-Carter
Deputy headteacher & SENCO- Miss Mohain

Year R-Potter- Mrs Walker and Mrs Brant with Mrs Meakes and Mrs Howells

Year 1 Peake- Mrs Pither with Miss Gibson and Miss Cambell

Year 2- Attenborough class- Mrs Ebenezer & Miss Royal with Mrs Courtney and Miss Blackburn

Year 3 Austen– Miss Wheeler with Miss Boyes

Year 3 Christie- Mrs Davies with Mrs Kettley and Miss Smith

Year 4-Storey-Mrs Hillerton and Mrs Brady with Mrs McHale

Year 5-Turing-Mrs Izzo & Miss Royal with Mrs Kelly

Year 6-Shakespeare- Miss Yockney with Mrs Helyar

Mrs Taplin- PPA cover

Pastoral team

Miss Greene

Office team
Mrs Thompson
Mrs Hatton

Site team
Mr Pike
Mrs Powell
Miss Wiliams

LEADERSHIP ROLES



We have a variety of leadership roles available for children at Tadley Community Primary School.

Children are encouraged to apply for roles and are given responsibilities if successful.

School council meetings are chaired by our senior prefect team.

House Captains

Librarians

OPAL Champions

Prefects

Reading Ambassadors

School Council

The Eco Team

Well-being Champions



WELLBEING



OPAL

Play has changed hugely over the last 25 years as the world has become a much busier and more technologically developed place. Children sadly sometimes miss out on the physical, creative side of play that is so important to their development. OPAL has been designed to give children the sense of freedom that perhaps we all enjoyed as children but that the modern world sometimes denies us.

We are committed to ensuring quality play opportunities are available to all of our children at Tadley Community Primary School as we believe that play is essential for children's physical, emotional, social and intellectual development.

Children spend 20% of their time in school playing. To ensure that this time and our fantastic school grounds are used to their full potential our school has adopted an OPAL (Outdoor Play and Learning) philosophy that allows the children freedom to explore play in their own imaginative ways, often using found and gathered resources in the natural outdoor environment.

An OPAL approach promotes a more inclusive play environment in which all children can feel comfortable to express themselves.

Our OPAL journey began in June 2023 and since this time, we have quickly transformed our outdoor environment. Our children love the new outdoor opportunities that OPAL offers with so much more for them to do, no matter the weather! From playing with tyres and building obstacle courses; to digging in the sand pit or our digging pit; to enjoying imaginative play in the woodland area or cooking up a storm in the mud kitchen; to sliding down our bank on sledges or racing around on scooters; OPAL offers an exciting alternative to the standard playground activities.

Through this approach to play children are not only more active at lunch or break times, but they are also having the opportunity to further develop life skills such as cooperation, team work and problem solving.

They are becoming motivated and enthusiastic builders, engineers, explorers and designers and Learning For Life, the Tadley Way!



WELLBEING

We are lucky enough to have space and resources to provide a wellbeing hub for students to access. This is staffed by highly trained professionals who run interventions like sensory circuits, zones of regulation and Daisy chain. This space is available to learners throughout the school day. Our wellbeing hublet is used to support students who struggle to come to school in the mornings.



MYHAPPY MIND

myHappyMind is a comprehensive mental health and well-being program designed for schools, focusing on promoting positive mental health and emotional resilience among pupils. The program is taught across five modules: Meet Your Brain, Celebrate, Gratitude, Relate, and Engage. Each module introduces new content and habits to support children's mental wellbeing, including understanding their brain, celebrating their unique strengths, developing gratitude, building positive relationships and setting meaningful goals. The program is science-backed and grounded in neuroscience and positive psychology, and it is commissioned by the NHS. It aims to create a supportive school environment where pupils feel safe, valued, and empowered, contributing to their overall well-being and academic success.

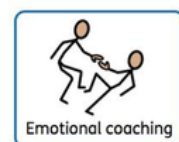
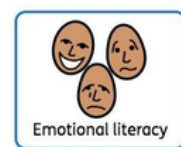
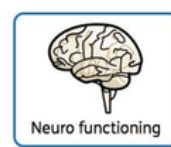
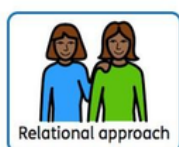
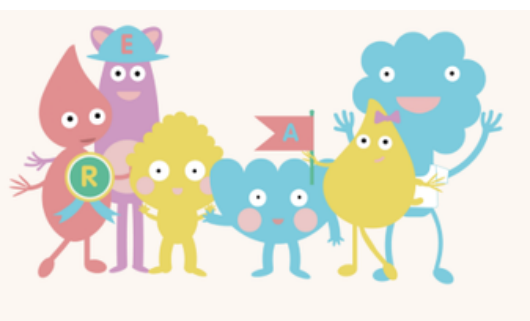
<https://myhappymind.org/>

ZONES OF REGULATION

Key Messages about the Zones of Regulation

- Zones are based on feelings NOT behaviours - it is a cognitive behaviour approach.
- All zones are okay - there is no bad zone.
- Everyone experiences all the zones at different times and in different circumstances and you can be in more than one zone at a time.
- It is not about compliance from children, it is about helping children manage their zones and understand their feelings.
- The Green Zone is not the goal - we need to take care of our zones, learn to manage our feelings and regulate ourselves.
- We can't change the way someone feels but we can help them manage those feelings and how they may respond in their behaviour. For example: 'It is okay to be angry but it is not okay to lash out at someone.'
- How we teach the Zones of Regulation matters - children need to feel comfortable that all their feelings are valid and learn to access the tools to help them regulate. We need to use a shared language and refer to our own zones.

The ZONES of Regulation®



Strengthening relationships and independence.

IMPORTANT INFORMATION



The School Day

Start and finish times Gates open at 8.40am. Year R, 1 and 5 children should come through the main school entrance. Year 2, 3, 4 and 6 should use the side gate to go to their classroom door to come into school. If a child arrives after school registration (8.50am), they should enter through the main entrance. The side gate will be locked from 8.50am to 3.15pm. School finishes at 3.20pm for Year R, 1 and 2. Year R will leave via their classroom fire door. Year 1 will leave from the main entrance and Year 2 should be collected from the playground doors/ramp via the side gate. School finishes at 3.25pm for Year 3, 4, 5 and 6. Year 6 will leave via the main entrance. Year 3, 4 and 5 can be collected by parents from their classroom via the side gate.

Attendance and Punctuality

This is extremely important and if levels drop, we will take action. If your child is absent, please contact the school office before 9.30am with a reason for absence. Holidays in term time will always be unauthorised and are likely to incur a fine from the Local Authority. If we do not have contact from you, a home visit to check on your child may be put in place.

Medical Needs and First Aid

Please do let us know if your child has any medical needs (a form is sent out every September to collect this information). Please also let us know if this changes during the year. If your child has an auto-injector or inhaler, they must have an in-date one in school, and an extra one for school trips which they must bring with them to attend the trip. We also give children Calpol and anti-histamine in school, if you agree. However, all other medicines must be prescribed by a doctor and a form must be completed for us to administer this. We will contact you if your child needs any first aid for serious accidents in school.



IMPORTANT INFORMATION



Water Bottle

Water is available in classes and from water fountains in school. Children may bring a small water bottle to keep hydrated throughout the day.

School Clubs

We run a variety of clubs on a termly basis for Years 1 - 6. A letter will be sent home each term offering spaces, which are allocated on a first come basis. Clubs may require a small fee.

Tadley After Care Club

TAC is available for breakfast care (7.30am to 8.40am) and/or after school care (3.20/25pm – 4.30/6.00pm). Please see more information on our website

Healthy Snacks

Year R – 2 are provided with a healthy snack each day. If your child is in Years 3 – 6 please provide your child with a healthy snack for break time. This should not be chocolate or crisps. yoghurts, cheese, fruit, vegetables or plain rice cakes are examples of a good healthy snack.

School Meals

A cooked meal can be ordered daily. This is free for Year R, 1 and 2. It costs £2.75 for Years 3 – 6. This is paid online via SCOPAY. We offer three options. If your child has a special diet, you will need to register here. All children can bring a healthy packed-lunch if they wish to.

Free School Meals

If you think your child may be eligible for a free school meal in Year 3 – 6, please speak to Mrs Thompson in the office. However, please also contact the office if your child prefers a packed lunch as the school receives extra funding for any child who is eligible for a free school meal.

Nut-free School

We are a completely nut-free school. Please do not send any nut-based products into school. This includes chocolate spread, cereal bars and pancakes which often contains some sort of nut ingredient.



Chartwells

IMPORTANT INFORMATION



Assemblies

We have daily class or school assemblies, which are based around our values and learning behaviours. We have a visitor assembly on Thursdays and our 'Be Proud' assembly on Fridays.

Religious Education

We subscribe to the Hampshire Agreed Syllabus. This promotes a sound understanding of a variety of faiths. We aim to be inclusive in all lessons. Online Payments

You can make online payments here for trips etc.

Parking Please do respect the law and the local residents by only parking in designated and lawful areas. Parents are not to use the school carpark without permission from the Head Teacher and children should not be dropped at the front of the school.

Going Home Arrangements

Years R - 4 should be collected by an adult. If a different person is collecting your child, please let the office know. Year 5 and 6 can walk home and we will send a form home in September to collect this information so all adults are aware of the arrangements for your child. If this changes over the year, please let the school office know.

Pupil Premium

If you receive certain benefits, then please contact the office to see if your child is eligible for Pupil Premium Funding. This gives the school an extra £1,480.

School Uniform

Children should wear school uniform unless it is a PE day. We have designed our uniform policy to be as affordable to parents as possible. Please see our website for further information. Jewellery should not be worn in school and we advise ear-rings are also left at home on PE days where possible.

Lost Property

Please make sure you label anything your child brings into school! We do collect unnamed lost property which you are welcome to check and put this out at the end of the school day once a term. If things are not claimed by the end of term, then they are donated to the PTA or disposed of.



Tadley Community Primary School

School Uniform



UNIFORM CAN BE WITH OR WITHOUT THE SCHOOL LOGO
ITEMS WITH LOGO CAN BE PURCHASED FROM SKOOLKIT IN
BASINGSTOKE

IMPORTANT INFORMATION



Bags and Pencil Cases and Phones

Year R should have the flat book bag available from Skool Kit in Basingstoke. Other year groups may bring in their own bags (there is a school ruck sack available from Skool Kit also). Please make sure these are compact as the larger ones can be very difficult to store. Children should not bring any pencil cases or their own stationery equipment into school. We will provide everything that is needed. We are a smartphone free school and do not allow smartphones on site. Any brick phones can be handed into the office but only for pupils in year 5 or 6.

Trips

Children will experience a wide range of educational trips whilst at Tadley. Each year group will do at least one external trip a year, sometimes more. These are usually at a cost, and the contribution suggested is vital to allow any trip to happen. Year 6 also go on a residential trip to PGL.

Office Team

Our office team are always available in the mornings on the gate or at the end of an email or the phone.

Communication

We try to keep our website up-to-date with information – so please check it regularly. Newsletters are sent out weekly and contain a wealth of information for parents and carers, such as key dates, updates on learning, class events and key announcements. We also communicate with parents and carers via text, email and letters sent home. It is really important that we have your correct contact details, particularly in an emergency. Let us know if your contact details change across the year. Our telephone number is 0118 9813805 and our email is adminoffice@tadley.hants.sch.uk.

Home Learning

Reading is the most important skill for a child to master. Please make this a priority in your home and read with and to your child on a daily basis. We will also send home maths skills to practise such as number bonds to 10 (8+2, 6+4), number bonds to 20 (14+6, 13+7), counting in 2s, 5s and 10s and times tables practice depending on your child's year group.



PTFA & GOVERNORS



All parents or carers of children attending the school are automatically members of the PTFA.

The PTFA is a charity run committee of parents and teacher volunteers, who meet approximately every 6 weeks to think of, and organise, social and fundraising events. Our aim is to provide extra benefits for the school, through equipment and activities, to enrich your child's educational experience at Tadley Primary.

Funds are raised thanks to the generosity of you, the Parents, who support the variety of events that we hold throughout the year, such as the Hamper and Raffle donations, Clothes collection, Uniform sale, and Discos. Our main fundraising event this year is the summer fair.

We welcome and appreciate any support that you can give – from as little as displaying an advertising board in your front garden to helping on a stall at one of our larger events. If you would like to become involved or would like any further information, please email the team: tadleyprimarypta@gmail.com

If you work for a company that helps charities or will do something that is called 'matched giving' then please do let us know, this can significantly boost funds raised at specific events.

Through fundraising, we have been able to contribute to:

- Books for phonics scheme
- Laptops and ipads
- The outdoor learning space and garden
- Trim trail playground equipment
- Sports equipment
- Music workshops
- Year 6 Leavers' books
- School pantomime



Governors

Tadley Community Primary School Governing Body consists of 12 governors representing parents, staff, local government and the local community.

The 2002 Education Act explains their role: "The governing body shall conduct the school with a view to promoting high standards of educational achievement at the school". The main aim of the governing body is therefore to promote the welfare and development of the school so that a caring, stimulating and secure environment exists within which learning can be fostered. This is achieved by strategic planning; the day-to-day management of the school is the responsibility of the head teacher.

The governors must ensure that the school conducts its affairs in accordance with all relevant legal obligations.

Much of the work of the governing body is therefore in the reviewing and endorsing of policies.

<https://www.tadleyprimary.co.uk/governors>

Parent helpers

We welcome parent and community volunteers to site. Once DBS checks are complete volunteers can work on reading with children, assisting on school trips and in some cases support with pupil mentoring programmes.



TADLEY COMMUNITY PRIMARY SCHOOL
THE GREEN,
TADLEY,
HAMPSHIRE,
RG26 3PB
TEL: 0118 9813805
EMAIL: ADMINOFFICE@TADLEY.HANTS.SCH.UK
PLEASE CONTACT MRS THOMPSON IN THE OFFICE WITH ANY QUERIES.