



WILLIAM RHODES PRIMARY AND NURSERY SCHOOL APPLICANT PACK

'make'
yourself
. Proud.

READY
RESPECTFUL
SAFE



CALL US: 01246 234 626



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FACEBOOK: WILLIAM RHODES PRIMARY AND NURSERY SCHOOL





“Everyone is a family at William Rhodes.”

Year 1
child

Dear Applicant,

Thank you for taking the time to find out more information about our wonderful school. We are proud of our children, staff and families and feel honoured to serve such a wonderful community.

Our school is a place where all are welcome. We pride ourselves on inclusion: by this we mean every child feeling a sense of belonging and we celebrate all successes, big and small. We work hard to educate the whole child and, whilst we always strive for academic excellence, realise that wellbeing and happiness are crucial in order for children to thrive. Our trust Collective Commitment to Inclusion guides our culture and decision making so that we can nurture the children in our care to thrive.

Our culture is based on love and positive relationships and our children appreciate these. The children talk about feeling safe in school and having trusted adults to share their worries with. We also work tirelessly to build relationships with our families as we know that children have the very best chance to succeed when we work in partnership. Parents are very supportive of school and are grateful for the support which we provide to them.

William Rhodes had a history of requires improvement Ofsted judgements, however in February 2025, we were judged as ‘good’ in all areas. Over the past two years, we have been on a journey of improvement and we are beginning to see the impact of our actions: our outcomes are beginning to improve, however this remains a focus for us. Our curriculum is exciting, relevant and engaging and has been chosen to meet the needs of our children. More importantly than both of these things: our children speak highly of the school and all say they would recommend us to a friend.

I hope that the detail within this applicant pack provides you with the information you need to make an informed decision about whether to apply, however, we would love for you to come and meet us, so please book a tour. We hope that you will love our school as much as we do and that you choose to join our school family.

Jenny Wilkes,
Head Teacher



“Everyone is treated with respect and listened to.”



SAFEGUARDING

Keeping children safe is our number one priority at William Rhodes. Our community welcome the additional support from our Early Help Offer, which includes a number of things which form the daily life of our school.

In school, we employ a full time Family Liaison Worker, Miss Mark, who works with all of our children who have a social worker and supports families in many ways, including through Early Help Assessments.

OUR EARLY HELP OFFER:

- ♥ Free breakfast club for all children
- ♥ Check ins after unstructured times
- ♥ Meet and greet for children
- ♥ Youth Mental Health First Aiders
- ♥ Food bank vouchers
- ♥ Second hand uniform
- ♥ Forest School Provision
- ♥ 1:1 and group pastoral intervention
- ♥ Family Liaison Worker
- ♥ Signposts to local services
- ♥ A listening ear



Staff receive regular safeguarding training, both face to face and online, enabling them to see the bigger picture and perform their roles effectively. At William Rhodes, we have a culture of vigilance and professional curiosity.



We have a large safeguarding team to ensure that there is always someone available to support our children and families, should they need us. We know that we can all be vulnerable sometimes: there is no judgement of our families who are treated with respect and love.



Jenny Wilkes



Zoe Farrow



Ruth Parker



Joe Mark



James Benn

“There are so many trusted people to talk to.”
Year 3 child

“Free clubs and breakfast club”
Year 3 child

“You keep us safe.”
Year 3 child

“Everyone listens about my worries and friendships.”
Year 3 child



“ You teach us to improve so that we are the best we can be. ”
Year 3 child

READING



Reading is prioritised at William Rhodes, as we are working to develop a culture of reading for pleasure. Our curriculum is based around key texts to hook and engage the children, our assemblies are based around picture books and we have a team of active Reading Champions. Our school library has been recently renovated and is open for children to access at lunchtimes.

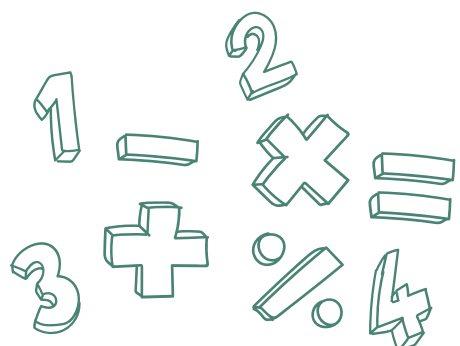
In the classroom, reading is taught through daily fluency lessons, novel study lessons and book club sessions.

WRITING



Our writing lessons follow the EMBARK writing strategy, which is largely based upon Talk for Writing. Our driving texts are used for context when the children reach their independent write as this reduces the cognitive demand, ensuring their best chance of success.

MATHEMATICS



The long term plan we use for mathematics across school comes from the NCETM Curriculum Prioritisation materials. Our lessons are carefully crafted, based upon the 5 big ideas of teaching for mastery, using the NCETM Mastery Materials as a starting point.

In our EYFS, KS1 and Year 4 and Year 5 classes, mastering number sessions are also delivered to support children to build a deep understanding of number and make those all-important connections.

FOUNDATION SUBJECTS



The foundation subjects are taught through themes to enable children to immerse themselves into a topic and increase their understanding. History, Geography and Science are the driving subjects which have been carefully mapped out by the Curriculum Team. Other subjects are taught through purchased schemes. At the end of this year, we will have completed our two year cycle and planning units will be available on the school sever.

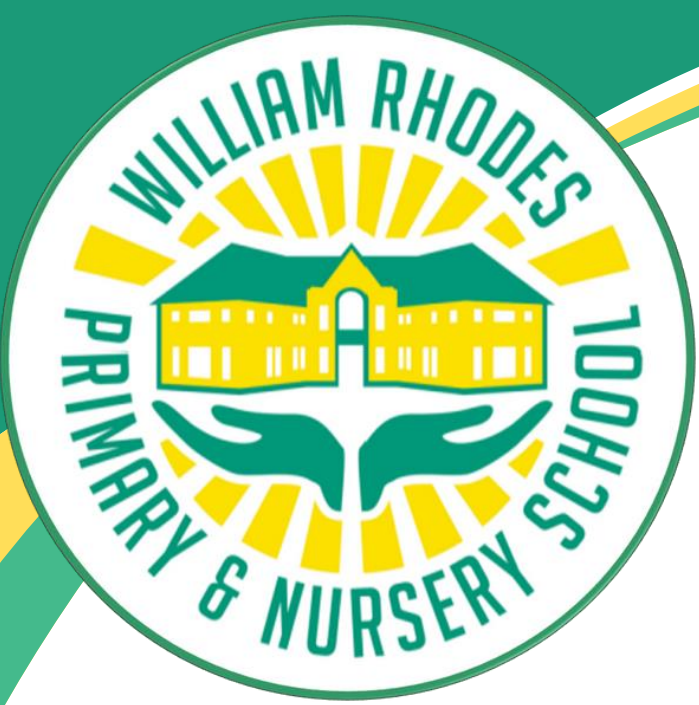
All of our themes are either kicked off or rounded off with a real life experience for the children, this may be a visit to a place of interest or an in-school workshop.

“ Different school trips to celebrate diversity. ”
Year 3 child

“ We are always learning new things. ”
Year 3 child

“ We swap books in English to help each other. ”
Year 6 child

“ Trips to enrich the curriculum. ”
Year 6 child



OUR SCHOOL IMPROVEMENT JOURNEY SO FAR

Over the past two years, we have built a culture of love and respect, based around our three school rules: ready, respectful and safe. Our whole school community are familiar with these rules and some of our families use them at home, too. We created our behaviour policy, centred around Paul Dix's work and have worked hard to create a feeling of safety, which comes from our unrelenting positivity and consistency. We have shifted the focus from those displaying unwanted behaviours to the children doing what we expect having first attention. This can be seen in our classrooms, through our use of recognition boards. Children who are spotted going over and above our expectations are given cards by adults to take home to their families and children can also be nominated for hot chocolate with the Head Teacher. Families join us for our weekly celebration assemblies to share their children's successes with the school community.

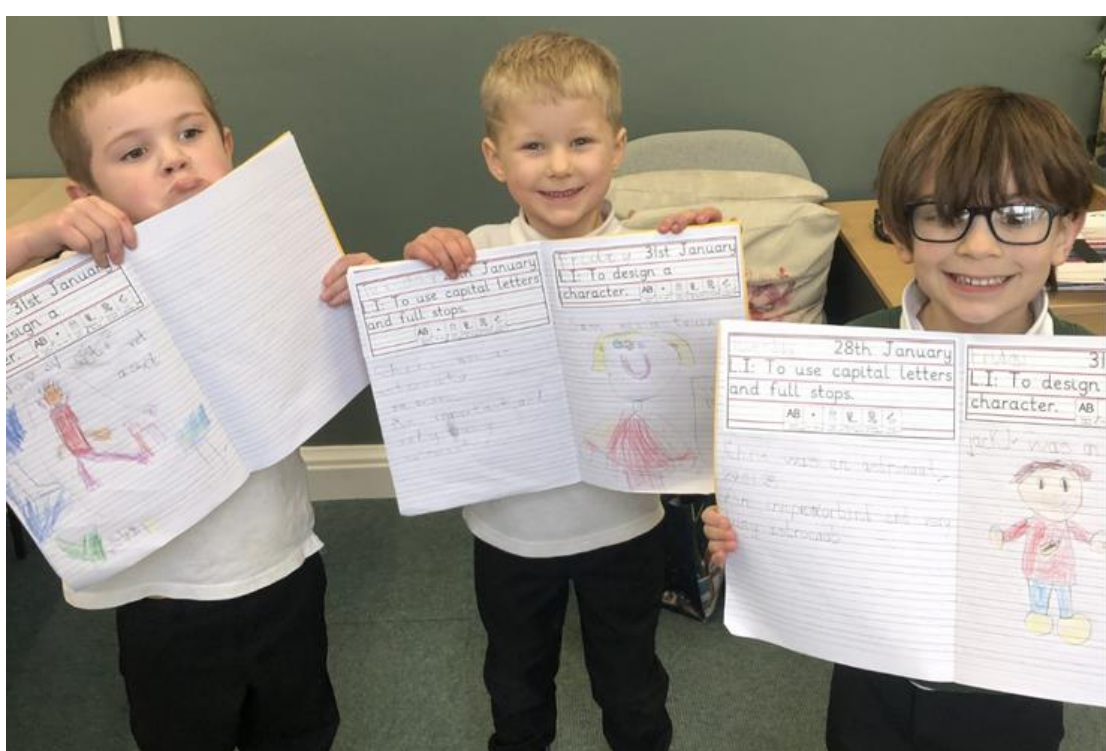


We have created an ambitious, spiral curriculum which provides our children with the skills and knowledge they will need for their later life. The children are now knowing and remembering more.

We have ensured that systems are in place for attendance, safeguarding and behaviour so that teachers can worry about the teaching and ensuring that the children get the very best deal.

Our agreed lesson structure places a focus on retrieval practice to aid memory, making connections to prior learning and guided practice to scaffold pupils before their independent task.

Our work around phonics, supported by the English Hub, has meant that our staff are more confident in their delivery and the children are making good progress. Teaching Assistants have been upskilled to deliver rapid catch up and SEND interventions, in line with our Little Wandle Phonic Scheme.



We have completely refurbished our EYFS unit and have decorated all classrooms, the hall and our library space. We have also looked at our learning environments and made these as effective as possible in supporting our children's learning; including our neurodiverse learners.

The Maths Hub are supporting on our maths journey and teachers are able to visit other schools to see lessons being taught to develop their own expertise.

“THE TEACHERS
WANT ME TO DO
MY BEST.”
EYFS child

“There are no distractions
in the classroom.”
Year 6
child

“Everyone is
praised.”
Year 6
child

“Interventions help
us to catch up or
improve.”



BE A PART OF OUR SCHOOL'S BRIGHT FUTURE...

WHAT WE OFFER:

- ♥ The most incredible children
- ♥ A rewarding and inspiring career
- ♥ Wonderful families
- ♥ A supportive, approachable SLT
- ♥ A full day, fortnightly, PPA from home
- ♥ Streamlined marking guidance
- ♥ One formal parent's evening per year
- ♥ Events planned into directed time
- ♥ Embark BeneFITS: [Embark Benefits intro V2](#)
- ♥ Twilight sessions for SEND review with an INSET given back
- ♥ Free fruit, tea, coffee and filtered water
- ♥ Staff insurance to access other benefits (counselling)
- ♥ Quality professional development opportunities through our own school and wider EMBARK family

WHAT WE ARE LOOKING FOR:

- ♥ Someone who is willing to safeguard our children and make a difference
- ♥ An excellent classroom practitioner who believes in relational practice
- ♥ Excellent subject knowledge in maths, English and ICT
- ♥ Someone who is passionate about, and dedicated to, improving the educational outcomes for children
- ♥ Someone willing to enhance the opportunities for of our children with their hobbies and interests
- ♥ A key team player, who will be a champion for our children and our school



“ Good partnership between children and adults.
Year 3 child ”

“ Staff welcome us at the door and say “Good Morning”
Year 3 child ”

“ Team work is helping my friends.
EYFS child ”

“ THE TEACHERS LISTEN.
EYFS child ”



EMARK FEDERATION

Our school became part of the EMBARK family of schools in April 2022. Since then, the whole community have benefitted from the opportunities this move has provided. EMBARK are indeed a family: we receive support from safeguarding to buildings and everything in between. The central team are friendly and approachable and work tirelessly to ensure the smooth running of systems so that we are able to do the important jobs in schools: keep our children safe, happy and achieving.

Employees of EMBARK are also entitled to the Embark BeneFITS package which provides discounts and services to promote the wellbeing of employees. These offers include reduced gym memberships, eye tests, financial support and health support from grief, to sleep to menopause.

We have a set of guiding principles, which are an expectation of all staff within our schools. More recently, our SENDCos and Head Teachers have worked on a Collective Commitment to Inclusion, which we are proud to say is at the heart of our ever-evolving SEND practice in school.



Fair consequences and rewards for everyone

Year 4 child

Everyone is welcome

Year 2 child

Library staff make us feel welcome

Year 4 child



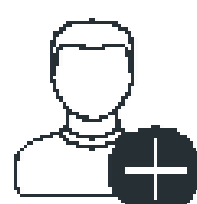
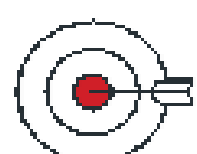
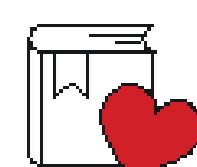
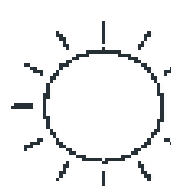
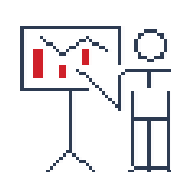
EMBARK Federation

Love Learning, Love Life

THE EMBARK WAY

Guiding Principles to Ensure a Positive Culture for Learning

1. **Build Strong Respectful Relationships** (Parent on your Shoulder/Integrity - doing the right thing when no-one's watching)
2. **Be Relentless with Praise** (Never miss an opportunity to praise)
3. **Teach from your Feet** (Move around – don't sit in one place for too long)
4. **Praise in Public and Correct in Private** (Don't feel like you need to respond straight away to inappropriate behaviour – take a breath, pause, and choose the right time. This will enable you to respond in a calm and appropriate manner)
5. **Role-Model Being Positive** (Be professional all the time, be present for the children and show how to deal with different emotions positively, so you and they can love life)
6. **Meet, Greet, Connect, Correct, Direct** (Make a positive connection with children, strengthening the relationship before correcting or directing)
7. **Teach with High Intensity** (Show you love learning in all areas of the curriculum and school life, not just your personal favourites, and demonstrate your enthusiasm in your unique way)
8. **Give Specific Descriptive Praise** (Be clear and specific about what you are praising children for)
9. **Show Positive Body Language** (Positive body language is a type of non-verbal communication that shows positivity and results in comfort, feeling at ease, likeability and dignity. Facial expressions, gestures and posture helps us gauge body language)
10. **Provide Clarity of Expectations** (If you do not challenge, you condone! For example, walking past litter, ignoring behaviour in the corridor)



Being an employee of EMBARK provides a range of opportunities for professional development. There are opportunities to network with others in similar roles, attend subject leader strategy days to be part of collaborative work as well as a range of other opportunities to be involved in work groups across the year.

“ We never stop learning and achieving. ”
Year 2 child

“ It's ok to be different: everyone is welcome here ”
Year 2 child

“ Protected characteristics are celebrated. ”
Year 4 child



“ You teach us to improve so that we are the best we can be. ”
Year 3 child

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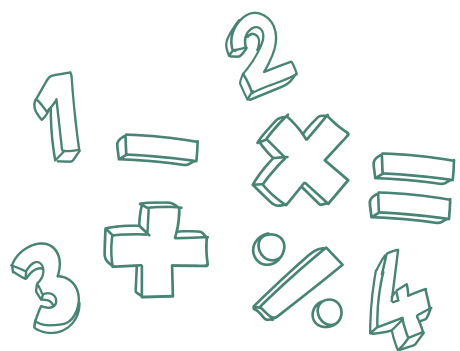
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