

School Prospectus

William Fletcher Primary School

Where Everyone Counts

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A WELCOME FROM THE HEADTEACHER

As you begin to read this Prospectus you may know nothing of our school, its history or our vision for its future, so I am pleased to extend a welcome to you before you read any further.

The school is named in honour of its 19th Century benefactor, Alderman William Fletcher, who in gratitude for the way he was treated by the people of this community, gave a sum of money for the first school in the village. He was an inspirational man who refused public honours for his generosity and we hope to continue in this spirit today; the best reward for our success are the achievements of our pupils.

In our school everyone counts. Everyone is important because they all have unique qualities and talents which enrich this community.

We have high expectations of our pupils and parents, staff and governors. We place an emphasis upon effort in work, attitude and behaviour, for all of us can rise to this challenge. Courtesy, mutual respect and appreciating the achievements of others all contribute to the atmosphere of our school. The friendly relationships between staff and pupils provide a firm basis for helping all pupils to do their best.

A school is a place of learning and part of learning is through making mistakes. It is how we deal with these that determine our character and self-esteem. Our school, therefore, is a place where mistakes are seen as an opportunity to learn; the facing of a fresh challenge.

Do come and visit if you can. We are always pleased to have visitors for we are all enthusiastic about our school and enjoy being here day by day.

Chris Laybourn
Headteacher



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AN EDUCATION FOR LIFE

As a child enters our school we continue to develop, with the parents, the process of learning begun in the child's home. School and home take on a shared responsibility to motivate and support the child's learning. We place a very high value on this school/home relationship, as we know from years of experience that this is the most effective learning support available.

As children grow and develop at different rates, we provide a wide range of materials to support the diversity of their needs while providing suitable challenges for them all.

Within our school you will find a happy, friendly atmosphere in which children:

- Are free to make mistakes but are encouraged to learn from them
- Are presented with interesting and suitable challenges
- Are taught to value their own talents and appreciate the talents of others
- Are able to observe good adult role models

Together as teachers and parents we help your child mature into a responsible, caring and confident individual.

Quite simply our aims for our children are to encourage them:

- To enjoy learning and expanding their knowledge
- To think for themselves
- To listen attentively and communicate clearly
- To accept their own feelings, and learn how to deal with problems themselves
- To learn to be independent
- To be respectful and co-operate with others
- To know about safe and healthy living



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LIFE AT WILLIAM FLETCHER SCHOOL

We take children at this School at the age of 4 years. Their first experiences are in the Foundation Stage, which is a large self-contained classroom with its own outdoor play facilities. Here, through carefully chosen activities, children will continue their learning in the school environment which is based upon their pre-school experiences. Children reaching five before the end of August, at the end of their Reception Year, become Year 1 and transfer to our Year 1 class in September.

- *Foundation Stage*
- *National Curriculum Key Stage 1*
Years 1 and 2 children aged 5-7 years
- *National Curriculum Key Stage 2*
Years 3 and 4 children aged 7 - 9 years
Years 5 and 6 children aged 9 - 11 years

The National Curriculum provides only the content for a basic programme of learning. Here, at William Fletcher School, all children are encouraged to have positive attitudes and values about the way to treat other people and the environment through the teaching of Personal, Social and Health Education (PSHE).

Throughout the year there are many opportunities for children to play sport both during and after school. They are encouraged to play well, but with an appreciation of the skills and teamwork of their opponents. We enjoy competitive games but teach that it is more important to play well as a team, than to win or lose.

Extra Curricular -

All children take part in music through class lessons, but also have the opportunity to take up a musical instrument. It is usual to begin with the recorder, but they may progress to private musical instrumental tuition with a peripatetic teacher.

There are also after-school clubs including Mini-Moves, Prime Energy and Sports clubs which children have the opportunity of participating in.

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LEARNING AT WILLIAM FLETCHER SCHOOL

At our school we enjoy the benefits of an excellent and cohesive staff team. We believe that good learners make the best educators, so we commit ourselves to learning about learning.

In our modern age we need to know much more than just facts. We need to be able to communicate, pose questions, consider possibilities, be imaginative, review our thinking and be original. So thinking plays a large and important part in our education practice as we encourage pupils to ask their own questions and seek reasoned solutions.

We know that we don't all learn in the same way, neither do we stick with one learning style. We may learn by listening, watching or doing; sometimes all three. So we include in our teaching a range of strategies to encourage all styles of learning.

Modern research on the brain and behaviour is revealing new knowledge about how the brain works. It is now recognised that we learn most effectively when we discuss, experience and teach others, so these elements are major components planned into our teaching.

The Foundation Stage is planned through 6 areas of learning

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Knowledge and Understanding of the World
- Problem Solving, Reasoning and Numeracy (Maths)
- Physical Development
- Creative Development

Key Stage 1 & 2 National Curriculum

- English
- Mathematics (including Numeracy) CORE SUBJECTS
- Science
- ICT

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- History
- Geography
- Art/Design
- PE
- Music
- PSHE
- Design and Technology
- Religious Education is a legal requirement and is agreed at county level.

FOUNDATION SUBJECTS

While the content of the curriculum is determined by government, the School determines how these subjects are taught using a variety of styles, groupings or methods. Our School Curriculum Policies are available at school for all parents to see.



Reading

We place great emphasis on reading, providing a wide variety of reading-related activities within the Literacy Hour and across the curriculum as a whole. It is further promoted by special events such as 'Book Week'. All children have a Reading Record Diary to show how often they read at home and at school. Each class has a wide range of fiction, non-fiction and poetry. The school also has two Non-fiction Libraries, one each for KS1 and KS2, with appropriate books for individual and group study.

Reading folders are available from school to ensure that books are transported safely.

Once a month we have a visit from the Children's Mobile Library Van where children are encouraged to go and choose books and experience the Library facilities.

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Writing

Writing is an important means of expressing ideas, storing and communicating information. We give children a wide range of writing experiences including poetry, letter writing, story, factual and imaginative composition. Reading and writing activities are often linked.

Children are expected to plan their work for effective communication of sense, purpose and atmosphere. We teach them that punctuation and spelling are indispensable aspects of writing which determine the accuracy of communication. We also teach the essential skills of self-checking and re-drafting.

Speaking and Listening

We regard these as essential to the development of children's language. We provide a wide range of opportunities and contexts for children to develop these important skills, for example sharing assemblies, drama and performances.

Science

In Science our aim is for children to enjoy and understand life processes and living things, materials and their properties and physical processes. 'Hands on' investigative science where children can observe and experiment are promoted. Children are encouraged to develop their critical thinking skills to support their knowledge and understanding.



Mathematics

In our school, there is an emphasis on using and applying mathematics in real life situations and on solving real problems. Children are taught mental and written maths strategies which develop in line with the National Mathematics Strategy. Children learn to use mathematical language and symbols to record work. There are opportunities for working individually and cooperatively when solving problems.

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I.C.T.

In addition to a computer room, all classrooms are equipped with computers which are linked to a main server. Children use ICT to support their learning across the curriculum. ICT skills are taught in short directed tasks.

We are also equipped with Interactive Whiteboards in every classroom for use in all subjects.



Humanities

In History and Geography children will study various themes throughout each key stage. Some of these will have an environmental base while others may be historically oriented. Topics include the Victorians, Invaders, Weather, Rivers and the study of cultures past and present. Where possible we try to include visits to museums or places of special interest to co-incide with the topics studied.

We pride ourselves on being a well-resourced school, though we are always grateful for any items which parents are happy to loan us for the duration of a topic or display. This is an important aspect of parental support which enhances all topic work.

Religion

As in all county schools, religious education follows an agreed syllabus. It is taught as a distinctive subject in class work, and provides opportunities for enhancing children's' perceptions of Christianity and other world faiths. It also includes the teaching of moral, social and spiritual values. Each day children attend an assembly. This is a time for quiet thoughtful reflection on a variety of themes. We listen to stories, sing, share good work, achievements and rewarding experiences. Parents have the right to withdraw children from assemblies, but this must be clearly stated in writing to the Headteacher giving full reasons.

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Art and Design

Art is an essential contribution to the development of all children from the moment they enter school. Apart from its spiritual dimension and cultural base it also provides additional educational benefits which enhance other areas of the curriculum such as maths (proportion measurement) and science (colour and shade). Children will experience the development of skills using a wide range of art materials to produce both 2D and 3D work.



Music

The enjoyment of music of all kinds is an important ingredient in our school life. Children have opportunities to create, perform and appreciate music in school lessons during the day. We have children who learn many instruments through the County Music Service including Violin, Cello and Guitar and we also offer Recorder lessons. In recent years we have had an annual Music Concert which includes many children from Key Stage 2 along with parents, staff and ex-pupils.

Design Technology

This is a subject where problem solving is practical and thinking skills are the key to success. Pupils may be designing and making wheeled vehicles, picture frames, slippers or creating simple recipes. However successful the finished project, it is the evaluation of what worked well and how it might be improved that completes the learning.

Personal, Social and Health Education (PHSE)

This is where pupils learn about their importance in the school community and how it prepares them for making a positive contribution to any community to which they belong. Some PHSE is discussed and taught in lessons but it has a much wider application. When pupils are experiencing personal difficulty, distress or extreme emotions PHSE is used to help them regain a sense of self value and equilibrium.

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The Health aspects provide knowledge about healthy living. This includes how to deal with peer pressure; only taking medication prescribed by their GP; choosing a healthy diet and lifestyle. The Governors ensure that Sex Education is taught within the context of healthy relationships. Parents can request that their children do not take part in some aspects of this.

Physical Education

P.E. plays a unique and vital contribution promoting health and physical development. Our hall is well equipped for gymnastics and dance, while for swimming we use the indoor heated pool at Gosford, Kidlington. Using our field we promote team games and athletics and inter-school competition as sources of enjoyment, and promoting co-operation and positive competition. The P.E curriculum aims to improve the quality of life of all young people, providing P.E. and sporting opportunities to develop skills, knowledge and attitudes necessary for a healthy and active lifestyle.

Special Educational Needs

The school recognises that children may have special needs and we aim to identify these pupils as soon as possible and provide support. We work closely with teachers, learning support assistants and parents to provide the appropriate level of support for each child, using specialised programmes of work if needed. Class teachers differentiate within the classroom to enable all children to reach their full potential. Individuals and small groups of children are also supported by Teaching Assistants, voluntary reading helpers and the special educational needs co-ordinator. The school encourages volunteer support and appreciates the help given by parents with reading and other basic skills.

The school will also take advice from other professionals when needed and is supported in school by the Special Needs Advisory Support Teacher, Educational Psychologist and Speech Therapist.

The special educational needs co-ordinator (SENCO) liaises with teachers and teaching assistants to discuss and plan for needs of children with special educational needs, setting up programmes of work, and also providing and recommending resources for use in the classroom and individually. We have strong links with Yarnton Playgroup and our SENCO meets with playgroup supervisors to ensure that we are aware of any children with special needs before they move up to our school in September. This enables us to plan to meet their needs as soon as they arrive. Similarly we have strong links with

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the Marlborough School and ensure that they have all the necessary information for children moving to them from year 6 to ensure the continuation of support if necessary. We also liaise with other schools when we have mid-phase transfers to ensure that all the pupil information is available to us.

The Special Needs Policy has been updated taking into account the SEN Code of Practice (November 2001), the Disability Rights Commission Code of Practice (July 2002) and the Accessible Schools (July 2002)

We are committed to continuously improving accessibility to our school for disabled pupils for the curriculum and all school information through our annual school Access Plan which is available in school.

The Headteacher, SENCO and Special Needs Governor constantly monitor the effectiveness of special needs in the school.

Homework

All children are expected to fulfil the home/school commitment to daily and weekly homework. Details of what is expected of each age group are to be found in our Homework Policy.

Parent/Teacher Consultations

Held twice a year, these are formal occasions when all parents meet teachers to discuss their child's educational development. The first of these is an opportunity to discuss how your child has settled in the class, or year, while the second is concerned with the quality of sustained work and effort.

Teaching Times

School begins at 8:45 when registers are taken. All children go straight into school upon arrival where they are supervised. The first teaching session finishes at 10:10 for morning break.

The second teaching session finishes at 12:00 noon.

Afternoon school begins at 1:00p.m. and finishes at 3:00p.m.

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Food in School

At break time children in Foundation Stage and Key Stage 1 currently have free fruit snacks supplied by the Government. To carry this healthy eating theme throughout school all children in Key Stage 2 now bring in fruit for their mid-morning snack.

We no longer have kitchen facilities so all children bring in a packed lunch; once again we encourage children to bring in healthy food in their lunch boxes. We do not allow fizzy drinks or sweets in school.

Children who are entitled to a free school meal can be provided with a packed lunch if the parents require it.

OUT OF SCHOOL VISITS

Day Visits

These visits, which usually take place within the school day, are planned to provide important experiences related to the children's work study. They require a great deal of preparation and usually involve follow-up work. Every effort is made to keep costs to a minimum and parents are asked to make a voluntary contribution. Without this contribution visits may not be able to take place.

Residential Visits

These are planned to provide new experiences for children. It may be the first time they have stayed away from home, or that they are undertaking an activity which creates new challenges for them.

Infants have the opportunity to take part in an overnight stay at Hill End Field Study Centre.

There is an annual visit for Year 4 to the Ridgeway Youth Hostel from where they experience walking, orienteering, science and history activities through visiting within the locality.

Year 6 undertake a "Challenge Week" every year at the Woodlands Centre in Wales, where they can experience mountain walking, canoeing, caving, orienteering and climbing. The Woodlands Centre is run by Oxfordshire L.E.A.

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Parental Concerns

We believe your child has the right to enjoy school, to feel secure and to be happy. If at any time you have a concern about your child you have the right to see either your child's teacher or the Headteacher. It is usually preferable to see the class teacher in the first instance and at a time which is mutually convenient.

If the staff have reason to feel particularly concerned about aspects of your child's school life, they will make contact with you.

School Uniform

We have a school uniform policy, a copy of which is available from the school office. We have a choice of Navy or Jade sweatshirts which can be ordered with the logo on, alternatively plain jumpers in these colours can be worn with dark trousers or skirts.

There is a total ban on all jewellery in school, with the exception of watches and stud earrings. These watches and studs must be removed for all physical activities and will not be the responsibility of the school.

Safeguarding your Child

The safety and well-being of your child is of the highest priority in our school. This means that they have the right to a life free from bullying, harassment, harm, fear and neglect. All staff are trained in safeguarding and the school has a system for ensuring that concerns are discussed and followed up when appropriate.

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All our staff are subject to criminal check procedures and the Governors have decided that these should be updated every three years. Parents may view any of our policies upon request.

Child Protection

Occasionally, for a variety of reasons, children are placed on the Child Protection Register. This is to safeguard their well being. Any action required to be taken will be taken in line with the current Oxfordshire Area Child Protection Committee guidelines.

Emergency at School

If your child is ill or has an accident during school hours we will try to contact you using the emergency number you have given us. Do please ensure that our records of these are up to date, informing us of any changes to your home/work and mobile telephone numbers and addresses etc. If your child has a small accident at school, which is not considered to be serious but may cause delayed symptoms, we usually send a note home.

Health

Parents are expected to advise the school about pupil's illness. If your child is unable to attend school due to illness please phone the school office by 9:00 a.m. so the absence can be officially recorded. It is the policy of the school not to administer medicines to children. If the child is fit enough for school but still on medication parents should arrange to give the medicine before and after school or make arrangements to come in at lunch time if necessary.

Children who attend school are considered to be fit to take a full part in all areas of the curriculum, unless a GP has directed otherwise.

The School has a delegated School Nurse, Nicky Everson, who can be contacted on Oxford 374364

The Importance of Sleep

We know how vitally important it is for all children to have the right amount of sleep. They need to be alert to cope with a busy school day and it is essential that they get their full quota of sleep.

Safety First

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As the school is a community we feel a responsibility towards the safety and rights of our neighbours. The following plan is designed to protect both.

- Everyone must use the pedestrian entrance/exit and use the pedestrian crossing if they need to cross Rutton Lane.
- Avoid blocking the pedestrian entrance/exit.
- Cars should be parked away from the zigzag line. Remember that all passengers should get out of cars onto a pavement, not the road.
- No cycles should be ridden within the school grounds. If children bring a bicycle to school they must wear a helmet, and if old enough attend a *Cycling Proficiency Course*. We recommend that they be accompanied by an adult.
- Please pick up your children on time. If you are late we will keep them at school but do telephone us or a friend as soon as possible, it avoids distress.

Behaviour

Behaviour is largely learned, so we make sure that pupils always witness good positive role models. It is polite to make conversation with pupils at all times of day and generally show respect for their individuality, interest, difficulties and well being. It is common in our school to hold doors open for each other to reinforce mutual respect. Visitors are often impressed by the calm atmosphere and the high quality of relationships they observe here.

Bullying is quite clearly defined here as repeated and deliberate provocation of feelings, or physical aggression. It happens from time to time and the children say it is dealt with promptly and effectively.

When disputes arise, or pupil difficulties, we are less concerned about who is to blame and more concerned about how each person tried to solve the problem that arose. Our approach encourages pupils to reflect and evaluate their behaviour. They then have to choose a way of putting things right and are given the responsibility to do so. This works well in our school and behaviour is therefore good.

Health and Safety

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We take care to ensure that the school building and environment are safe and secure. We operate a Visitors Badge Scheme and all contractors have to agree to strict Health and Safety procedures as they sign in. Whenever possible contractors' work takes place during school holidays.

Once a year, the governors inspect the premises for risk and hazards. All school visits are assessed for risks and are supervised accordingly.

Concerns

If you are concerned about any aspect of the curriculum we ask that in the first instance you speak with your child's teacher. If you do not feel that this has answered your query, then ask to see the Headteacher.

If you then feel dissatisfied you should either speak with a Governor or write to the Governors, stating your concern.

At each stage your request will be considered carefully and with our full attention. If it is possible to make changes we will but we ask you to remember that there may be other factors which we have to consider.

The Children, Young People and Families Directorate, Macclesfield House, New Road, Oxford OX1 1NA deal with any problem which parents feel have not been dealt with satisfactorily at school level.

After Starting School

The following are suggestions which would enhance work done in school:

- Read to your child often and visit the library regularly
- Listen to all types of music with him/her
- Encourage them to discuss things with you. Talking about things in general will encourage them to talk about school quite naturally.
- Give opportunities for painting, drawing, cooking and solving problems
- Encourage your children's mathematical development by using maths in real life situations
- Always be ready to answer your child's questions and help him/her clarify his/her mind by asking, what do you think?
- Take your child to visit a wide variety of interesting places, the theatre, concerts, museums and varied environments.
- The school would appreciate your commitment to our Home/School Agreement which is sent to every child's home on starting school.

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- Encourage your child to learn independence by expecting them to do things for themselves. Tidying up, helping with domestic tasks, getting their school things ready themselves.
- Expect your child to give reasons and opinions for what they think.
- When there is a behavioural difficulty, ask them what they were trying to sort out rather than ask them why they did something.