

# School Prospectus 2018-2019



Treating every individual with courtesy and compassion

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<http://www.wootton-woodstock.oxon.sch.uk>

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As required by the Disability Discrimination Act 2001 we inform parents that all school documentation is available in a large font size. This prospectus and all other documentation is also available in Braille and other languages should this be required.

All information contained in the prospectus is correct at the time of publication. Changes in school practice which occur after this time are updated as soon as practicably possible. Parents will be kept informed, by newsletter and the school website, of any significant changes and revised prospectuses will be sent home from time to time when necessary.

**Full address of the school:** Wootton-by-Woodstock CE Primary School, Church Street, Wootton, Woodstock, Oxford OX20 1DH.

Tel: 01993 811520

email: [office.3657@wootton-woodstock.oxon.sch.uk](mailto:office.3657@wootton-woodstock.oxon.sch.uk)

## From the Head Teacher



*Dear Parent,*

*Please find enclosed within this prospectus summary information about our school. We cannot possibly include all the details about how our school works in an introductory booklet, but we do hope that there will be enough here to get us started on a useful working partnership. The more parents and teachers support each other, the more successful we can be in educating our children to the highest possible standard. If there is anything you do not understand or for which you simply need clarification, please do not hesitate to ask.*

*Please be aware that we have, in school, agreed policies for all curriculum areas and for whole school management issues. You are welcome to request one, some or all of these policies in hard copy should you wish to do so. Some are available on the school website. News items, current newsletters, Statutory Information and public information items are also available via the school website.*

*On the following pages you will find our mission statement. Please read this carefully as it states our aims for the school concisely. The broad curriculum and Christian values are very highly valued within our establishment.*

*Should you decide to enrol your child at this school we look forward to your full support.*

*Kind regards,*

Valerie Lucas  
Headteacher.

*This school has an exceptionally strong and vibrant Christian ethos firmly built on clear Christian values. This has created a caring community in which every member is loved as a child of God. The result is that the children at Wootton-by-Woodstock feel strongly valued, so achieve and progress well both academically and socially. SIAMS 2018*

## The Setting

Wootton-by-Woodstock is a very pleasant, historic village and enjoys one of the most desirable locations in Oxfordshire, being situated at the north edge of the Blenheim Palace estate, 2 miles from Woodstock and 11 miles from Oxford. It has been Oxfordshire's best-kept village twice. The village is the setting for calm yet stimulating educational environment for both staff and pupils. Access to the village is good: a short drive from the A44 (Oxford-Evesham) or A4260 (Oxford-Banbury); there is also a bus service to Oxford.

The School's catchment area includes the villages of Wootton, Kiddington and Glympton and surrounding hamlets with a total of approximately 250 families. Pupils are also attracted from a broader 'denominational' catchment area and in particular "Old Woodstock".



The School was founded early in the 19<sup>th</sup> century and still occupies its original location right in the centre of the village close to the village shop and St. Mary's Church with which it is closely affiliated. Buildings comprise three main classrooms, group room/library, school office, Head's office, staff room, and kitchen - around a secure playground. Playing fields are available in the village, a short walk away.

## Our School

There are currently 48 children at the school. Pupils are organised into three classes; Reception and Year 1, Year 2 and 3, Year 4, 5 and 6, requiring differentiated teaching to cater for different age and ability groups within each class. Despite wider financial restrictions in education, Governors have so far been able to maintain the ratio of staffing and resources in relation to pupil numbers. In addition to the Headteacher there are five well qualified teaching staff members and four highly qualified TAs/Lunchtime Supervisors, together with a School Business Manager and an Administration Assistant. The Governors have a policy of investing in book resources and support ICT curriculum with investment in hardware and software: the School has a computer / broadband network and Wi-Fi Internet connection, interactive whiteboard technology and an iPad for every pupil. All teaching staff use laptops to assist in the delivery of the curriculum and the innovative use of iPad to enhance learning is firmly embedded.

This level of resourcing is made possible by the financial support of a local trust, the Parrott and Lee Educational Foundation, which was founded over 200 years ago to provide for the education of local children. The "Friends of Wootton School" is also a highly active group, each year raising substantial funds. In addition, the School receives financial assistance from other local sources and maintains a "Reserve Fund" to help ensure its future by establishing a source of income for years to come. The strengths of the School are undoubtedly its "family atmosphere" and the involvement of parents and the community: The school has been commended on many occasions for its caring ethos. Of the current Governors, currently five are parents of pupils. Teachers provide several after school clubs and other extra-curricular activities take place during the school day. SATS results have generally been in line with or above national averages, although they are subject to considerable variation resulting from small cohorts (sometimes as small as two pupils). In 2018 results were at or above the National expectation.

In 2018 Wootton School converted to become an Academy within the ODST. ODST is a local Multi-Academy Trust (MAT) based at Church House, Langford Lane, Kiddington, Oxford, OX5 1GF.

## Our Mission Statement

As a school with a Christian setting we aim to:

- Ensure that all those associated with the School can feel at ease with the church; to have knowledge and understanding of the Christian faith and to feel comfortable in exploring and expressing their own religious beliefs.
- Nurture the school's strong ethos, which is based in key Christian values, but without exerting pressure to believe. The School's Christian values are: friendship, service, courage, koinonia, creativity, faith, stewardship, peace, hope, generosity, wisdom, honesty, thankfulness, compassion, justice, forgiveness, humility and reverence.
- Enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- Contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- Develop in our pupils an understanding of, and respect for, other major world faiths, enabling them to learn about their impact on society, culture and the wider world.
- Welcome all children from the neighbourhood irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background.

Through its nurturing culture Wootton-by-Woodstock Church of England Primary School also aims to:

- Inspire creativity, foster spiritual growth, engender respect and cultivate responsibility. Provide a happy, safe and caring environment for learning where everyone is valued for their own individual talents and personality;
- Deliver a high quality personalised education across a broad curriculum that celebrates individuality, secures emotional stability, and enables physical development, health awareness and intellectual fulfilment.
- Present, opportunities for children to develop an appreciation of the arts and the environment.
- Be a learning community that provides development opportunities for pupils, parents, staff, governors and students.
- Be an active establishment at the heart of village life.
- Attain maximum performance in statutory tests.
- Achieve high standards of behaviour.



## Our Staff

Name	Role	Curriculum Responsibility	Management responsibility
Miss Valerie Lucas	Head teacher PPA support Designated SENCo Safeguarding lead	RE Geography PSHE PE SMSC	Assessment, School Development Planning, INSET, Health and Safety, Behaviour and Child Support, Environment, Administration, Community liaison, Budget Setting/Monitoring Appraisal of Teaching staff, non-TA support staff, Worship, LAC, Domestic Abuse, Safeguarding, Equality, GDPR
Mrs Sylwia Arneil	KS1 teacher	Science Art	Year 1 Equality, Appraisal KC
Mrs Victoria Lawrence	KS 1 teacher	Design and Technology	Foundation Stage School Council, Appraisal LC
Ms Sarah Brown	KS 2 teacher Staff Governor DDL for safeguarding	Maths History	Years 4/5/6 Eco-schools, KS 2 assessment, Appraisal LB, Most Able, Community liaison support, Safeguarding
Mrs Julia Chapman	KS 1/2 teacher	English	Years 2/3 SEND assistance, Year 2 assessment, Appraisal SJB, Most Able
Mrs Jo Palmer	KS 1/2 teacher	MFL Computing Music	Years 2/3 ICT, Yr2 assessment
Mrs Maria Withey	School Business Manager	n/a	Office/reception, Budget Monitoring, Orders, Admissions, Documents and filing, Archives, Services and procurement, GDPR
Mrs Rachel Blanche	Administration Assistant	n/a	Office/reception, Orders, Uniform, Documents and filing, H&S recording, Attendance
Miss Laura Birch	TA Precision Learning Technical support Lunchtime Supervisor	n/a	n/a
Ms Lynn Cambrey	TA Precision Learning EYFS assessment Lunchtime supervisor	n/a	n/a
Mrs Karen Clemons	TA Autism support Lunchtime Supervisor	n/a	n/a
Vacancy	TA	n/a	n/a

## The School Governors

Many different bodies nominate the Governors of the school. The name of the governing body is 'The governing body of Wootton-By-Woodstock Church of England (Aided) Primary School' and is made up of 12 governors

- 2 Parent governors (by election)
- 1 Local Authority governor
- 2 Staff governors
- 7 Foundation governors

Foundation governors are comprised as follows:

- 2 appointed by the Oxford Diocesan Board of Education (ODBE)
- 2 appointed by The Parochial Church Council (PCC) of Wootton, Glympton and Kiddington
- 2 appointed by the Parrott and Lee (P&L) Educational Foundation
- 1 ex officio, the Priest in Charge of the Wootton, Glympton and Kiddington parish

For full details, parents should refer to the Instrument of Government, which is kept at the school. Most Governors hold office for a term of four years and may be elected or appointed for a further term.

Meetings are held at least once a term and there may be working groups or committees meeting at other times. Minutes of all meetings are kept in the school office and are available for you to read. It is an important opportunity to talk with the governors about the general affairs of the school. Parents are also welcome as observers to Governors' meetings.

In a voluntary aided school, Governors are responsible for ensuring that the fabric of the school is well maintained and decorated, and for paying the bills. The task of governing an 'aided' school such as Wootton is similar to that of governing a Community Primary School, except that there are trustees from the Parochial Church Council and the Diocese of Oxford, who take an active interest in the affairs of the school. In April 1990, the Governors became responsible for the finances of the school, under Local Management of Schools (LMS).

### Governors 2018-19

Name	Governor Type	Appointed by	Position(s) held	Appointed
Mr Chris Elliott	Foundation	P & L	Chair	04/09/2016
Mrs Paula Mulcock	Foundation	ODBE		18/10/2017
Ms Karen Braden	Local Authority	GB		29/06/2017
Ms Alexandra Eccles-Williams	Foundation	ODBE	Admissions Appeals Officer	27/07/2017
Vacant	Parent	Parent election		
Mrs Natalie Mitchell-Boorne	Foundation	P & L	SEND Governor	04/09/2016
Mr Richard Bryant	Foundation	PCC	Safeguarding	09/11/2016
Ms Sarah Colgan	Foundation	PCC		09/11/2016
Rev. Stephen Jones	Foundation	Ex Officio		30/08/2000
Mrs Nicola Chesterman	Parent	Parent election		03/03/2015
Miss Valerie Lucas	Staff	Ex Officio		01/09/2000
Ms Sarah Brown	Staff	Staff election		01/03/2015

## Admissions Policy

The governors have formulated an Admissions Policy in accordance with their obligations under the Education Acts, and in consultation with the Diocesan Education Board and the Local Authority (LA). It is included in this pack.

Places are offered from September of the academic year in which the child has his/her 5th birthday. Applications for admission must be made by the date given in the LA (Oxfordshire) coordinated admissions pack. Applications received *after* the deadline will only be considered after all those received *by* the deadline.

Applications are made by completing an application form. These are available within the LA admissions pack. Further information may also be required by the school for application purposes. Allocations or 'offers' of places are made once annually and parents are notified by the LA during the May preceding the take up of places in the following September. However, if places are available, applications may be accepted at any time up to the child's starting date.

Applications for children in other age groups are dealt with as they arise. Please make enquiries at the school regarding the availability of places.

### Induction of children as rising fives

We recommend that these children should have spent some time in school getting to know the other children and the teachers before they start full time. Arrangements will be made by consultation with the Reception and Year 1 teachers. This will mean a pre-school visit prior to starting school with parents, the teacher inviting parents into school to discuss induction and two afternoon visits for the children without the parents. We will also ask you to share some information with us about your child, for instance, their interests and personal qualities.

## Class Organisation

Class	Teachers	Year Groups	Key Stage	Age of majority of pupils at end of year
Acorns	Mrs Victoria Lawrence and Mrs Sylwia Arneil	Reception	Early Years	5
		Foundation Stage Year 1	KS 1	6
Saplings	Mrs Jo Palmer and Mrs Julia Chapman	Year 2	KS1	7
		Year 3	KS2	8
Oaks	Ms Sarah Brown	Year 4	KS 2	9
		Year 5	KS 2	10
		Year 6	KS 2	11
All	Miss Valerie Lucas	PPA cover in all classes		

The children are divided into three classes, a cross phase class of Early Years and Year 1, (rising 5's to age 6), a cross phase class of Years 2 and 3, (age 6-7), and a Key Stage 2 class, (aged 8-11).

Because children are in mixed age classes teachers plan in great detail to ensure that work is suitably differentiated for all ages and abilities. Children may work with older or younger children in a group in order for their needs to be fully met. The groups will vary by subject, skills and concepts.

### Foundation Stage and Key Stage 1 Pupils

Compulsory Education begins the term after a child's fifth birthday. Before that time, the child works towards a set of Early Learning Goals in the areas of Personal, Social and Emotional Development, Communication and Language, Literacy, Mathematics, Understanding of the World, Physical Development, Expressive Arts and Design and Characteristics of Effective Learning.

Although not divided into the subject areas that the children may meet in Key Stage 1, the areas of learning make a natural foundation for the work to be tackled later. This stage is therefore known as The Foundation Stage.

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The children aged 5-6 years work within the National Curriculum for Key Stage 1. The topic for the term will be the same for all the children in the class, but appropriate activities are planned to meet the needs of the different age groups. Work is further structured in English and Maths to ensure that all children are supported or challenged.

### Key Stage 2 Pupils

*“Oaks is a wonderful class because everyone works together, and it is a comfortable learning zone.”* Yr 4 pupil.



*What went on at Avebury and the Barrows? - Oaks Class*

The children aged 7-11 years work within the National Curriculum for Key Stage 2. In both Oaks and Saplings classes, the same topic is studied by the whole class, but to ensure progression, Years 5&6 will often work on more difficult tasks than Year 4, and Year 3 will work on more challenging tasks than Year 2. In addition, work is further structured in English and Maths, so that, where possible, like groups of children work together across the age groups to provide both challenge and support for their learning. Children are expected to gradually become both enthusiastic and independent learners who are able to follow personalised learning plans and conduct their own research.



*Hard at work*

## The School Day

**The morning** 8.55am to 12 noon

**The afternoon** 1pm to 3.15pm

There is a mid- morning break from 10.30am to 10.50am. Reception and Year 1 may have an extra 10mins play time during the afternoon.

Children should begin arriving at school at about 8.45am. Registration is at 8.55am and lessons begin at 9am. Parents should ensure that children arrive for school on time daily, and endeavour to maintain a high attendance record. Currently attendance at this school is higher than average, the last academic year having an attendance rate of 97.15% (2017-2018). Please see the attendance policy, available on the school website.

## Lunchtimes

This school provides a hot school meals service. Alternatively, children can bring a home packed lunch.

### Home Packed Lunch Option

When sending in lunch please pack the food in a plastic food box, marked with the child's name. Lunchboxes are stored in allocated locations. The school promotes healthy eating. We have a Food in School Policy and a wealth of information regarding healthy eating.

### School Lunch Option

Hot meals are provided by Oxfordshire County Council. Information about this service is available here:

<https://www.oxfordshire.gov.uk/cms/content/school-meals>

All pupils in Year R, 1 and 2 are offered a meal free of charge. Other pupils may also have hot meals on a paying basis. Each meal costs £2.20.

There are three meal options offered each day including a vegetarian option. Allergies are catered for and the allergy must be clearly stated on the order form. Meals must be ordered one week in advance of the week of requirement. Parents do not have to order a meal for every day of the week; children may bring a packed lunch on some days should they wish.

### Free School Meals

Free school meals are offered to children whose parents receive:

- Income Support
- income based Employment & Support Allowance
- income based Jobseekers Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the Guaranteed element of State Pension Credit
- Child Tax Credit provided your annual income as assessed by the Inland Revenue does not exceed £16,190 and provided that Working Tax Credit is not included.
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

We are not allowed to recognise any other benefit other than those mentioned above.

Please inform the School Business Manager if you wish to apply for free meals. Although we will try to remind you before the authorisation of free meals runs out, it must be emphasised that it remains your responsibility to apply for the entitlement to continue. Unfortunately, we are not allowed to provide free school meals unless an application is made, and the relevant documents are presented. Please ask the School Business Manager for a form. The duty to provide a free lunch to an otherwise eligible child will be conditional on a request being made by, or on behalf of, an eligible child, and no monetary compensation will be made. Currently eligibility for free school meals at this school is 0%.

### Universal Infant Free School Meals (UIFSM)

UIFSM is not the same offer as ‘free school meals’. UIFSM were introduced by the government in September 2014. Meals are offered free of charge to all pupils in reception, Year 1 and Year 2. Families are not obliged to take up the offer should they have no wish to do so. Although meals are free to families they are not free to the school. Some parents choose to pay for these meals to release school funds for improving learning resources. Children in years 3 - 6 may order hot meals by using the system explained above. Meals cost £2.20 per day.

Lunch is taken in class areas or the playground on the school premises. Children are supervised by our excellent Lunchtime Supervisors at all times.

### Snacks

Children may bring fruit to eat at playtime, but no other snacks or sweets are allowed at any time in school. The youngest children take part in a ‘sit down’ fruit time after morning break at which time positive table manners and other social skills are promoted. In addition, the school takes part in the School Fruit and Vegetable Scheme which provides free fruit for Key Stage 1 children daily.

### Milk

Parents may order milk for their children to drink during the school day. This is done online through a company called Cool Milk. The milk is delivered to the school directly and distributed at lunch time.

<http://www.coolmilk.com/>

## **Dress Code**

### For Normal Class Wear

Acceptable clothing will consist of a polo shirt, sweatshirt, and any one of skirt, culottes, pinafore, skort, short/long trousers or jogging bottoms.

Polo shirts	These must be in navy, white or ‘winter emerald’. They must be plain or have the school logo. No other logos will be acceptable. No T-shirts without collars please.
Trousers, jogging bottoms, skirts, culottes and pinafores	These should be grey or navy. They must be standard school wear. No stripes or logos will be acceptable. We recommend that younger children have trousers with elasticated waists for ease and speed of changing for PE. Girls may wear gingham dresses in any colour in the summer term.
Sweatshirts/Cardigans	School sweatshirts/cardigans only.
Footwear	The school staff recommend sensible ‘proper’ shoes for school. Some fashion footwear, for instance, mules or that with high heels, really is not suitable for school on grounds of health and safety. We know that footwear can be very expensive, and children grow out of shoes quickly. However, children need to be comfortable for an active and varied school day.

## Wootton-by-Woodstock CE Primary School

### For PE wear

Kit	This will consist of white, navy or 'winter emerald round necked T-shirts and navy shorts. Jogging bottoms and PE hoodies are a sensible optional item for winter games
Footwear	Children may wear trainers or plimsolls for PE. When engaged in gym or dance children work in bare feet. Older children may find trainers more appropriate for rugby/football on the playing field. Football clubs/teams must have football boots and shin pads to take part in competitive sport.
Swimming	Caps must be worn, as must proper swimming trunks or full swimsuits. Bermuda shorts and cycling shorts are not acceptable. Goggles may be worn at the discretion of the pool staff on the submission of a letter from the parents.

### Outdoor wear

All children need to have outdoor wear available in school every day. This may be a coat, fleece, waterproof jacket, or cagoule. Please ensure that your child is appropriately equipped for the weather.

### Where do you get it?

Items with the school logo are only available from the school office; other items may be purchased from standard stores such as Marks & Spencer, Next, or Sainsbury's.

### Your child also needs every day

A named drawstring bag containing:

- Plimsolls or trainers
- PE Kit
- Painting apron
- In Key Stage 2 only -A fountain pen containing black ink

### And on swimming days only

Swimming costume/trunks, cap and towel in a separate drawstring bag (caps may be purchased from the school office).

### And on Meadow Schools days only

Wellington boots, waterproof trousers, waterproof coats, hats and gloves. We want the children to enjoy their time at the meadows without having to worry about getting their clothes dirty or wet. Please send your child with appropriate clothing.

Please mark all items with your child's name.

## The School Curriculum

From September 2014 the new National Curriculum was introduced in school. Revised policies and procedures have been put in place and resources purchased to take account of principles established during our planning. The school's Curriculum Policies are available on the school website as well as the details of Long Term Planning and termly curriculum Overviews.

Policies for all individual curricular areas are kept in school and are available upon request. Many policies are also available via the School website. [www.wootton-woodstock.oxon.sch.uk](http://www.wootton-woodstock.oxon.sch.uk)



*“Working here is fun and challenging. We have help when we need it. The teachers make it fun!”* Yr 5 pupil

The ‘curriculum’ is all the learning and experiences, which schools provide for pupils, ensuring that they have opportunities to grow in:

- knowledge and understanding
- competence in a wide range of skills
- personal qualities, values and attitudes.

The curriculum is provided through:

- subject lessons
- classroom topics
- activities outside the classroom
- the values promoted by the school and its community.

Wootton School aims to provide a curriculum which:

- promotes all aspects of pupils’ education to help them achieve their full potential with no limit placed on their development
- continually seeks to increase achievement in academic and personal development
- begins to develop the knowledge, skills, ideas and understanding that pupils need to become fulfilled, responsible adults
- recognises that the self-esteem of pupils is critical - all achievements need to be acknowledged and recorded
- encourages pupils to try at all times to improve on their previous best
- is embedded in a learning environment in which all pupils are happy, feel valued, learn effectively and co-operate with others.

*“Maths is a strength of the school.”* Ofsted 2015

### Organisation of the School Curriculum

*“I think it’s good because all learning is more active. It is also nice that we play maths games and look for inspiration.”* Yr 5 pupil.

We aim to achieve a balance between discrete subject teaching and cross-curricular activity. Core subjects are planned on a two-year rolling programme. Foundation subjects are planned on a three-year rolling programme in Oaks class and a two year rolling programme in Acorns and Saplings classes. Within this structure, flexibility is allowed for children to pursue their own topics of interest as and when appropriate.

Learning is enhanced through visits to places of interest, practical activities, investigations, visiting speakers, displays, artefacts, and literature provided by the library service. Several different teaching strategies are used to deliver the curriculum depending on the nature of the work. These may involve individual, paired, group or whole class tasks. We promote individualised or ‘personalised’ learning programmes in which children are independent and autonomous learners.

Please visit our school website [www.wootton-woodstock.oxon.sch.co.uk](http://www.wootton-woodstock.oxon.sch.co.uk) to view some of the activities in which the children have been involved.

### Handwriting and Writing Showcase

On the school website you will find a sample alphabet in the School’s agreed handwriting style with an indication as to the direction in which the letters should be formed. Children begin writing by printing letters with joining strokes and gradually learn to join the letters as they progress through the school. When children grow sufficiently in competence they are permitted to write using a fountain pen. A prize for the most progress in handwriting is awarded each term to one child from each year group. In this way we aim to promote controlled, legible handwriting from all pupils. Prizes are also awarded each term to one child in each year group to children who structure a particularly effective piece of writing. The winning writing samples are showcased in a folder in all three classes for all to read and admire.

### Christian Values

We emphasise the importance of learning through a values based education. Through a nurturing culture we aim to inspire creativity, foster spiritual growth, engender respect and cultivate responsibility. These are our core values identified by working together with parents, pupils and Governors and embedded throughout school life.

*“There is a mutual respect between adults and children - we model the behaviour for the children.”* Staff member

### Arts

Wootton School is committed to providing a creative curriculum and places a high value on the arts. Children will use the arts as a route to access other curricular areas and will experience many opportunities to take part in creative activity from gallery visits to carnivals! From time to time the school organises school partnership cultural arts projects in which children take part in expressive or visual arts activity, and occasionally, we invite artists into school to work on projects with the children.

### Meadow Schools

All pupils participate each week in Meadow Schools. Pupils are taken to the local meadows where they engage in activities which extend learning beyond the classroom. These often relate directly to classroom topics and may include maths investigations, scientific discovery tasks or drawing, for example. In addition, pupils learn to make dens and campfires, track animals and identify species of flora and fauna. They also practise team working skills which support them later when away on their residential visits.

*“It is really cool when you get to experience a lot.”*

## Religious Education and Collective Worship



An Outstanding judgement in the Statutory Inspection of Church Schools (2018) reflects the school commitment to RE and Collective Worship, both of which deliver and embed Christian values. In our most recent Ofsted inspection the inspector noted that the school is a distinctly supportive and nurturing Christian community and a valued centre of village life.

As mentioned in our school mission statement, we aim to develop in our pupils an understanding of, and respect for, other major world faiths. The school follows the Oxfordshire Agreed Syllabus for RE. Alongside Christianity children learn about Judaism, Islam, and Hinduism.

We have a close relationship with the Church and the Rector, Stephen Jones, works with us in both RE lessons and worship to provide a Christian foundation within the school and the community.

Worship takes place daily. Some worship takes place in classes and is structured towards the class age group. On Tuesdays and Thursdays worship takes place in the village hall and is structured for the whole school. We also hold a Community Worship in the church on the first Friday of each month. This is led by Rector Stephen and we are joined by instrumentalist community members. In addition, school services are held in church in connection with significant events in the Christian calendar. All our worship is closely linked with key Christian values.

Parents have the right to withdraw their children from religious education and collective worship. Parents seeking alternative provision are very welcome to come in and discuss this with the class teacher or the Headteacher.

Full policies for religious education and collective worship are held in school, and parents may request copies if they so wish.

### Special Educational Needs

The school works in line with the Special Educational Needs and Disability Regulations 2014, and Local Authority guidelines. All practices, procedures and documentation are up to date with current regulations.

Should your child be in need of extra support the class teacher will explain the precise procedures involved. Our current Special Educational Needs policy has been adapted from Oxfordshire's policy Framework for Children with Special Educational Needs and is included with this prospectus. The policy is reviewed annually. Currently we have 12% of children on the Special Needs register.

We aim to identify children's needs as early as possible to ensure that they receive the level of support needed to enable them to make progress in learning. Identification takes place during the course of normal class teaching. If a difficulty is evident, relevant notes will be recorded and the class teacher will discuss the difficulty with the parents and child.

The school has a comprehensive timetable in place to ensure that all children receive the amount of support identified in their Outcomes Plan. These are reviewed on a regular basis and parents are invited to come and discuss these with the class teacher and the child.

Children may receive support from Teacher Assistants, the SENCo (Special Educational Needs and Disabilities co-ordinator), volunteers or the class teacher. 'Support' may take the form of in-class help with specific activities and may also involve withdrawing children for 1-1 tuition. All children are included in all school activities whatever their level of special need. Progress is tracked through both Pupil Plans and general school tracking systems. When necessary, external agencies will be involved in the assessment and monitoring of children's progress.

Effectiveness of SEND provision is monitored by the SENCo, Assistant SENCo, class teachers and the Governing body. The SENCo, is responsible for overseeing that support for such children is adequately maintained. Evidence acquired through assessment procedures indicates that our children make steady progress.

A timetable of activity is in place for all SEN children. Almost all children are keen and eager to learn and participate in and enjoy a range of school activities. They are keen to do well, apply themselves and make good progress. Interventions in 2017-18 have proven effective. Data shows that some pupils progress so well that they are removed from the SEN register and attain the expected levels of attainment at the end of Year 6.

This school received £1320 pupil premium for the additional support of pupils during the academic year 2017-8. The funds have been used to support small group learning provision, emotional literacy and participation in out of school activities. Additional funding has also been secured to meet the needs of several high needs pupils, providing additional adult support and resources.

### Disability and Accessibility

The Disability Discrimination Act (1995) determines that schools should publish information about arrangements for disabled pupils.

At Wootton all children are treated equally with regard to admissions whether or not they have a disability. Parents should refer to both the equal opportunities and the admissions policies for further details.

In order to assist accessibility for disability in what is essentially a difficult building to modify, the school has installed a wheelchair accessible main entrance, a ramp into the class room areas and levelled the floor between class rooms. The staff toilet doubles as a disabled facility with standard accessibility fittings. There is also a portable ramp which may be positioned wherever it is needed to enable access to the lower level of the building.

The disability plan is regularly reviewed. Future plans for increasing disability access may include installing sound loops should the need arise.

Pupils for whom accessing the curriculum is difficult due to SEN are provided for through the SEN practice and procedures.

Further information may be found in the Equality Policy.

*"I can't fault the school at all, my child needs SEN support and needs a lot of help around school. The teachers have been very accommodating and helpful in my son's progress since leaving his last school. I would like to thank the staff for everything you have done for my son. You have all been amazing and I can't thank you enough."* Parent

### ELSA

Within the school we have a trained Emotional Literacy Support Assistant(ELSA), who runs interventions promoting the wellbeing of children. ELSA sessions may be used for pupils to help build self-esteem, learn about anger management, develop friendship skills, learn to cope with sadness, anxiety, loss and bereavement, parent separation and any other social or emotional needs they may have.

Interventions are designed to be, either, on a one to one basis to address issues presented by a child, or sometimes in small groups. Support is designed to be fun and interesting and can include playing games, role play, model making, talking and listening.

Making these activities interactive helps to engage and motivate pupils to develop their emotional and social skills.

*"...the teachers are kind and funny and when you are feeling down your friends and teachers are always there."* Yr 5 pupil

### Equality

Wootton School aims to provide a warm, caring environment in which pupils of all abilities can achieve their full potential, both academically and spiritually. We aim to ensure equality for all children, regardless of race, gender, disability or family circumstances. Please see the Equality Policy. Objectives for improvements relating to equality issues are integrated within the School Development Plan and reviewed annually. LGBT is the focus for this year because, as a school, we recognise the right for all individuals to determine their own gender identity. We will fully support every individual in our school to develop their own gender identity including where this may involve transition. In line with the Equality Act 2010 we will work to prevent all forms of victimisation, harassment and discrimination and will ensure our practices safeguard those in our care. Please see further information about how we keep pupils safe in the safeguarding section of this document.

### Sex Education:

The school has a sex education policy.

Sex Education forms part of the curriculum at Upper Key Stage 2 (Years 5 & 6). Prior to this there will be a sensitive response to children's questions as they are raised both in general and as part of the science curriculum. At Key Stage 1 and lower Key Stage 2 (Years 1-4) Sex Education will not be formally taught as part of the curriculum.

At Upper Key Stage 2, where Sex and Health Education is a formal part of the curriculum, parents are informed via the school newsletter. Any parent who wishes to do so may use this as an opportunity to discuss the content and delivery of the lessons and shall be entitled to withdraw their child from those lessons if wished. The teaching of Sex and Health Education for Year 5 and 6 is based around the Channel 4 Living and Growing resources. Year 5 pupils are introduced to puberty, health and hygiene. Year 6 are look in more detail at puberty and reproduction. The year 5 and 6 sessions are led by the School Nurse. It is our policy that at all stages, pupils will consider moral issues and the value of family life.

### Computing, E-Learning and Internet Safety:

As part of our curriculum we encourage pupils to make use of educational resources available on the Internet. Access to the Internet enables pupils to conduct research and obtain high quality educational resources from libraries, museums, galleries and other information sources from around the world.

From time to time children may be involved in taking photographs and making digital videos as part of their curriculum studies or in 'publishing work' as part of our school community links. We may wish to publish images of work or children at work on our school website. Occasionally children may be subjects of school publicity by way of photographers from local newspapers.

To guard against accidental access to materials which are inappropriate our Internet provider, provides an appropriately filtered service. However, it is not possible to provide a 100% assurance that pupils might not accidentally come across material which would be inappropriate.

Therefore, before they access the Internet we would like all pupils to discuss the E-Learning Code of Conduct with their parents and then return the signed form to school.

E-safety is a priority in our school and all staff receive up-to-date training to recognise e-safety issues. We have several other procedures in place to protect your child when Information and Communications Technology (ICT) is in use. Your child's teacher will be able to explain these to you in greater detail if necessary.

If you wish your child to take part in all these activities, then please share and discuss the E-learning code of conduct with your child, and sign and return the permission forms when your child starts school and annually thereafter.

We know that some children are very young when these forms are first discussed and signed! Teachers, and the Community Police Officer, re-visit the principles of internet safety with all year groups from time to time and we suggest that, as parents, you do likewise. Children's understanding and sense of responsibility will grow with them.

### Residential / Day Visits / Outdoor Opportunities:



Wootton School provides many opportunities to learn from outdoor experiences. Beginning in the EYFS children engage in activities in the school playground which link with areas of class based learning. All children benefit from exploring the immediate environment of the village and the surrounding meadows and are given opportunities to practice principles similar to those of Forest Schools.

In support of their curricular studies, the children in Years 4 - 6 will have an opportunity to take part in a residential visit on an annual basis, and children in Year 2 and 3 once during the two year period. Children will also be taken out for short visits in connection with topic work and parental permission will be sought for these

occasions on an individual basis. Parents are asked to sign an annual permission slip for out of doors activities within the village of Wootton. Activities undertaken in the past year have included 'star gazing' and eclipse viewing, visits to Combe Mill, and a Jurassic Journey (to the Dorset coastline).

#### Insurance:

As an ODST academy school we have opted into the risk protection arrangement (RPA) which is an alternative to commercial insurance for academy trusts. Under RPA, the UK government covers the losses instead of commercial insurance, full details of the cover are available on the gov.uk website:

<https://www.gov.uk/guidance/academies-risk-protection-arrangement-rpa#what-it-covers>

#### Wootton School Charging Policy

The 1996 Education Act requires all schools to have a policy on charging and remissions for school activities, which is kept under regular review. The Act requires that no charges be made for activities taking place wholly or mainly within school hours. Voluntary contributions only, for these activities, may be asked of parents.

Wootton School believes that all pupils should have an equal opportunity to benefit from school activities and visits (curricular and extra-curricular) independent of their parents' financial means. Our charging and remissions policy describes how we will do our best to ensure a good range of visits and activities is offered and, at the same time, try to minimise the financial barriers which may prevent some pupils taking full advantage of the opportunities.

We do point out that any financial shortage from a proposed trip or activity for the children would have to be met from school funds. Parents should understand that if there are insufficient funds to meet these extra demands the activity will not be able to take place. The Governors and the school staff are therefore concerned that if parents do not support these activities by means of voluntary contributions, the activities would have to be cancelled.

The full charging policy can be inspected at the school, and any parent who has not received a copy is entitled to obtain one from the school.

NB On residential visits, board and lodging costs are chargeable. Children whose parents are in receipt of Income Support, income based Employment & Support Allowance, income based Jobseekers Allowance, support under part VI of the Immigration and Asylum Act 1999, the Guaranteed element of State Pension Credit, Child Tax Credit provided your annual income as assessed by the Inland Revenue does not exceed £16,190 and provided that Working Tax Credit is not included, Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit or Universal Credit, are exempt from board and lodgings costs.

## Assessment Test Results

### Wootton-by-Woodstock Assessment Data 2018

#### Key Stage 1

Teacher Assessment	% of pupils reaching the Expected Standard and at Greater Depth	% of pupils reaching Greater Depth
English Reading	70%	10%
English Writing	60%	0%
Mathematics	70%	10%

#### Key Stage 2

Test Results/Teacher Assessment	% of pupils working at the Expected Standard (inc at Greater Depth)	% of pupils working at Expected Standard (inc at Greater Depth) RWM Combined
English Reading	100%	100%
English Writing	100%	
Mathematics	100%	
SPAG	100%	

Test Results/Teacher Assessment	% of pupils working at Greater Depth	% of pupils working at Greater Depth in RWM Combined
English Reading	67%	0%
SPAG	67%	
English Writing (TA)	0%	
Mathematics	33%	

	Cohort Average Scaled Score
English Reading	111
Mathematics	105

## Swimming

We are fortunate to be able to make use of the swimming pool at Chipping Norton for a two week intensive swimming course during the Autumn terms. All children from Year 3-6 participate. Due to the high costs of transport we request donations of £3 per trip towards the cost of swimming. We hope that all parents will be able to help in this way.

At the pool: Swimming hats *must* be worn by all children  
 Children who have verrucas must wear a verruca sock  
 Goggles may be worn if written permission from the parent is supplied.

Swimming is part of the school curriculum and each child is expected to take part unless there are specific reasons for not doing so, for which an explanatory letter is required. We also provide swimming experience days for our youngest pupils from EYFS to Year 2 which are funded by the Government PE/Sports grant.

## Clubs after school

The children are able to take part in "after school activities". These have comprised over the past years:

Hockey	Rounders	Science	
Netball	Tennis	Astroclub	
Athletics	Football	Art	
Cricket	Chess	Library	Gardening
Little Sports	Lego	Singing	

*"This year I went to Christmas Craft Club, Science Club and Little Sports Club. They were all fun, but I liked Science Club because I got to do amazing experiments".* Year R pupil.



*"I love learning about stars and galaxies, and things that we wouldn't learn in lessons."*

## Working Together

This school aims to work in partnership with parents. By working together we can achieve the very best for your child. As well as supporting the school in the operation of policies and procedures, your use of the excellent communication systems on offer will serve to benefit your child. You will need to know about your child's progress, what is going on in and about school and may also wish to make contributions to school life yourself. Parents may communicate at any time with the Governing Body or members of the school staff. Both staff and Governors are easily accessible, and we hope, approachable. Governors may be 'caught' in the playground wearing large identification badges, designed by the children, and staff may be 'cornered' in class rooms! Accepted lines of communication include:

### For Information with regard to pupil progress

- Parent Teacher Interviews
- Written Reports and Targets information
- Home school communication books
- Informal daily contact
- Work viewing afternoons
- Special events e.g. Egyptian Museum

### For Information with regard to events, Extended Schools and documentation

- An 'open door' policy
- Written letters
- A message on the board in the playground
- School notice boards
- Surveys, audits, questionnaires and feedback
- The School Prospectus
- The parish magazine
- Personal day to day contact
- A Friends of the School Association- the Friends of Wootton School
- A Parent Forum
- The Annual Governors Meeting for Parents
- A school website
- The School Profile
- E-mail

### For making your views known:

- Face to face conversation, on an informal or formal basis with governor or staff individuals
- By letter, directed to the governors or to the Head Teacher
- By email, directed to the school office
- By telephone

We very much hope that you will wish to work in partnership with us and genuinely welcome your contributions in all aspects of school life.

### Parents

We welcome parents, relatives and friends to help in the classrooms or at lunchtimes. If you could spare any time to help in the class, this would be greatly appreciated. You may have some special skills to share or may just wish to help hear readers or support groups of children in their tasks. As well as providing a much needed pair of hands, you will be helping to foster links between the home and school which is of great benefit to the children, and you will know from first-hand experience about life in the classroom. If you can offer help please call in and speak to your child's class teacher.

## Wootton-by-Woodstock CE Primary School

Wootton-By-Woodstock school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment by being subject to Disclosure and Barring Service (DBS) checks before taking up service. This is a safety precaution and is intended to protect our children from risk of abuse. Parents who volunteer transport services will also be asked to complete a Volunteer Drivers Declaration form (VDD form), to indicate that they are fully insured and that their vehicle is in a roadworthy condition.

All volunteers will also be asked to read the confidentiality policy and will be asked to sign a form to indicate agreement with the policy before engaging in voluntary work with the school. We hope that the paperwork will not put you off coming in to help in a school where you would be sincerely welcome!

Volunteers are asked not to take mobile phones into areas where children are present. Phones should be left in the school office. This will avoid any misconstrued action or challenge in the interest of safeguarding children.

Many parents cannot, of course, be involved in our work during the school day, but you may be able to help us in other ways. Perhaps you would be willing to repair books or equipment for us at home?

### Home/School Parental Responsibility

Parents are made aware that they share in the responsibility of their child's behaviour at school:

- By reading the school brochure and being aware of the Behaviour Policy.
- Through informal discussion of expected behaviour when the child enters school
- By agreeing and signing the home school agreement

If unacceptable behaviour either inside or outside the classroom persists, then an informal discussion with the parents to seek their support and co-operation will be arranged.

When this meeting takes place, opportunity will be given for all parties to express their feelings, views and opinions through discussion. Staff will explain the situation from the school's viewpoint, and parents will also be able to put forward their views. An agreement will be reached as to how the situation will be addressed. There will be occasions when it is appropriate for the child to be present.

### Home-School Agreement

The school has put in place a Home-School Agreement between the child, the parents and the school laying out the responsibilities of each party. When your child joins our school parents, child and a teacher will sign this agreement as an intention to honour it. The agreement will be re-visited throughout the child's time at the school.

### Reward Systems

This school operates reward systems for academic and sporting achievement, behaviour and in connection with values education. Rewards systems change from time to time and may include the giving of certificates, class treats or extra playtime, for example. Currently we use a house points system. All children in the school are allocated to one of four houses. They earn points for meeting targets and applying school values. Certificates are awarded for the highest number of points each term and the winning house is awarded the 'gold' cup! It is challenging to find a system that meets every pupil's needs equally every time and we are fully aware that no system is without flaw. Reward systems aim to raise self-esteem, to encourage children to improve or do their best, and to value and each other. Reward systems are a teaching aid; they work most effectively when supported at home. We hope that you will be involved with your child's activities and support them in attaining their rewards.

### Parent Teacher Interviews (PTIs)

- The most significant formal parent teacher interview takes place on an annual basis in the autumn term. The purpose of this meeting is to review the school report for your child (sent home in July) and to set targets for the new academic year.
- A second formal opportunity is offered during the spring terms.
- An open evening/day is also held when parents will be invited into school to view their children's work
- Informal arrangements may be made by consultation with the child's teacher throughout the year.
- Parents may view their own child's records and work on request.



Dry Ice and Slime

### Governors

The Governors play an active role in both the life and the running of the School, as the prospectus has already described. Many Governors are parents of children at the School, or parents of children who have attended the School in the past. All live in, or near, to the village and are part of the community. Our present Governors come from all walks of life and backgrounds and each one has been able to draw on this, whether professional, (educational or legal), technical or pastoral, to make their own contribution to the School's development. As well as ensuring that their formal responsibility is met for overseeing the way in which the School's resources are deployed, the curriculum planned and implemented and admissions managed, in support of the Head Teacher and staff, Governors also make classroom visits, undertake assisted reading, help with school trips, bake cakes and generally try to make themselves useful! If you think you'd like to be a Governor and help us fill the vacancies which arise, then do get in touch with the Chair or Vice Chair – contact details are included in this document.

### Friends of Wootton School (FOWS)

The Friends of Wootton School are a group of parents, staff and local people who meet regularly each term. At the moment their purpose is threefold. It is to:

- Develop an understanding and appreciation of the work of the school for parents and the local community.
- Fund raising. The Friends raise money to provide extra school equipment.
- Provide social events for all the family

*“The Friends of Wootton School are a group of parents who meet informally to discuss ways of raising money for the school. We hold various fundraising and social events, all of which help raise funds to support the purchase of equipment and services necessary to fulfil a broad curriculum or other needs, such as sun parasols and gazebos for the playground, laptops, and the subsidy of some school trips. We rely on the support of parents and welcome any new members at any time. Please come along and join us.” FOWS Chair*

### School Council- Children ‘have their say’ Too

The School Council is a group of children, one from each year group, elected by their peers to represent the views of pupils in the school and in turn enhance the school. The School Council also includes a member of staff who supports and guides the elected school council representatives on their journey to improving the school. The School Council meet regularly and share ideas and practical solutions to make the school a better place to learn and do our best within. This year school Council have been focusing on 'Bullying'. They have researched bullying and delivered information to the whole school on what bullying is and how to seek help if you feel you are being bullied. They have also raised funds through a sponsored school fun run to develop a 'Friendship stop' area in the playground where children can go if they would like a helping hand or a friend to play with or chat to.

## How to help your child before they start School

Starting school is a big step for your child, and you as parents can do much to prepare him or her for this challenge. The most important thing you can do is to make time to talk and listen to your child. Young children are full of questions - answer these questions as clearly as possible, and if you do not know the answer, suggest you find out together.

The best preparation for school that you can give your child is to encourage and share in their play. Give your child as many fun experiences as you can. You might consider picnics, museum visits, ball games, board games, swimming, nature watching, cooking and painting, to name but a few.

Reading stories and nursery rhymes to your child is also vitally important. It is at this stage that children learn to love stories, and if they have a love of literature at an early age, later they will want to read for themselves. As you read to your child, discuss the pictures and talk about the story. Ask what he or she thinks will happen next. Follow the print with your finger so your child comes to realise that as well as the pictures in the book, the text tells a story too, and is read from left to right.

If you write words for your child, please use lower case letters, and only use capital letters for the initial letter of names, e.g. James not JAMES. A sheet showing the way that the letters should be formed is enclosed with this brochure. It is very important that the children get this correct from the beginning. When talking about letters, call them by the sound they make. Your child will be taught to call them by name at a later stage.

Children love to count, so do encourage talking and playing with objects so that the number spoken matches the objects. Children start by saying random numbers; this is quite normal and only gradually do they understand their meaning.

By the time your child starts school he or she should be able to do the following: -

- Listen and concentrate without interrupting for periods of up to 20 minutes.
- Speak in sentences.
- Understand and carry out simple instructions, e.g. “go and get your pencil”.
- Enjoy books.
- Share with other children.
- Dress and undress them-selves and do up their own shoes.
- Take responsibility for their personal items.
- Hold pencils, crayons, paintbrushes, knives and forks correctly.
- Have experience of using scissors.
- To be in the habit of washing hands and observing other hygiene practice.



## Attendance

Attendance at this school is higher than average with a rate of 97.15% achieved in the school year 2017/2018. The percentage of authorised absence for the school is 2.52% and the percentage of unauthorised absence for the school is 0.33%.

If your child needs to be absent from school to attend dental or medical appointments or because of illness, please let us know by telephone or letter so the teacher can mark the register accordingly.



Pupils taking leave during term time is discouraged. The Head Teacher will not ‘approve’ holidays taken in term time unless there are exceptional circumstances. Parents should read the Attendance Policy carefully to make themselves aware of the implications of taking children out of school to attend a family holiday. Penalty notices may be used. It should be noted that the child will miss out on carefully planned work during the time of the absence, and so taking a child out of school for a holiday cannot be recommended. If, after all considerations, parents decide to take their child out of school for a holiday in term time then that child’s absence will be recorded as unauthorised.

## Health and Safety

This school has repeatedly been awarded a Very Good/Outstanding judgement with regard to Health and Safety compliance. Some of our procedures may seem a little ‘fussy’ but we do operate on the principles of best practice because we wish to keep your child safe. Health and Safety procedures are too numerous to be listed here in full. Please view the Health and Safety policies for further information.

### Safeguarding

Wootton-By-Woodstock School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment by being subject to Disclosure and Barring Service (DBS) checks before taking up service.

Wootton-By-Woodstock Primary school follows all government and Local Authority expectations with regard to safeguarding and child protection procedures, working closely with other agencies as necessary to keep children as safe as possible. From time to time the school may share information about safeguarding with, for example, health or police services in order to secure services and assist with statutory processes. More about information sharing can be found under the heading Information Sharing and GDPR. Additional actions that the school takes include ‘footprints’ to guide visitors direct to the office, a warning door bleeper, a sign in system, visitor badges, a red line over which the children do not cross to a ‘blind spot’, rules, education, vigilance, DBS checks, VDD checks and an induction handbook for new staff members. Volunteers who help with children are DBS checked and encouraged to attend relevant safeguarding training. Volunteers may not bring mobile telephones into areas where children are present.

### Contact numbers

We need a telephone contact number should your child become ill. Please make sure we have your home number and another telephone contact, in case you are not at home. If you change your place of work or other contact numbers, please let us know so that we can keep our records up to date.

What happens if my child becomes ill at school?

A child is unhappy and cannot work properly if he/she is ill. In cases of illness we will telephone you either at home, at work, or through any other given contact number and ask that you take your child home.

What happens if my child has an accident?

All normal and reasonable precautions are taken with all school activities, but inevitably accidents do sometimes occur. All staff at this school are Emergency First Aid trained on a regular basis. In the event of a minor accident, First Aid treatment will be given to the child by the staff. We will inform you by telephone or letter if such an accident has occurred.

If the accident appears to be more serious, we will contact you immediately and suggest you take the child to the surgery or to the hospital. If we were unable to contact you, medical advice would be sought and, if necessary, the ambulance service called. Only in very exceptional circumstances would a member of staff take the child to hospital without informing you first.

Jewellery

The wearing of jewellery can be a source of danger, especially in physical education and practical activities. It is difficult and time consuming to provide adequate security for items of jewellery that must be removed. Earrings present a problem. We are advised that earrings should be removed (including studs) before the children undertake any physical activity. The wearing of jewellery is discouraged.

What do I do if I discover headlice?

If you find lice or eggs in your child's hair, please let your child's teacher know. The school may inform parents that an outbreak has occurred and advise them to check their child's hair. Please keep your child at home until treatment has been given.

Are there medical checks at school?

The Child Health Service in schools is administered by the Area Health Authority and has the aim of providing the best possible advice and help to all concerned with the welfare of children. It provides:

- Hearing tests
- Eye tests
- Monitoring of weight

If you are concerned about any aspect of your child's health, do contact us and we can pass on your concerns to the School Nurse.

Can my child do PE or go swimming if he/she has a verruca?

Yes. The contagious period is *before* the wart emerges. The latest advice we have is that the verruca should be covered with a sticking plaster - large enough to remain on the foot during PE *and* swimming (a finger plaster is not therefore adequate). Your child will still be able to take part in activities which require him/her to work in bare feet, but please ensure that he/she has an individual towel etc, as the virus can be passed on by sharing another person's belongings. The Chipping Norton Leisure Centre, where we access swimming facilities, stipulate that a plastic sock is worn - available from chemists - to prevent plasters becoming loose in the pool.

Medicines

If your child is unwell, please keep him/her at home, even if he/she wants to come to school. It is a long and tiring day for a child if he/she is not really fit.

However, doctors frequently advise that pupils should attend school while still needing to take medicine, either because they are suffering from an allergy or illness (such as diabetes or asthma), or because they are recovering from a short- term illness and need to complete a course of antibiotics. Teachers are under no obligation to administer medicines to your child. The school has a clear policy on medicines, available on the school website. If a member of staff agrees to give medicines to your child, then please ensure that you follow this policy to protect everyone's best interests. Alternatively, you may call in to school to give medicines to your child yourself.

Asthmatics should keep an inhaler in school always. Currently these are kept in a special compartment in the class first aid bags for ease of access when in class, at the field or on visits. Children should be encouraged to become independent and take responsibility for taking their inhaler with them when working out of the school building, going swimming or taking part in school visits. All medicines, including inhalers, should be clearly named.

### Fire Safety

A Fire Prevention Officer inspects all schools, and fire equipment is regularly tested and inspected by third party contractors. Fire drills are regularly undertaken during the year.

### Road Safety:

This school endorses the county policy on road safety education, which states that it is a parent's responsibility to train their child to cope with roads and traffic. Road safety is taught throughout the year as well as in topics such as Transport. Children are taught to listen for vehicles as well as looking before crossing the road. Older children are given the opportunity to take part in cycle training. This programme is run by parent volunteers and aims to educate children to stay safe when out and about on their bikes. Cycle and scooter racks are available in school. It is the family responsibility to ensure that bikes and scooters are secured to the racks for security and to minimise hazards.

## **Information sharing and GDPR**

Changes to data protection regulations became active on 25 May 2018. The regulations are now known as the General Data Protection Regulations (GDPR). The school, and The Oxford Diocesan Schools Trust, regard the protection of personal data relating to children and parents/carers as a very important matter. The Pupil Privacy notice outlines the pupil information that we collect, hold and share including the lawful basis about how we use this information. If you would like a printed copy of the data protection policy and privacy notice please contact the school office. The school may, from time to time, seek your consent for sharing any other forms of data. We will keep you informed of any other changes as they arise.

### Information Sharing

From time to time it may be necessary for the school to share information about a child with other agencies, such as the Educational Psychologist, doctor or another school. Information will only be shared when it is in the best interests of the child to do so.

## **Sending Money to School**

We encourage parents to use bank transfers as a method of payment, however when money is sent to school, please put it in an envelope, clearly marked with your child's name, what the money is for, and the amount enclosed. We like to encourage even the youngest children to hand over money to the teacher, rather than the parent doing so: simple tasks of responsibility like this encourage the child to grow in confidence and independence. The child should also hand in any other communications to the teacher during registration. **Please do not 'drop off' communication direct to the school office when the School Business Manager is not present.** Not only does this compromise school security and confidentiality but your items may be lost or taken without our knowledge.

## **Complaints Procedure**

Complaints from parents should normally be taken directly to the teacher concerned and then to the Headteacher; if not satisfied, or if a matter of general policy is raised, the complaint should be brought to any member of the Governing Body. A more detailed copy of the complaints procedure is held in school.

## Some Dos and Don'ts

- Children are allowed to eat fruit at playtime. They should be seated when eating to avoid risk of choking. No other snacks, and no sweets please.
- No toys should be brought into school unless requested as part of the curriculum planning.
- PE kits/painting aprons should be kept in a drawstring bag rather than a hefty rucksack. Cloakroom space is limited, and cloakrooms can therefore become a safety hazard.
- Earrings: only studs are tolerated in school; one set only. These should be removed or covered for PE in case of accident. Removing or covering earrings is the child's responsibility. Children are **not allowed** to swim unless earrings are removed or covered. We will not be held responsible for accidents caused by children wearing earrings.
- No other jewellery should be worn.
- Long hair must be tied back for PE. We do keep a supply of hair ties in school but it would be helpful if you could supply your child with their own hair tie or soft hair-band.
- 'Fashion-shaved' heads and logo clipped haircuts are not acceptable in school.
- Children should have appropriate footwear for the school day. High heels or fashion footwear is not suitable.
- All children are expected to change for PE in the classroom. It is not appropriate for children to be undressing in the toilets out of the teacher's sight, or in the entrance where visitors come and go during the day.
- The school day begins at 8.55. Children should be arriving no earlier than 8.45.
- Children are expected to come into school independently and organise themselves for the day. Some children have monitor jobs to do on arrival, and all have an activity to wake up their brains ready for work.
- Parents are allowed in school! If you have a minor concern that needs mentioning to the teacher briefly or there is some other message, then call in when you drop off your child. Please remember though that teachers are very busy in the morning preparing lessons and organising themselves. If you require a longer time with the teacher then negotiate a suitable time after school or make an appointment. It is usually helpful to give an indication of what you wish to discuss so that we can make any necessary preparations.
- Please supply your child with plenty of drink for the school day. They will be encouraged to drink well (!) at playtime and lunchtime to avoid too much disruption during lesson times. Drinking during lesson time will be limited to the use of the water fountain unless you supply your child with a water bottle.

## School Terms and Holidays for 2018-2019

### Autumn 2018/19:

Term 1: Thursday 6<sup>th</sup> September – Friday 19<sup>th</sup> October

Term 2: Tuesday 30<sup>th</sup> October – Friday 21<sup>st</sup> December

INSET Days: 4<sup>th</sup> & 5<sup>th</sup> September

### Spring 2018/19:

Term 3: Monday 7<sup>th</sup> January – Friday 15<sup>th</sup> February

Term 4: Monday 25<sup>th</sup> February – Friday 5<sup>th</sup> April

### Summer 2018/19

Term 5: Wednesday 24<sup>th</sup> April – Thursday 23<sup>rd</sup> May

Term 6: Monday 3<sup>rd</sup> June – Wednesday 24<sup>th</sup> July

Bank Holiday: Monday: 6<sup>th</sup> May

INSET Days: 22<sup>nd</sup>, 23<sup>rd</sup> & 24<sup>th</sup> July

## The Woodstock Partnership of Schools



Wootton-By Woodstock School does not exist in isolation, but belongs to the Woodstock Partnership of Schools, which encompasses all the schools linked with the Marlborough School, Woodstock.

Through careful planning, the Woodstock Schools Partnership tries to ensure continuity for children in all areas of the curriculum and school life. The head teachers meet regularly to discuss development issues and plan for the whole community of schools. Continuity between primary and secondary schools is constantly under review. Training for both teachers and governors are a feature of the shared partnership.

Children are able to use many of the Marlborough School's facilities if the school wishes. This, combined with a comprehensive induction programme, makes the transfer from primary to secondary education a smooth one.

The growing closeness between schools can only be of benefit to you and your children as they progress through their school life.

### Woodstock Schools Partnership Extended Services

The Extended Services team offer the following services:

- A wide range of Community Education courses and workshops which can be viewed on the Marlborough School website.
- Parenting workshops and courses
- Supporting Nurturing programmes across the partnership of schools

Contact details: 01993 813592      [comed.4560@marlborough.oxon.sch.uk](mailto:comed.4560@marlborough.oxon.sch.uk)

### Secondary School Transfer

Children transfer to Secondary School in the September after their 11th birthday. Most children progress to The Marlborough School, address as shown:

The Marlborough School, Shipton Road, Woodstock, Oxford OX20 1LP  
Tel: (01993) 811431  
[www.marlborough.oxon.sch.uk](http://www.marlborough.oxon.sch.uk)  
Headteacher: Mr Andrew Hanlon

**Parents must be aware that children living outside the correct catchment area are not guaranteed a place at The Marlborough School, even when attending a Marlborough Partnership primary school.**

### How Do I Register My Child For The Secondary School Of My Choice?

In the early part of your child's final year at Primary School, you will need to make a secondary school application online, if you cannot apply online, you can request a paper application form from schools and from the School Admissions Team, please use the link below to make your application:

<https://www.oxfordshire.gov.uk/residents/schools/starting-school/secondary-school>

You may be asked to explain the reasons behind your choice if you choose a school other than the Marlborough. Once the transfer lists have been compiled, the current arrangements are as follows:

Autumn Term:

- October meeting with form tutor and parents for discussion on pupils settling in.
- Open invitation to new parents to view the Marlborough School.

Summer Term:

- Visits by Marlborough staff to meet the children transferring to secondary school.
- Meetings are held with parents of children in the primary school to discuss transfer and fill in their personal record card.
- Children visit the Marlborough during a working day. An induction evening is held for pupils and parents to meet form tutors and information given about the Marlborough.

Every effort is made to ensure a smooth transfer and that your child is happy about the change. Relevant information and records are passed on, together with a personal profile written by the child on his/her successes, interests, hopes and worries.

## Further Information for Parents

The following documents are available in school for parents and members of the public to see upon request

1. The Woodstock Schools' Partnership Statement of National Curriculum, the School's Long Term Plan and the Curriculum Policy.
2. The Local Education Authority's syllabus for Religious Education.
3. Policy documents for all subjects.
4. Medium term and short term teaching plans.
5. Policy documents for management of school issues
6. A copy of the complaints procedure in relation to the curriculum.
7. The School Prospectus.

### Useful names, addresses and telephone numbers

Children, Education and Families, Oxfordshire County Council	County Hall New Road Oxford OX1 1ND Tel: 01865 815449
Woodstock Surgery	Tel: 01993 811452
School Nurse	Anita Pitcher Tel: 01865 901295 email: Anita.Pitcher@oxfordhealth.nhs.uk
The Marlborough School	Tel: 01993 811431 Website: <a href="http://www.marlborough.oxon.sch.uk">www.marlborough.oxon.sch.uk</a> email: <a href="mailto:admin.4560@marlborough.oxon.sch.uk">admin.4560@marlborough.oxon.sch.uk</a>
Woodstock Partnership (Community Education)	Tel: 01993 813592 / 811431 x228 Website: <a href="http://www.marlborough.oxon.sch.uk/180/communityeducation">http://www.marlborough.oxon.sch.uk/180/communityeducation</a> email: <a href="mailto:comed.4560@marlborough.oxon.sch.uk">comed.4560@marlborough.oxon.sch.uk</a>
Woodstock Under Fives Association (WUFA)	Tel: 01993 810044 Website: <a href="https://wufa.co.uk/">https://wufa.co.uk/</a> email: <a href="mailto:office@wufa.co.uk">office@wufa.co.uk</a>
Combe Pre-School	Tel: 01993 898813
Alena Hemingway (Childminder)	Tel: 01993 811907 Mobile: 07990 834557
Oxfordshire Families Information Service (OxonFIS)	Website: <a href="https://www.oxfordshire.gov.uk/cms/content/oxfordshire-family-information-service-oxonfis">https://www.oxfordshire.gov.uk/cms/content/oxfordshire-family-information-service-oxonfis</a> Email: <a href="mailto:fis.enquiries@oxfordshire.gov.uk">fis.enquiries@oxfordshire.gov.uk</a>
Witney Children and Family Centre	Website: <a href="https://www.oxfordshire.gov.uk/cms/content/witney-children-and-family-centre">https://www.oxfordshire.gov.uk/cms/content/witney-children-and-family-centre</a> Tel: 01865 328730 email: <a href="mailto:witneyfst@oxfordshire.gov.uk">witneyfst@oxfordshire.gov.uk</a>
School Fruit & Vegetable Scheme	Website: <a href="http://www.nhs.uk/Livewell/5ADAY/Pages/Schoolscheme.aspx">http://www.nhs.uk/Livewell/5ADAY/Pages/Schoolscheme.aspx</a>
Cool Milk	Website: <a href="http://www.coolmilk.com/">http://www.coolmilk.com/</a>

## Available School Policies

Admissions	Health and Safety Annex 2 - Body fluids - hygiene and disposal
Allegations of abuse made against staff and volunteers working with children	Health and Safety Annex 3 - Procedures for lost children
Assessment	Health and Safety Annex 4 - Sun Safety
Attendance	History
Behaviour and Anti Bullying	Home School Agreement
Books	Homework
Charging	IFP
Code of Conduct for Parents and Carers	Initial Teacher Training
Collective Worship	Looked After Children
Community Cohesion	Medicines
Complaints Procedure	Monitoring/Classroom Visits
Confidentiality	Most Able
CPD	OCC Model Appraisal
Design and Technology	OCC Model Pay Policy
Dignity at Work	Pay & Performance Management
Disposal of Assets	Personal Care
Driving at Work: Managing Work Related Road Safety	Personal Health, Safety and Well-Being
Early Years	Photographic Images
Educational Visits	Privacy Notice
Emergency Action Plan	PSHE
Emergency Leave	Religious Education
Energy	Resolving Grievances
English	Safeguarding and Child Protection
Environmental	Safer Recruitment
Equality	School Curriculum
E-safety	School Safeguarding Audit Form
Flexible Working	School Visitors Policy and Procedures
Food in School	Security Statement
Freedom of Information	SEND
Geography	SMSC
Governors Expenses	Spiritual, Moral, Social & Cultural
Handwriting Style	Stress Reduction and Well-Being
Harassment	Teacher's Standardised Assessment
Health & Safety - Procedure for investigating accidents & incidents	Teachers Pay
Health and Safety	Use of Photographic Images and Video of Children in School
Health and Safety Annex 1 - Major Incident Plan	Whistleblowing

If you wish to review a policy that is not on the website please contact the school office.