

2011

GREAT WISHFORD C.E. (V.A.) PRIMARY SCHOOL PROSPECTUS



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GREAT WISHFORD C.E. (V.A.) PRIMARY SCHOOL

Welcome,

This prospectus is written for all the parents currently in our school, the parents of the children starting at Great Wishford and for prospective parents visiting Great Wishford for the first time. Whichever group you are in, we hope the information given will answer some if not all of your questions. Whilst some of the practical details will only be of direct interest to you when your child attends Great Wishford, the general information will be of interest to all.

Do please ask for clarification or for more information if you wish. There is much more to know about a school that is as busy and thriving as Great Wishford.

We look forward to having the chance to get to know your children and family in the coming terms and years.

Ali Jenkins
Head Teacher



Introduction

Great Wishford Primary School is a voluntary Aided Church of England school which has an 18 pupil entry and caters for children from 4 to 11 years old.

The School's core values and aims are based on key Christian values which are significant to its community. All staff are committed to supporting this Christian foundation.

Comments from the Ofsted Inspection Report in December 2008

"The School's strong Christian ethos underpins all the school's work and pupils are developing good spiritual, moral and social skills"

"Great Wishford is a very friendly primary school where pupils are encouraged to become confident, caring, articulate pupils and encouraged to use their abilities to the full. The school provides a calm and happy atmosphere where high standards of respect, courtesy, hard work and achievement are expected from all children and adults."

What did OFSTED (December 2008) and SIAS (Statutory Inspection of Anglican Schools) Inspectors (January 2009) identify as significant strengths of the school?

"The inspired leadership and vision of the Head Teacher contributes greatly to the success of the school as one with a church foundation" (SIAS January 2009)

"The Head Teacher has shown good leadership in a time of significant change" (OFSTED December 2008)

"The commitment of the Head Teacher, Staff and Governors to the children and their families contributes to the very evident family feeling of the school" (SIAS January 2009)

"There is a strong partnership with parents who are encouraged to participate in their children's education" (OFSTED December 2008)

"Pupils flourish under the outstanding pastoral care shown by all the staff towards children and their families" (SIAS January 2009)

“The school’s effective self-evaluation means that (the school) is aware of its strengths and weaknesses and has put in place resources and strategies to improve pupils’ achievement. (SIAS January 2009)

“The curriculum is appropriate, broad and balanced and is well structured to ensure varied learning experiences.” (OFSTED December 2008)

“Pupils are proud of their school and talk enthusiastically about what they are learning and the interesting activities that are provided for them” (SIAS January 2009)

“There are very strong mutually supportive links between the Church, School, local community and parents described the school as ‘the heart of the community’” (SIAS January 2009)

Who make up the team of staff at Great Wishford?

The school has an enthusiastic and committed staff, including Head Teacher, Class Teachers, Teaching Assistants (TAs), Mid-Day Supervisory Assistants (MDSAs), School Business Manager, Cleaner and Admin Assistant. The Senior Leadership Team includes the Head Teacher, (Ali Jenkins) Business Manager (Mandy Hewes) and Senior Teacher (Lucy Bown). This team liaises closely with governors, parents and pupils to lead the strategic direction of the school and monitor and evaluate the impact of decisions on raising standards. The Head Teacher and class teachers regularly liaise to share curriculum expertise, knowledge and skills. Class teachers, TAs and MDSAs work closely together to discuss and share knowledge of all our pupils to help meet their varying needs. All parents and pupils know that the School Business Manager and Admin Assistant are also both there to help them. Everyone involved in Great Wishford is a valued and respected member of our school community, and take equal responsibility in delivering and supporting the commitment to the school’s Mission Statement, School Aims and the school’s Christian values.

The Christian Values of our School are

Responsibility

Thankfulness

VISION

To be an outstanding school

Justice

Courage

Caring

Peace

The Aims of our School

- To explore an understanding of the Christian way of life and Christian values.
- To provide equal opportunities for all and to support and challenge the development of every individual in our school community.
- To provide a broad and balanced curriculum, where expectations of achievement are high, cross curricular activities are provided and work is differentiated to meet the needs of the individual.
- To give children an understanding of their own culture to help explore, in a positive and enlightening manner, the diversity of other cultures.
- To help children develop lively and enquiring minds to become motivated learners.
- To encourage children to take pride in their work, their school and the community and to celebrate individual achievement.
- To give children the skills to become self-disciplined and self-critical, independent learners.
- To provide a safe, happy and stimulating atmosphere which encourages children to learn effectively and give of their best at all times.
- To provide a well ordered and attractive environment which children will take pride in and contribute towards.
- To explore and develop ways of building upon the positive relationships already established with children, staff, parents, governors and community
- To develop moral thinking and encourage children to become responsible citizens, to show care and respect to all people and all things.

Trust

Forgiveness

Honesty

Self-discipline

Creativity

Respect

Aspiration

Friendship

Patience

MISSION STATEMENT

“Large streams from little
fountains flow,
Tall oaks from little acorns grow”

David Everett 1769-1813
Lines written for a school declamation

Love

The Governors

The Governors take responsibility, with the Head Teacher and Senior Leadership Team, for seeing that the School is properly run. They meet regularly to take decisions about the curriculum, the maintenance of the school building, the appointment of staff, and the spending of the school budget. The School's governing body consists of parents, school staff, Local Education Authority Representatives and Parish Representatives. The Governors are appointed or elected for a period of four years. When the elections of parent governors are due, all parents are informed in advance, invited to stand, and given the opportunity to vote.

Parents are normally welcome to attend governors meetings as observers, provided that they arrange this in advance with the Head Teacher or the Chair. Minutes of the meetings are available for anyone to read on the parent notice board in the foyer.

Ex-Officio

Father Hugh Bonsey (Chair)

Parent Governors – These Governors are elected by the parents of the school

Ms Clodagh Glaisyer

Mr Nick Vass

Foundation Governors – These Governors are appointed by the Parochial Church Council

Mrs Maiké Barnett

Mrs Pamela Moore (Particular responsibility: Child Protection)

Mrs Carey Blackburn

Mrs Yvonne Allen

Mr Tim Purchase

Teacher Governor – Elected by the teaching staff of the school

Miss Rachel Moss

Non-teaching Governor – Elected by the non-teaching staff of the school

Mrs Mandy Hewes

LEA Governor – appointed by Wiltshire Council

Mrs Sue Bartlett

Clerk – Mrs Sue Sykes

Our School Staff

Senior Leadership Team:	Mrs Ali Jenkins (Head Teacher) Mrs Lucy Bown (Senior Teacher) Mrs Mandy Hewes (School Business Manager)
Osprey Class (Year 5 & 6)	Mr Geoffrey Garnett (Teacher)
Skylark Class (Year 3 & 4)	Miss Rachel Moss (Teacher)
Kingfisher Class (Year 1 & 2)	Mrs Lucy Bown (Senior Teacher)
Red Class (Year R & 1)	Mrs Danielle Legg-Bagg (Teacher)
Teaching Assistants	Mrs Chris Senatore Mrs Donna Johnson Mrs Sharon Hallis Mrs Abi Norris Miss Rachel Foster
Mid-Day Supervisory Assistants	Mrs Cathy Giddings (plus several of our Part-time Teaching Assistants)
Admin Assistant	Mrs Justine Hadfield
Cleaning Staff	Mrs Tracy Mitchell

THE FRIENDS OF GREAT WISHFORD SCHOOL

The Friends of Great Wishford School's purpose is to help support the school in the education of the children. This is done generally by helping to provide funding in areas that the Local Education Authority does not, but they also endeavour to provide a physical resource as well as a financial one, to aid the work of the Head Teacher and the staff of the school.

It also fosters undertaking and co-operation between home and school through regular newsletters and social events.

How do the pupils have a voice in our school?

The School and Class Councils are highly regarded throughout the school and are pro-active in supporting the Head Teacher, Senior Leadership Team and Governing Body in continuing to raise standards and provision for all pupils.

"The children 'have a voice' about school matters through the Class and School Councils and are delighted that their views are taken seriously and also acted upon" *SIAS January 2009*

How do we work with parents?

We believe that close contact between home and school is very important in helping children to achieve their full potential. We encourage all parents and carers to be involved in their child's education in number of ways:

- We have a Home School Agreement. This lists the key responsibilities that parents, pupils and school can expect from each other. We encourage all parents and pupils to sign this.
- We have three formal parent teacher consultations each year to discuss how your child has settled, to review particular targets that have been set for the academic year, and where there are concerns, you as parents can bring issues to our attention for further discussion. These issues will be monitored over the year and reviewed at each of the parent/teacher meetings.
- In addition, all parents are welcome to make a mutually convenient arrangement with the teacher to discuss their child or to talk to the Head Teacher about their child at any time of the year.
- Over the years we have invited parents into the school to observe teaching at first hand and to see their child working in their classroom environment.
- We also plan additional evening meetings to help update parents with specific Government initiatives such as the Literacy and Numeracy strategies.
- Some of the most enjoyable and rewarding contact parents have had with us in the past have been linked to celebrating the children's many gifts in our end of term assemblies, Christmas

productions, Sports Evening, Oak Apple Day Celebrations, Music Festivals, Christmas Craft Day, Class Projects, School trips, Charity fundraisers and competitive sports events.

- Parents and carers are more than welcome to come into school as volunteer helpers (please note we request that all parents sign our parental visitor policy and complete a Criminal Records Bureau form before they are able to assist in the classrooms with the children).
- And finally, all parents automatically become members of the Friends of the School organisation which helps them to work closely with staff members and other parents. It also gives parents a real sense of belonging to the school and supporting it in its continuing journey to raise the quality of education for the children of today.

What are the school buildings like?

Great Wishford is a 2 storey building. Its oldest feature is the school hall which was built in 1722. The staffroom and kitchenette are later Victorian additions. As part of the building re-development in 2004, our school required a new school hall, fourth classroom and mobile classroom. These were dedicated by the Right Rev'd Peter Hullah the Bishop of Ramsbury on 9th June 2005.



The school has experienced a very exciting period in its history as it transferred from a First School into a Primary School. During summer 2004, the ground floor classroom was extended and refurbished as an Early Years classroom. A purpose-built ICT benched area was included within this classroom and an all weather patio area and exclusive Early Years' garden. This has allowed for enhanced opportunities for liaison with the Pre-school and Year R pupils and parents. A communal area has now been created for both groups to mix in.

The school grounds are extensive and have been developed over the years. They include a tarmac play area, a nature area including a pond, a very large grassed area for sports and games, an Early Years enclosed garden, a Key Stage 2 quiet garden, a chill out zone and a Victorian organic vegetable and herb patch. Following School Council requests and fund raising from the Friends of the School we now have a trim-trail and a creative play area for all age groups. Playtimes and lunchtimes are structured to allow for a variety of physical activities and team game activity zones. Pupils are encouraged to wear wellies during the winter months.

We are fully linked to Broadband internet access and have a wireless network covering the whole school as well as interactive whiteboards in all classrooms.

The school is secure during the day with access only via the front door which has a security lock monitored and controlled by the office staff. Access to the staff car park at the rear of the school is restricted to specific times in order to ensure pupil safety. Our Travel Plan is updated regularly to ensure that safety of our pupils and the local community are kept as a high profile.

We have one main playground which has been extended to ensure the pupils have a good area to play in. This is zoned off for a variety of playground activities. This playground area has been further

developed to include areas for team games such as netball and basket ball to be played. The extensive grounds are also used to accommodate football, hockey and tag-rugby games. The development of the grounds is an on-going project, with our School Council regularly reviewing the grounds, and individual classes developing specific areas around the school, if necessary using money raised through our Friends of the School Association.

EQUAL OPPORTUNITIES

Our School is committed to positively promoting equal opportunities and anti-racism for all children regardless of their race, sex or class. No racist, sexist or anti-social behaviour will be tolerated in Great Wishford School. (See also Behaviour Policy)

INCLUSION

Great Wishford fully supports our Local Education Authority's Inclusion Policy. To us inclusion means enabling all children and their families to participate, to the best of their abilities, in the life and work of the School. We are working to ensure that all members of our school community are included as fully as possible.

"Pupils are enabled to play a full part in school life and to settle positively to their studies" *OFSTED*
December 2008

ADMISSIONS POLICY

Our admissions policy follows guidelines laid down by the Local Education Authority and a copy of the current policy is included as an Appendix.

Please be aware that a child's place at Grovely Pre-School does not give him or her priority for a place within the School. Places at Great Wishford School are offered only according to the published Admission Policy and parents must apply using Wiltshire Council Admission Form either by post or online. This must be done by the deadline set by Wiltshire Council in the Autumn Term prior to the child's 5th birthday.

What options do Reception pupils have when entering our school?

The Government has made it statutory for all schools to offer full time education for all reception pupils from September 2011. Parents still have the right to decide if this is their preference or to start at a different point in the academic year e.g. January. All pupils must be in full time education the term after their 5th birthday.

In the term prior to joining our school we run a four half-day induction programme for all reception pupils to help familiarise them with their fellow peer group, the staff, the school buildings and the school's and classroom's routines. A meeting for new parents will be held with the Reception Teacher to give parents information about classroom routines, the school nurse and the Parent Support Adviser (PSA) will usually attend this meeting to introduce themselves and to answer any medical or parenting questions you may have. The induction programme gives us an opportunity to identify any additional needs your child may require to help the settling in period go as smoothly and as happily as possible.



What did OFSTED say about our Early Years Foundation Stage Provision?

“Children in the Reception Class achieve well and often reach above average standards”

“Careful observations of children’s learning build into accurate assessments of their progress from which next steps in learning are identified”

“The effective partnership between the experienced teaching assistant and the class teacher ensures children of all abilities achieve well”

OFSTED December 2008



HEALTH AND SAFETY

The aim of the Governing Body is to provide a safe and healthy working and learning environment for staff, pupils and visitors. The School and staff regularly carry out Risk Assessments to support the Governors in fulfilling their duties.

- 1.2 The Governing Body accepts that it has a responsibility to take all reasonably practicable steps to secure the health of pupils, staff and others using the school premises or participating in school-sponsored activities.
- 1.3 It believes that the prevention of incidents, accidents, injury or loss is essential to the efficient operation of the school and is part of the good education of its pupils.
- 1.4 The Governing Body will take all reasonable steps to identify hazards and reduce them to a minimum. All staff and pupils must appreciate, however, that their own safety and that of others also depends on their individual conduct and vigilance while on the school premises or while taking part in school-sponsored activities.

How does the School endeavour to carry out child protection and safeguarding procedures?

The school is very aware of its legal responsibilities with regard to Child Protection. All members of staff have been CRB checked and comply with Government Procedures. Visitors and parent helpers are also checked with regard to this (see earlier section under parents). The Child Protection Policy is available to all parents. Staff are trained regularly in this area. The designated Child Protection teacher is Mrs Ali Jenkins, the Deputy for Child Protection is Mrs Mandy Hewes and the Child Protection Governor is Mrs Pamela Moore. A helpful booklet has been created to support parent helpers when in the school.

“Pupils.....feel safe and secure and the excellent role models provided by staff ensure that pupils’ personal development and wellbeing are good” *OFSTED December 2008*

Where do parents have the right to withdraw from aspects of the Curriculum

When the school moved into Primary Status the Governors decided that it was important to include the teaching of Relationships and Sex Education (RSE) throughout the school. A whole school scheme of work “In the beginning” has been agreed and has been phased in over the years. This builds on the previous work covered by the school through Personal Social Health Education (PSHE) Religious Education (RE), Science and Physical Education (PE).

The Governors also felt that it was important to address the issue of puberty and body changes and together with the local Health Service run a programme designed specifically for the Year 5 and 6 pupils to focus on this area. Parents are given full access to the materials and have the right to withdraw their pupils if they so wish as with any part of the RSE programme. To exercise this right please speak to the Head Teacher.

Collective Worship

We feel that assembly is an important feature of each day. It is a time when the whole school (including staff) join together following the guidance of the School’s Trust Deed, to acknowledge the value we place on each and every member of the school community whatever age or position.

“Collective Worship occupies a central place in the life of the school” *SIAS Inspection January 2009*

We have found that children of different age groups respond at different times of the day so we have worked hard to meet these varied needs by having a weekly timetable with specific times clearly identified.

“Children clearly both enjoy worship and see it as an important part of their day in school”

SIAS Inspection January 2009

A daily act of worship takes place every day for 20 minutes. We usually hold our whole school assemblies in our school hall on Monday, Tuesday and Thursday at 11.30 a.m. Class assemblies are held on Wednesday. We are delighted that both Father Hugh and Louisa Halliday are also involved in this programme. Every Friday assembly is a certificate assembly where children’s achievements are acknowledged by the whole school, this also includes birthday celebrations, House Point awards and Certificates which are then displayed in our entrance hall.

Although assembly, or collective worship is of a broadly Christian character, we respect and reflect the beliefs of all our children. We celebrate the major festivals and talk about the customs and beliefs of other cultures and religions. We show children’s work, we talk about behaviour in school and invite a range of outside speakers to lead in assemblies. During every term we have a special community assembly in the local Church to reflect on and celebrate the main achievements of all members of the school and wider community or to jointly celebrate an important Christian Festival. We are also invited to participate in special services in our five parish churches throughout the year.

“Worship is regularly evaluated by pupils and other members of the school community to ensure its quality and impact”

“The school has given a lot of thought to pupils’ reflective comments and has acted upon them”

SIAS Inspection January 2009

You have a right as parents to withdraw your child from assembly. To exercise this right please speak to the Head Teacher.



So what does a school day look like for your child?

8.30 a.m.	All pupils arriving in school go to the school Library supervised by a member of staff (there is a small charge of 50p per day for this service)		
8.45 a.m.	Pupils to enter classrooms and start early morning activities – supervised by Class Teacher and Teaching Assistant		
9.00 a.m.	School starts (External door locked)		
9.15 a.m.	Registers Close		
10.15 a.m.	First Play – 15 minutes, KS2 pupils		
10.30 a.m.	Second Play – 15 minutes, Reception and KS1 pupils		
11.30 a.m.	Assembly – 20 minutes (Monday, Tuesday and Thursday). Friday is a celebration assembly in the afternoon (2.30 p.m.) and Wednesdays are class assemblies		
11.50 a.m.	Lunchtime 11.50 – 12.50 p.m. <table border="1"><tr><td>11.50 – 12.20 First sitting eat indoors, Outside play for Second sitting</td></tr><tr><td>12.20 – 12.50 p.m. First sitting outside play, Second sitting eating indoors (please note that outdoor picnic lunches occur when the weather is good enough for this)</td></tr></table>	11.50 – 12.20 First sitting eat indoors, Outside play for Second sitting	12.20 – 12.50 p.m. First sitting outside play, Second sitting eating indoors (please note that outdoor picnic lunches occur when the weather is good enough for this)
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12.50 p.m.	Super Spellers and Letters and Sounds Phonic Programme		
1.10 p.m.	Teaching Sessions		
1.55 p.m.	Afternoon break Kingfisher and Owl Class – 15 minutes		
2.30 p.m.	Friday a special whole school Certificates and Birthday Assembly and Celebration of house points.		
3.00 p.m.	School finishes for Owl Class – Exit from front entrance		
3.05 p.m.	School finishes for all other pupils – Exit from front entrance		

Extending the School Day

As well as a variety of after-school clubs, the school has decided to signpost parents to two local out of school care providers.

Wylde Coyotes Afterschool club is an inclusive club which welcomes children aged 3-11 years old.

In term time they are open Monday to Friday from 3pm to 6pm

During school holidays they are open Monday to Friday from 8 a.m. to 6 p.m.

For further information or to arrange a visit to the club please contact Kate Brayne on 10985 850471

or at info@wylecoyotes.com, www.wylecoyotes.com

Wilton Dragons out of school is based at Wilton Primary but accepts pupils from local primary schools for its after-school care and holiday clubs. After school care is available from 3pm-6pm

For further information please contact:

Dragons Out of School Clubs, 38 Wilton Road, Salisbury SP2 7EJ

01722 327009 or 07789 594642

Email dragons.osc@btinternet.com

www.dragonsoutofschoolclubs.co.uk

What is the teaching and learning like in our School?

“Pupils’ very positive attitudes to learning start in the Reception Class so that by Year 6 pupils work well co-operatively and independently.”

“Improved teaching and a stronger focus on ensuring pupils achieve well have raised standards especially in English and Maths”

“There is a positive learning atmosphere in all classes”

“Pupils are keen to do well and they confidently evaluate their own work”

“There is regular and systematic checking of pupils’ academic progress and where concerns are identified personalised support is quickly put in place”

OFSTED December 2009



How are our pupils accommodated within our 4 Class Structure.

The Governors of the school are proud to have ensured the provision of 4 classes to help support the school's drive to raise standards, attainment and quality of provision. A system of streaming pupils has been developed based on 'the whole child' and their level of confidence and attainment in their independent learning.

Owl Class



This houses our youngest pupils. Reception pupils 4 years plus and up to 12 Year 1 pupils who still require access to the Early Years Foundation Stage curriculum.

Key Stage 1 Kingfisher Class



This includes Year 1 pupils who have successfully completed the Early Years Foundation Stage curriculum and may have already experienced the early levels of the Key Stage 1 curriculum. All Year 2 pupils are within this class.

Key Stage 2 Skylark Class



This is the beginning of Key Stage 2. All Year 3 pupils will be taught within this class. There will also be a number of Year 4 pupils who still require access to the early Key Stage 2 curriculum.

Key Stage 2 Osprey Class



This includes all Year 5 and 6 pupils who are confident and working independently within the Upper Key Stage 2 Curriculum

So what does assessment and reporting look like in our school??

Assessment, recording and reporting are an important part of the planning and delivery of the curriculum. Our assessment process identifies and tracks children's progress in all years to highlight both strengths and weaknesses. This information ensures that our teaching and activities are at the right level for children to make further progress. We have a whole school marking policy with pupil help boards displayed in all classrooms.

We aim to provide parents with clear detailed and helpful information about their children's progress by meeting with them whenever necessary and through 3 termly parent/teacher consultations. These consultations will provide you with detailed information on the outcomes of formal and informal assessments carried out over each term. Finally a comprehensive end of year report is provided for each pupil and discussed with parents in the final parent teacher consultations. We welcome feedback on our provision of reports and pupil progress and regularly refine the process to help make it more efficient and parent friendly.

The school has an exciting 2 year rolling programme of topics for each class. All pupils will cover 3 cross-curricular topics over the year. These topics are further enhanced through opportunities to visit key locations, drama days or specialist led workshops within the school. Pupils are able to handle a wide range of quality artefacts and resources to engage them and support their growing understanding of the topic areas.

All pupils are taught in mixed age and mixed gender classes. Pupils in the same class cover the same topics and subjects, but work is differentiated to match the abilities of each child and to enable them to progress at their own rate.



What is our curriculum like?

How does it differ from Early Years Foundation Stage to Key Stage 1 and 2?



Our curriculum for the Reception children follows the subject areas set out in the Early Years Foundation Stage. These are Personal, Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Number; Creative Development; Knowledge and Understanding of the World and Physical



Development.



The National Curriculum. These are English, Maths, Science, Information and Communication Technology, Religious Education, History, Geography, Design and Technology, Art, Physical Education and Music. In addition to these subjects we are committed to providing the children with as wide an education as possible so that we also look at Citizenship and Personal, Social and Health issues, Relationships and Sex Education (RSE), Global Citizenship and events occurring both locally and nationally.

French has been introduced throughout the school with a Language Specialist working collaboratively with staff in the Upper Key Stage 2 classes.



“The curriculum is appropriate, broad and balanced and is well structured to ensure varied learning experiences.” *OFSTED December 2008*



How inclusive are we?

“The School has an effective record of supporting pupils with learning difficulties and/or disabilities and this continues”
“The needs of individual pupils are identified carefully and appropriate support systems are put into place that provides good levels of personal support, particularly by experienced classroom assistants” *OFSTED 2008*

We aim to meet the needs of all children with special needs, from those who need a little extra help for a short time to those with more specific learning difficulties.

To give help to children who have special educational needs we follow the Government's Special Educational Needs Code of Practice. This Code sets out a graduated approach through School Action, School Action Plus and Statemented Pupils to match special educational provision to children's needs. A child who is thought to have special needs, after consideration will be given an Individual Education Plan (IEP) in which targets are set and reviewed each term by his or her teacher, the School's SENCO and with pupil and parental involvement. Wherever possible pupils are included within the mainstream classroom. A team of teaching assistants are also employed to help support individual and group SEN provision. The School follows guidelines set out by the Wiltshire Indicators and Provision Document and work closely with specialists such as Speech and Language Therapists, Wiltshire Learning Support Team and Educational Psychologists to refine support programmes and ensure the targets set for pupils are appropriate. The School's SENCO is also the Head Teacher.

Along with other children at Great Wishford, children with special educational needs will be encouraged to reach their full potential.

Gifted, Talented and Able Pupils

The school regularly reviews this area to refine systems for early identification of pupils and to build on our resources. Wherever possible we try to establish links with similar pupils in our Cluster schools. The school has worked hard to create an exciting curriculum which provides opportunities for all Gifted Talented and Able pupils to enrich their learning from within the curriculum programmes and extension projects. Pupils and parents are also offered opportunities to experience additional opportunities through the County Braeside Gifted and Able Courses.



How effective is our Behaviour policy?

“Relationships through the school are very good and pupils behave well in class and around the school” *OFSTED Dec 2008*

“Pupils feel that they can talk to an adult about concerns and each class has a worry box or system to alert an adult to possible problems” *SIAS Jan 2009*

“The pastoral care and guidance provided by all staff are a significant strength of the school”
OFSTED Dec 2008

Our aim is to encourage mutual respect and self-discipline. We place a very high value on good behaviour within our school community. We expect all our children to behave well. If we are concerned about your child’s behaviour we will discuss the situation with you and include you in any subsequent support programme that may have to be drawn up. We have a clear behaviour policy and an anti-bullying Policy which is reviewed annually by all pupils, staff and governors. Children are taught the ‘Golden Rules’ when joining the school and it is an integral part of our Home-School Agreement. Following a review by the School Council a ‘House Point’ system of rewards was introduced throughout the school. This has been extremely successful with very positive pupils, parents and staff feedback. Children’s achievements are celebrated in a whole school Friday assembly and also in the participation of 30 minutes earned Golden Time activities in the week.

To combat bullying or pupil fears the school has several child friendly systems established to feedback to adults. These include Class Councils, Worry Boxes and Time Out. Parents are also encouraged to contact the school as soon as possible if they notice their child demonstrating fears or anxieties either towards school or an individual.

How can you support the school in meeting the County and National targets for attendance?

Regular attendance at school is required by law and will help your children to make the best of the educational opportunities available to them.

If your child has to be absent from school, we would like parents to telephone the school on the first morning of the absence. If you do not contact the school or write in following a period of absence this is marked down as 'unauthorised absence'.

Where extended periods of absence have occurred, our practice is to increase support for pupils on their return to school, to enable them to catch up with the curriculum coverage they have missed during their absences

School opens from 8.30 a.m. with children going into the Early Morning activities from 8.45 a.m. Registration starts at 9.00 a.m. and any pupil arriving after this time will be marked as late in the register. Pupils arriving after 9.15 a.m. will be marked as arriving after the close of registration and an unauthorised absence mark will be recorded against them.

Please be aware that absence levels that fall below 85% will be followed up by the County Education Welfare Officer who checks the attendance levels and school registers termly.

If you are not happy or unsure of something linked to the school or your child's education, how can you inform us?

Anxieties about anything to do with your child are best dealt with in the first instance by the class teacher. If this is not enough, please ask to speak to the Head Teacher who will help to resolve any anxieties or investigate the situation further and arrange a time to feedback the finds and identify any further actions or meetings that may be required.

Any complaints about curriculum provision (including R.E.) and the implementation of the National Curriculum which relate to the action of the Governing Body or L.E.A. should be addressed in the first instance to the Head Teacher.

If any difficulty cannot be resolved at this informal stage, details will be given of how the more formal complaints procedure may be instigated through writing to the Clerk of Governors or the Director of Children and Education.

How do we ensure community cohesion?

“The school plays a good part in the local community, particularly with the local church, it works effectively towards promoting community cohesion” *OFSTED Dec 2008*

“Pupils have a good understanding of a range of other cultures and religions and have a respect for others” *OFSTED Dec 2008*

We are a small rural Primary School with a predominantly white Christian intake. We see school visitors and visits as an important part of our children’s education. Each year the visits are revised and developed to broaden the cultural experiences of the children. When your child’s class has a planned visit you will be asked to fill in a consent form allowing your child to go. We do ask parents for a voluntary contribution towards the cost of each visit and the Friends of the School help to subsidize these off-site trips to help counter the ever rising costs. The school has a wide variety of visits and these have proved extremely popular with both pupils and parents. Children enjoy the richness of these experiences and the added excitement and meaning it brings to their learning.



Why do we have homework?

Through our Homework Policy we aim to help children to be more pro-active in building on their new learning each week. The Homework Policy gives a clear outline of the amount and type of Homework planned for each year group.

Owl and Kingfisher Class have a home/school link reading booklet which goes home daily for all pupils in our school. You are encouraged to read regularly with your child and to make comments in their book to feedback how your child tackled the tasks. This is an invaluable form of communication with your Class Teacher.

Skylark and Osprey Class have a guided reading homework book which compliments more extended independent reading targets.

Please encourage and support your child to complete his or her homework each week. If there are problems with the planned programme all staff are happy to discuss it and adapt topic work if necessary.

What are our links with other schools within the local area?

The school works closely with eight other schools in the West Salisbury Primary cluster to encourage collaborative work not only with pupils but also at staff and senior management level. Over the years this has allowed the cluster to afford quality educational specialists to provide training for teachers. It has also organised a variety of projects for the pupils to work with County Advisors in Drama, Music, Science, Literacy and Numeracy.

Health and medicines

The School Dentist makes a random annual inspection of children's teeth. The school is advised of which year groups will be inspected prior to the visits and parents will be informed and permission slips sent out.

The School Nurse visits to undertake routine eye tests as well as height and weight checks for statistical purposes. The Audiometrician will visit to check Reception pupils hearing.

Unfortunately head lice are a frequent problem in primary schools. Please don't worry if you find head lice in your child's hair, but please treat it promptly and let the teacher know. Parents' are recommended to check their children's hair every day.

If your child needs to take a medicine at school you will need to fill out a form giving full details of the medicine and dosage. Only prescribed medicines in the original packaging will be kept in the school office and administered by a member of staff. Please note we are not able to accept non-prescribed medicines in school e.g. calpol, cough medicine.

Accidents and emergencies

The qualified first aiders for our school are Mandy Hewes, Chris Senatore, Lucy Bown and Ali Jenkins. If your child has an accident at school, in the classroom or during break times, an accident form will be sent home detailing the nature of the incident and the action the school has taken. In the event of the accident being a head injury, parents will be contacted by telephone. Please make sure that the School Business Manager is kept up-to-date with your address and all telephone numbers (including work and mobile numbers)

Meals

Children bring a packed lunch from home to eat at lunchtime as we do not have provision for hot lunches in school. We encourage pupils to eat a healthy balanced packed lunch. The school is happy to provide parents with a copy of the Government Guidelines for packed lunches. If you are in receipt of income support you may be eligible to receive free school meals, if this is the case a packed lunch will be provided by the school. Please contact the office for an application form. Currently all pupils eat in the main hall. There are two sittings which have a rotation of year groups in each sitting to help children mix throughout the school. We have a minimum of 2 lunchtime supervisors at each sitting. Children are encouraged to show good table manners, to eat their lunch, to speak politely and kindly to each other and to keep their tables clean and tidy.

Breaktime snacks

The School participates in the Government funded Fresh Fruit and Vegetable Scheme. This is a programme that entitles every child aged four to six to have a free piece of fruit or vegetable each day in school. The aim of the scheme is to increase fruit and vegetable consumption among children to contribute to a reduction in the risk of heart disease and cancer in later life. In our school this would entitle every pupil in Owl and Kingfisher Class to this initiative. As this has proved very successful, the School Council decided that a healthy provision for our Key Stage 2 classes should also be provided. This is available at a cost of 10p per day. Please contact the school office if you would like your child to take advantage of these schemes. We encourage all pupils to have a healthy snack at break time.

Children are also permitted to bring in named water bottles to school for consumption during lesson times. Access to water is made available during all lesson times and breaktimes. We do not encourage fizzy drinks or cans.

Milk is available for all pupils in the school from Cool Milk at School. This milk is available to all pupils under the age of 5 free of charge. However there is a charge for all other pupils. Please pick up a form at the school office to sign up for milk. This is given out to pupils at the lunchtime break or playtime if preferred.

Personal property and clothing

Some do's and don'ts:-

- Money – No large amounts of money should be brought to school, but if needed for after-school activities it should be placed in a labelled envelope and given to the office for safe keeping.
- Jewellery – Watches and, if your child has pierced ears, simple stud earrings may be worn. Hanging earrings and other jewellery are not allowed for safety reasons.
- We would like to stipulate that no toys are brought in for playtime. Equipment has been purchased to allow children to play creatively and encourage interaction and negotiation. On specific days parents will be notified by letter when a “home toy” or object may be brought in to support a curriculum area.

School uniform

The school uniform comprises of a navy sweatshirt or cardigan. The pupils may wear navy or white polo shirts and grey or navy blue skirt or pinafore. Boys should wear plain grey or black trousers or shorts and girls may also wear plain navy blue, grey or black trousers. Waterproof fleece jackets, P.E. Kit bags, reading book bags and sun hats are also available. Please contact the office for details of sizes and current prices.

P.E. kit comprises a white t-shirt with school logo and navy shorts; children will also need plimsolls for indoor P.E. and trainers for outdoor P.E. Pupils may also wear a yellow t-shirt from the '3k fun run' as an alternative P.E. Shirt. All girls should wear a one piece swimming costume and boys should be in swimming trunks rather than baggy beach shorts. If your child has a verruca the swimming pool advises that a protective sock or 'Bazooka' medication must be applied.

Sensible day to day footwear is needed as we encourage the children to participate in playground games. We have a slope leading down to the playground and there are lots of playground activities set up to encourage an active play. During the wetter months, pupils are encouraged to bring wellies so they can use all aspects of the school grounds.

You can order all your school uniform over the internet, by phone or by post from Simply Schoolwear.

Website: www.simplyschoolwear.co.uk/shop/great_wishford_school

Telephone number is **0800 404 6644**

Postal Address is **1 London Street, Faringdon.SN7 7AE**

- Delivery is **free** and your orders will be sent direct to you.
- All garments are name tagged **for free**.
- We have size samples available at the school to enable you to try before you order.

Please note that as size samples are held at the school, Simply Schoolwear will not be able to accept exchanges/ refunds for garments that have been name tagged. This does not affect your statutory rights.

A QUICK LIST OF HELPFUL TIPS TO SUPPORT YOUR CHILD IN HAVING A HAPPY SCHOOL LIFE

- Send them to school every day on time.
- Let us know quickly if they are away from school by phoning the school office in the morning.
- Encourage them to be independent, to hang up their own coats, to go into the classroom without you.
- Come and talk to us about your child.
- Listen to them read regularly.
- Encourage and help your children to do their homework, or a note if there have been any problems.
- Read letters and other information we send home with your child and return any reply slips promptly.
- Make sure we know where to contact you throughout the day – just in case of an emergency.
- Label your child's clothes.
- We have a school website www.greatwishfordschool.co.uk and a facility to enable parents to receive correspondence by email is available by registering for this service on the website.

We value parental feedback to help refine our systems and continue to improve on our links with parents. We hope you have found this prospectus helpful. If you would like more information on anything included or have questions we have not covered, please ask in the school office and we will do our best to help.

If you have any comments about this prospectus please let the school office know so that we can ensure future versions more accurately meet your needs.