

Tewkesbury Church of England Primary School

***Chance Street, Tewkesbury, Gloucestershire, GL20 5RQ
(01684) 292309 Fax (01684) 292681***

Dear Parents,

Welcome to the school! In our prospectus you will find many of the details about the school and our aims for the children during their time here.

Over the past few years the school has grown significantly and we now have fourteen classes. We are situated in the centre of town and cater for children from all areas of Tewkesbury. Tewkesbury Church of England Primary School is a Controlled Primary School. This means that it is a school set up by a voluntary body, in this case the Church of England. The school is totally funded through Gloucestershire LEA, which also employs the staff.

The school has dedicated and hard-working staff who aim to provide high quality education to enable all of our children to reach their full potential.

Children only have one chance in education and it is therefore vital that they are motivated to achieve the highest standards. We also feel that discipline is important and are proud of the behaviour of our children. We want them to experience the excitement of learning in a happy, secure and stimulating environment.

Our vision is to develop the independence and self-esteem of all pupils in the moral, cultural and religious aspects of our society so that through a broad and stimulating curriculum they will achieve their full potential and be able to lead rewarding lives in a fast changing world. In order to achieve our aims the ethos of the school must be caring and orderly where emphasis is placed upon:

- ❖ Active encouragement of initiative and the taking of responsibility; warm, friendly relationships between children, staff, parents, governors and with the community in general;
- ❖ Discipline which is not oppressive but which provides firm guidelines;
- ❖ All being seen as equal and valued;
- ❖ Recognition of varying individual needs and an effort to match these with the content of the National Curriculum and approaches used in order to achieve the highest standards.

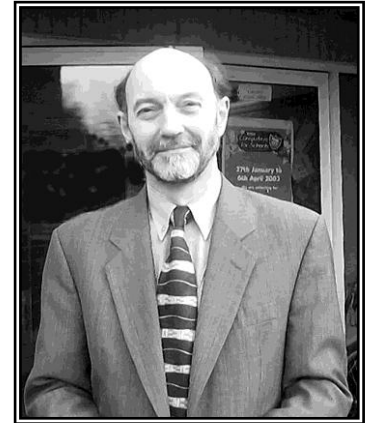
The school is very proud to have received School Achievement Awards from the Department for Education in recognition of progress made by the pupils and staff here. It was very gratifying to be presented with these awards.

We like parents to feel they are part of our School. Participation is important and we see the years your child spends at our school as a partnership in learning. We feel that the closer the parents' involvement and interest in the school the greater the value which the children will place on education. This has to be to the benefit of all concerned.

If you would like to discuss any matters concerning your child's schooling please contact me at any time.

Yours sincerely

A. W. Holt
Head Teacher
B.Ed. (Hons.)



Governing Body

(With dates term of office ends)

Chairman: Mr. Mike Parker
(Local Authority 2013)

Contact Address:
c/o Tewkesbury C of E Primary School
Chance Street
Tewkesbury

Vice Chairman: Mrs Jacqueline Butt (2012)

Foundation Governors:

Revd. Stephen Walker	(ex officio, Holy Trinity)
The Revd. Canon Paul Williams	(ex officio, Tewkesbury Abbey,)
Mrs. Constance Cullingford	(Tewkesbury Abbey, 2013)
Mrs. Anne Angood	(Holy Trinity, 2013)

Parent Governors: Mrs. Deborah Andrew (2013) Mrs. Eve Buchanan (2011)
Jacqueline Butt (2012) Mrs. Christine Lochhead (2012)
Mrs Elizabeth Williams (2013)

Community Governors: Mrs Chris Danter (2012) Mrs. Monica Chetwood (2013)

Staff Representatives: Miss Palin (2015) Mrs. Jeanette Wiggins (2012)

Head Teacher: Mr Andrew Holt

Clerk to the Governors: Mrs Jaki Norris

Staff

Teaching Staff (& Class Size) as at September 2010

Reception	Mrs F Griffiths	(30)	Miss K Rowland	(29)
Year 1	Mr A Howard	(28)	Mrs J Green	(29)
Year 2	Mrs K. Morris/Mrs Harris	(30)	Mr S Lockley	(31)
Year 3	Mrs E Evans/ Mrs C McCreanor	(29)	Miss K Palin	(30)
Year 4	Ms C Black	(26)	Mrs K Burton/ Miss E Watkinson	(28)
Year 5	Mr S Fisher	(27)	Miss T Jaryczewski	(27)
Year 6	Mrs S Meadows	(30)	Mrs F Rouse	(29)

Learning Support: Mrs S Parker SENCo **PPA Teaching Staff:** Mrs R Pawley, Mrs H Appel,
Mrs M Ashforth, Mrs M Spry

Mrs C Godzisz Literacy Teacher Mrs J Fieldhouse Maths Teacher

Additional Responsibilities: Miss K Palin Deputy Head Teacher
Mr S Fisher Head of Key Stage 2
Mrs F Griffiths Head of FS & KS1
Mrs K Burton Advanced Skills Teacher
Mrs L Harris Advanced Skills Teacher

Learning Support Workers: Mrs J Thomas Mrs T Sweeting
 Mrs S Berry Mrs J Wiggins
 Mrs J Lockwood Miss J Mills (maternity) Mrs E Buchanan
 Mrs C Bartlett Mrs S Tolley

To support specific children with Statements of Educational Needs:

Mrs C Hannah Mrs S Pugh Miss S Skeen

Ancillary Staff:

School Administrator: Mrs A Parry **Admin. Assistant:** Mrs H Smith
Caretaker: Mr P Prince
Cleaners Miss A Bubb Mrs H Hamilton
 Ms D. Smith Mrs. C. White

Mid-day Supervisors: Mrs E Ealand Mrs M Stokes
 Ms K Doyle Mrs S Tolley
 Mrs E Mills Mrs D Smith
 Mrs A Fowler Mrs E Buchanan
 Mrs A Sadler Mrs. J. Marks
Catering Manager: Mrs T Fisher **Catering Assistant:** Mrs E Ley
Kitchen Assistants: Mrs N Hayes

Road Crossing Patrols: Mrs E Ealand Mrs S Tolley

Visiting Music Teachers: Mrs C Broeckman (violin) Mrs Ling (clarinet / flute)
 Mrs Walters (brass)

School Hours

	Morning Session	Morning Break	Lunch Break	Afternoon Session	Afternoon Break
Key Stage 1 - Infants	8.50 - 12.00	10.00 - 10.15	12.00 - 1.00	1.00 - 3.10	2.30 - 2.45
Key Stage 2 - Juniors	8.50 - 12.10	10.00 - 10.15	12.10 - 1.00	1.00 - 3.15	2.35 - 2.45

Dress

At the request of parents a school uniform was introduced. We like the children to wear a red school sweatshirt, with white or grey shirt/blouse and grey trousers or skirt. Jeans or 'Bermuda' shorts are not suitable for school wear. A white T-shirt and navy blue shorts are needed for P.E. Please ensure all items of clothing are labelled with the child's name.

If you would like to order school uniform, order forms are available from the school office through the PTFA. Current prices are:

School sweatshirts/cardigans	£8.50	School bags	£4.00	School sun-caps	£2.75
Jackets	£15.00	PE bags	£3.00	Swim bags	£3.50

All the above school items are displayed on the notice board in the entrance hall.

School Lunches

The School has a fully equipped kitchen and school lunches are freshly prepared on the premises by the in-house catering staff. School lunches are available to all children at a current cost of £2.00 per day (from Sept.10). A 'packed lunch' option is provided in the summer months at the same cost. Parents are asked to indicate on Mondays on which days a school lunch is required, and to pay for the week ahead. Printed envelopes for this are available from the school office. Free meals are available to those entitled - please ask at the school office for details. Parents may prefer their children to bring sandwiches and these can be eaten in the main hall alongside children eating school meals.

Term Holiday Dates for 2011/12 are as follows:

Term 1: Monday 5th Sept 2011 to Friday 21st October 2011

Mid Term: Holiday: Monday 24th October to Friday 28th Oct 2011

Term 2: Monday 31st November to Friday 16th December 2011

Term 3: Tuesday 3rd January to Friday 10th February 2012

Mid Term: Holiday: Monday 13th February to Friday 17th Feb 2012

Term 4: Monday 20th February to Friday 30th March 2012

Term 5: Monday 16th April to Thursday 1st June 2012

Mid Term: Holiday: Monday 4th June to Friday 8th June 2012

Term 6: Monday 11th June to Thursday 19th July 2012

The Staff Training days when school will close for 2011/12 are:

Day 1: Friday 2nd September. Day 2: Monday 9th October 2011
(a further 2 tba)

Two additional training sessions will take place in the evenings

The Curriculum

Governors' Policy

To provide learning situations geared to the all-round development of the children with every opportunity to develop their abilities, interests and individual personalities to the full.

The curriculum is a planned programme of instruction that is interpreted by each class teacher working within and beyond the National Curriculum. The organisation is sufficiently flexible to respond to changing demand placed upon it, which is intended to improve the quality of the education provided.

The curriculum policy has been reviewed and will shortly be available from the school on request.

Classes are organised into mixed ability groups of similar age, and are generally split into groups within classes for more effective teaching. Some aspects of the English and Mathematics curriculum are taught in ability-defined sets from Year 2 at Key Stage 1, and years 3 - 6 at Key Stage 2.

With two-form entry parallel year groups are closely linked in the planning and delivery of the curriculum. In general terms the core subjects are taught in the mornings with the foundation and cross-curricular subjects in the afternoon sessions.

The Core Subjects

English – co-ordinated by Mrs F Rouse, Mrs. L. Harris and Mrs C Godzisz

Our teaching of English concentrates on

- The acquisition of fundamental skills - learning to read, write and speak fluently;
- The enrichment of personal experiences - conversation, story-telling and reading and understanding a range of different types of poetry, fiction and non-fiction;
- And the expression of the self - oral and written composition and dramatic work.

Strong emphasis is placed on the teaching of reading, and the enjoyment of books at all levels throughout the school. The National Curriculum is followed, with the Literacy Hour forming the key framework for this. Literacy Groups take place daily in Years 3 to 6 and by employing an additional teacher, all group sizes are reduced to enable faster progression.

Mathematics – co-ordinated by Mrs J Green, Mr. S. Lockley and Mrs J Fieldhouse

We aim to give children the freedom to explore and discover mathematical concepts, relationships, ideas and patterns, and not to be limited to computation alone. Teachers plan direct from the new framework using a variety of approaches and schemes as part of the daily Numeracy Hour; practical and experimental mathematics is carried out and integrated into other subjects. Our work closely follows the Revised Framework and includes use of computers and calculators whenever relevant. We place emphasis upon quick mental calculations. We 'set' for Maths in years 3 to 6 with an additional Maths teacher employed and all groups reduced in size for more effective, differentiated teaching and learning.

Science – co-ordinated by Mrs S Evans and Mrs L Cook

A broad and balanced science curriculum encourages an exploratory and investigative approach to science. Pupils are taught how to apply the scientific knowledge and understanding they gain in an independent and creative manner. The fostering of questioning, open-minded, persevering and co-operative attitudes are promoted by the science teaching within the school. Pupils are made aware of how their everyday lives are influenced by science and technology and study some of the major achievements of science.

Science is taught following a scheme of work that allocates the content of study to be covered by each year group and matches activities and tasks to National Curriculum levels. Science makes a significant contribution to the core skills in English, Mathematics and Information Technology as well as playing a role in many other curriculum areas.

Information Technology – co-ordinated by Ms C Black, Mrs S Meadows and Mr D Higgs

The school is adequately equipped with computers. There is a server-based network of 15 Apple Mac computers in our computer suite, linked by wireless with 60 laptop computers for classroom use. Together with a variety of other non-networked computers the children are provided with many opportunities. Besides learning how to manipulate and present text, numbers and pictures, the computers are also used in simulations, for researching information (including controlled access to the internet) and for controlling models. IT skills are developed and encouraged throughout the curriculum. The school is at present working to set up a Virtual Learning Environment for more effective and efficient links between home and school.

Religious Education (R.E.) – co-ordinated by Mr A Howard and Mrs M Ashforth

R.E. enables pupils to understand the nature of religious beliefs and practices and the importance of these in the life of believers. RE is taught through a variety of teaching styles and learning activities following the content, context and style of Gloucestershire's "R.E. Cube" syllabus. The religious teaching is mainly Christian but account is taken of the teaching and practices of other principal religions in Great Britain.

An Act of Christian Worship takes place daily in the form of a school assembly. As a church school the vicars of St Mary's Tewkesbury (The Abbey) and Holy Trinity take one of these assemblies alternately each week. Parents have the right to request that their child is excused from all or part of R.E. and the collective worship.

Foundation Subjects

History – co-ordinated by Mrs K Burton and Mrs F Griffiths

History is taught in planned and agreed topics largely in a cross-curricular manner throughout Key Stage 1 and as a subject based approach in Key Stage 2. Children work through a two-year cycle of termly topics, half of which are history based. The school's aim is to develop an awareness of the past and to develop pupils' historical skills, so that they learn to appreciate history and develop an understanding of the world in which they live.

Geography – co-ordinated by Mrs S Evans

Geography is studied through topics in a cross-curricular manner and others are subject based in Key Stage 1, a subject based approach is used in Key Stage 2, with half of the topics in a year cycle being geography based. We aim to develop the pupils' geographical knowledge and understanding through both direct teaching and enquiry methods. We aim to help the children develop a sense of identity through learning about their immediate locality, the United Kingdom and its relationship with other countries.

Art – co-ordinated by Mr A Howard and Miss K Rowland

The teaching of art gives children the opportunity to experience and discover a variety of artistic techniques and to develop their creativity through them. Study of artists' work is also carried out through the children's own work. Discussion is encouraged in order that the children appreciate and enjoy artwork and develop an ability to be critical of it.

Technology – co-ordinated by Mrs K Burton/Miss E Watkinson and Miss K Rowland

Many different model-making skills are encouraged and much of the work is displayed throughout the school. It incorporates the area of design and has close links with science. Through this subject we encourage a problem-solving approach to learning.

Physical Education – co-ordinated by Mr S Fisher and Mrs M Spry (dance)

The school regards all forms of physical activity as valuable and important. The development of positive attitudes to exercise is seen as a priority and should be the foundation for a healthy lifestyle. Pupils will gradually acquire the appropriate physical skills to achieve success as individuals or as team members. Our aim is for all pupils to see sport as a valuable and enjoyable leisure activity to be continued into adult life. Swimming is currently taught weekly from the Reception year and continuing throughout the school. The school has a 200m² hall and a large playing field. We enjoy competing in many sporting events and competitions, both in Tewkesbury and around the county.

Music – co-ordinated by Miss T Jaryczewski and Mrs H Appel

We aim to develop and encourage a delight in this subject and a sensitive response to a wide variety of music. We also aim to enable all children to express their own ideas and feelings through music and to develop the skills and understanding of concepts to enable them to do so confidently and enthusiastically.

Singing, percussion, recorder and instrumental playing form the basis of the practical musical education provided. The children begin instrumental tuition on the recorder. Groups of instrumentalists and singers regularly perform to the school, parents and community at various events.

Cross Curricular

Throughout the school, in all subjects, we strive to encourage personal and social education and equal opportunities.

Sex Education is introduced in Years 4, 5 and 6 when aspects of human biology and reproduction are studied. Parents are informed of the nature and content of these lessons before they are taught and are invited to view the resources that will be used. Discussion takes place during other years when it occurs naturally and questions and comments are dealt with informally throughout the school. This may occur incidentally in work on plants and animals. It is discussed in a natural way, as are other aspects of Health Education.

Homework

A pattern of homework is built up during the child's time at this school. For children in the Reception classes this is largely connected with reading skills and familiarisation with books. Reading books or 'shared readers' are taken home from the infant classes with a parental comment sheet, and children begin to learn tables and spellings as they progress through Years 1 and 2.

The process is expanded in the junior department with regular reading, tables, spellings and a variety of topic-related work for children to continue with at home. This is regularly sent home in homework test books. A more regular pattern of homework is implemented in Year 6 to reflect the children's growing maturity and in preparation for transfer to secondary schooling.

If an appropriate amount of work is not completed during the school day a child may be asked to continue with it at home that evening.

Charging

Charging Policy: Summary

Education is provided at the school without compulsory charges to parents. This is a principle that the school supports fully. The school will finance the vast majority of activities with funds received from the County Council.

There are, however, some valuable educational activities that the school cannot provide without seeking some financial support from parents.

School Visits and Swimming

Where the school visit occurs during school time, no compulsory charges are made but instead voluntary contributions are invited. Full charges may be levied for visits occurring out of school hours or for the board and lodging cost of any residential activity. Swimming is a compulsory activity but a voluntary contribution of £15 per term is invited. The continued provision of a wide variety of school visits and of swimming at the level currently provided by the school is dependent upon parents' willingness to contribute voluntarily to these costs. Swimming starts in Reception classes after Christmas and continues weekly throughout the school for all classes.

Instrumental Music on an Individual Basis

Group lessons are available at school for children to learn to play violin, clarinet, flute and trumpet. These are arranged through the Instrumental Music Service at Colwell Centre for Arts in Education, Gloucester and are taught by the County's staff. A termly charge of £45.00 per term is payable (as at Feb 2011), which contributes to the cost of lessons. Instruments may be hired from the Colwell Centre. Their fees are at present per term £11.25 for violin, £8.42 for guitar, and £22.37 for others. All sheet music is to be paid for by the parents and replacement items such as strings, reeds and valve oil are sometimes needed. Children are chosen for tuition from a waiting list, subject to successful completion of a test by the teacher concerned, who will be aided in their choice by the school's music specialists. Bursaries are available for in receipt of Free School Meals

Equipment and Materials / Breakages

No compulsory charge will be made except very occasionally when articles are being made by children for parents with their prior agreement. Parents may be asked to pay for the cost of replacing a broken window, a lost or defaced textbook or damaged equipment in the unlikely event that this is the result of the pupil's behaviour.

Complaints Procedure: School Curriculum and Related Matters

General concerns should be addressed to your child's class teacher. You may also wish to talk to the Head teacher. Full details of the school's general complaints procedure are in the school office.

Under the Education Reform Act 1988 the local education authority has established arrangements to consider parents' complaints about the school's curriculum and related matters. Any concerns or complaints about provision of the National Curriculum, including provision of external exam courses, religious education, and the operation of the school's charging policies in relation to the curriculum and the provision of information should be directed initially to the Head of the school, for an attempt to be made to resolve them informally. If this fails, there is then a formal appeals procedure available to parents. A copy of the full procedure for this is available for inspection from the school office. The Head or his Deputy will treat any concerns expressed by parents regarding any matter in the strictest confidence

Provision of Extra Activities

At Tewkesbury C of E Primary School we encourage pupils to become well-rounded and responsible citizens. To this end there is a rich and varied programme of activities to support and extend the curriculum, taking place both within and outside school. Governors are fully aware of the huge voluntary contribution staffs make to the pupils in their care. The programme prompted praise from Ofsted, who stated that the provision initiated by the staff was 'outstanding'.

The clubs on offer promote a broadening of the curriculum, giving children further opportunities to develop aspects which otherwise they may not be able to encounter. Many children find success in these activities, immediately raising their self-esteem and confidence. Visits and trips arranged are designed to enrich the written curriculum.

Listed below are the clubs, events and trips provided during the past academic year.

Clubs Provided

Country Dancing	ICT	Choir	Recorders	Football
Cross-country	Athletics	Heptathlon	Netball	Cricket
Sugar Craft	Story	Table Tennis	Drama	Film Club
Activ8	Chess			

Events

- Drama & Music performances
- Class assemblies
- Final assemblies
- Arts Week
- Sports Day
- Book Fair
- History Day
- Sponsored Events
- 'Joiners Service' at Holy Trinity
- Harvest Festival at Holy Trinity

- Christmas Dinner entertainment
- Carol Service at the Abbey
- Yr 6 Leavers Service at the Abbey
- Yr 6 BBQ and Awards evening
- Non-uniform day

- Carol singing at lunch clubs, at The Maltings & Tewkesbury Day Centre
- PTFA events - discos, talent shows, fun days, fetes & fairs

Trips, Visits and Visitors – *each year these include items such as:*

- | | |
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| <ul style="list-style-type: none"> • Dance Workshops • Theatre Groups • Isle of Wight 5 day residential for Yr 6 • Museum of Buildings - History • Theatre visits to The Roses & The Everyman • River Trips - Geography • Bristol Exploratory - Science • Pottery Workshops • Swindon railway 'evacuation' experience | <ul style="list-style-type: none"> Children's Centre Visits Library visits Town Walks - History, RE Tewkesbury School visits Clearwell Caves - Geography Cake making and decoration @ Bristol |
| <ul style="list-style-type: none"> • Supermarket visits - to help the Foundation Years complete the Early Learning Goals • Bath/Corinium Museum/ Chedworth Villa - Years 3 & 4 Romans Study • Gloucester Docks - Years 5 & 6 World War II Study • 'Arts Workshops' - a whole school event in the summer with the timetable given to creative activities | |

Special Educational Needs (SEN)

Provision for children with SEN follows the Government's Code of Practice. We encourage parents to take an active role in all aspects of their child's SEN provision, which is co-ordinated by the Special Educational Needs Co-ordinator (SENCo), Mrs Sara Parker. The school has dedicated Learning Support Rooms, with specialist resources to assist in SEN provision. A copy of the school's full SEN policy is available for consultation; please ask at the school office.

The work of all children is monitored closely at all times. Any concern about your child's progress should be brought to the attention of your child's class teacher as soon as possible. If the class teacher has a concern the child's parent will be invited to discuss progress. The SENCo may come to this meeting too. A target card may be given to the child to encourage him or her to focus on an area for improvement. If progress is made, then normal monitoring of work will continue. The child may be put onto School Action if extra help is needed. This is the formalised SEN provision standardised in the Government's Code of Practice, with the child being entered onto the SEN register.

The Code of Practice has three distinct levels of SEN provision:

School Action – Provision for the child is co-ordinated by the SENCo in consultation with the class teacher, child and parents, who work together to set several targets (educational or behavioural) to be achieved over the course of half a term or a term. These targets are recorded and reviewed termly in an Individual Education Programme (IEP). The parent is also given a copy of this IEP to help the child achieve the targets. Extra help is usually given in a small group, either in the class or in the Learning Support Room. At the end of a review period there may be no further need for an IEP and a child may come off the SEN register, or further support may continue to be provided at School Action level, or the child may be put onto School Action Plus. Parents are always invited to attend review meetings and to receive copies of any reports.

School Action Plus - If the expected progress has not occurred the school has to take advice from other professionals - speech therapist, educational psychologist, behaviour support team or the county's special needs advisory teachers. The permission of the parent is always sought before this happens. An IEP is drawn up for the child, taking into account the recommendations of the outside agencies, and the situation is monitored and reviewed as under School Action.

Statementing - In a few cases a child's difficulties may be so great that they cannot be met effectively from the school's resources. In these instances the local authority will be asked to make a statutory assessment of the child's difficulties under the terms of the 1993 Education Act. If the child receives a Statement of Special Educational Needs, the local authority stipulates the level of support to be provided and may contribute financially towards this support. This usually takes the form of the employment of a Learning Support Worker to work alongside the child for a certain number of hours each week.

As at May 2010 the numbers of children at each stage on the SEN register were:

School Action: 37	School Action Plus: 13	Statemented Provision: 5
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Health and Safety

Please inform the school of any illness or allergy from which your child suffers, and give any information of which the school needs to be aware. Many children in the school suffer with asthma and it is therefore important that inhalers are clearly labelled with the child's name.

If your child is unable to attend school due to illness please contact the school office, before the start of the school day if at all possible. Upon the child's return to school following a period of absence please send in a signed note confirming the reason for the absence. If your child becomes ill during the school day, the School Secretary will try to contact you. You will be asked to provide contact telephone numbers when your child enters school and you are required to keep these up to date. Please do not send unwell children to school. Under advice from Othe NHS no medicines can be administered by school staff.

If they feel it is necessary, the Head Teacher or teaching staff will discuss with parents any health or emotional problems associated with their child. If parents know of any situation, which may cause upset to their child, please inform the class teacher. The school liaises closely with the medical and psychological services.

If arrangements for the collection of your child at the end of the school day have changed please inform the school office, who will ensure that the child is informed of, and understands, the change.

Security

The school needs to know who is on site at any time and why they are in school. The school's reception area has two sets of double doors, the outer of which sounds an audible warning when opened, alerting staff. The main entrance doors to the school have entry code systems, with codes known only to regular staff members. Parents or other visitors to the school must report to the school reception upon arrival where they will obtain a badge, to be clearly worn throughout their time in school, and sign-in to the visitors' book, giving a reason for the visit.

Once identified visitors are admitted only when the door is unlocked from the inside. All visitors to the school must leave via the reception, signing out and returning the badge to the school office. Regular staff member's wear a photo-badge at all times; other categories of regular visitors (e.g. supply teacher; parent helper; governor) have specific badges.

Other doors to the school, when shut, cannot be opened from the outside but all can be opened from the inside. In addition, the school has an automatic barrier in the school car-park which is lowered during the school day to prevent unauthorised access.

Provision for the Disabled

As a recently built school the design and layout of the school has taken into account the needs of pupils with disabilities, providing suitable disabled access and a toilet for the disabled that meets legal requirements. Pupils with disabilities are fully integrated into the class and are included in all the school's activities. The school's Admissions and DDA policies and its Accessibility plan aim to ensure that pupils with disabilities are accepted so long as the school can provide the support and facilities needed by the child.

School Site

The school buildings date from 1995, with the addition of a Learning Support Room in 1998, 13th classroom in 1999, and 14th classroom and computer suite in 2001. In addition to these rooms the school has a hall, covered atrium and small internal courtyard, cloakrooms, storerooms and several small offices. A new school library was opened in 2004, and provides the children with access to a wide range of books in a relaxed and informal teaching environment. The project also allowed improvements to the school main entrance and administrative offices. The school kitchen was extended in 2008 and a new staffroom and SEN suite of rooms created, also in 2008. Since that time the school grounds have been upgraded with various areas for activities added.

At the front of the school is the infant playground with an activity train, pirate ship, tunnel, music area etc (for supervised use at breaktimes only) and covered area. Games are marked onto the playground surface and there are plenty of benches around the perimeter. In summer the children are encouraged to play on the grass area adjacent to the main path to the school. A shelter is provided in this area for parents waiting for children at the end of the school day.

To the rear of the school is the junior playground, playing field, large garden area with extensive paths and seats, covered area, a pond, an adventure climbing frame and a large Pirate Ship. Small 'quiet' areas are provided to the side of the playground for those children who would prefer to sit and talk at break times.

Car Parking

The school car park is for use by staff only. To improve pupil safety an automatic barrier is lowered at times during the school day to prevent unauthorised access. Parents are not permitted to use the car park during the school day unless working in school. The school has an arrangement with the local council for **free parking** to be provided in the 'Cascades' car park between 8.35am and 9.05am and 3.00pm and 3.30pm for parents taking children to and collecting them from the school. Car parking permits are available from the office for display in windscreens. Please avoid using Rope Walk and Chance Street to help us create a safe and pleasant environment for the children and our neighbours.

Finance

Almost all of the funding for the day to day running of the school comes from the Local Authority, and the largest item of expenditure is for staffing. Some funding is given for specific purposes and for a certain period of time only, for example to develop a particular curriculum area. The figures below give an indication of the amounts involved and how the funds are used (2010/11 budget year).

2010/11	£	%
Salaries	1178237	82.1%
Premises	76816	5.3%
Academic resources	66140	4.6%
Administration	81015	5.6%
Capital building exp.	33840	2.4%

The 'premises' expenditure figure represents the day-to-day running costs for the buildings and grounds together with building and security works.

Money that is raised directly by the school (PTFA, parental contributions for trips and awards, income from the sale of goods etc) is not included in these figures.

Rules and Discipline

School rules are minimal but staff are united in expecting high standards. The rules relate mainly to safety matters and consideration for others. If children ignore them, privileges such as playtimes are withdrawn. Parents are informed of serious or consistent problems.

The school operates a 'Golden Time' rewards system. For half an hour each week the children are free to choose their own activity, including bringing in games or a toy from home. During this time children who misbehave may be penalised by having a portion of this 'Golden Time' removed, and instead have to sit apart while the rest of the class enjoys the time. All staff use this system, so that poor behaviour at lunchtime, for example, will be included.

Good behaviour is encouraged and reinforced through class discussions in 'Circle Time', when problems leading to poor behaviour will also be raised. House points are awarded for effort, consideration and good work. Many staff use sticker rewards for good behaviour and work, and the school awards 'Courtesy Cups' at the end of each term to two children who have been especially kind, courteous and well-behaved during the term. Congratulations Assembly is held regularly at which time children's achievements both in and outside school are recognised.

School Rules

- For safety reasons children must walk in corridors and on paths and bicycles and scooters should be wheeled on school premises.
- The school is not responsible for children who arrive before 8.40am. If wet in the morning, children should go straight to their classrooms on arrival at school.
- No child should be in a classroom unsupervised at any time.
- No child should use the vehicle entrance gate unless accompanied by an adult.
- No jewellery is to be worn during P.E. Games or swimming. Earrings of any kind **MUST** be removed for all sports and children must be able to do this themselves.
- Money or valuables should not be brought to school - if this is unavoidable they should be left with the class teacher for safekeeping. Money for trips, awards etc. should be placed in a sealed envelope with the child's name and class clearly marked on the front.
- The school cannot take responsibility for any items lost, broken or damaged.
- Dogs are not permitted on the school premises (guide dogs excepted).

Attendance

We expect the children's attendance at school to be regular punctual. If your child is unwell, please ring school by 8.50 a.m. Parents wishing to take their children out of lessons during term time for holidays should contact the school office for the relevant form which will then be referred to the Education Welfare Office. So as not to disrupt curriculum continuity we ask that parents arrange for holidays, dental appointments, etc. outside school hours. The County's E.W.O. may visit the homes of parents should there be concerns over poor attendance at school or frequent days off. Children who are late to school may miss time at breaktime to catch up with work missed.

School Absence Data 2009/2010 (Last complete year)

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Totals	410	394	96.1	4.1	166	40.5	0.9

Parents

On three occasions each year there are official 'Parents Evenings' when work is on display and staff are on duty to talk about your child's work and progress. An annual report on your child's progress is sent home in the summer term. However all the staff are willing to see parents at short notice should a concern arise. In the same way, should we wish to discuss a matter urgently with parents we will contact you. Should parents wish to discuss any matters with the Head Teacher an appointment should be made at the School office and a meeting set up at the earliest opportunity.

Parents are very welcome in school to assist the teaching staff and we welcome the time and expertise many are willing to share with the children. We are very fortunate in having a strong team of volunteers and are always keen for more help.

Parents, Teachers and Friends Association (PTFA)

The PTFA formed to maintain and develop close liaison between parents and staff for the benefit of the children in the school. It is a keen and enthusiastic group and would welcome any other parents who may wish to support their work.

The PTFA organises events throughout the school year - fetes, fairs, fun days, discos etc. - to raise much-needed funds in order to add to the school's facilities. The PTFA was heavily involved in raising funds for the building and equipping the Learning Support Room and the Computer Room. Without this input the school would not have been able to provide these valuable assets.

Access to Information

Parents have access to a wide range of documents available at the school. These include:

- The National Curriculum
- School Curriculum Policies for Core and Foundation subjects
- School Policy for Special Education Needs Provision
- School policies on a wide range of topics including:
 - Health and Safety
 - Behaviour and Discipline
 - Equal Opportunities
 - Sex Education

- Inspection Reports, including OFSTED inspections
- School Improvement Plan
- Governing Body minutes
- Department for Education Circulars
- Performance Tables for schools in the area
- The Data Protection Act and how it relates to your child

Please ask at the school office for any information or clarification.

A newsletter is sent out to parents on Wednesday each week, which includes amended or additional information to that published in this prospectus.

Admissions Policy

Arrangements for new and prospective parents to visit the school can be organised by telephoning for an appointment. Parents will be shown around the school, have our aims explained and any questions answered. We encourage this procedure before accepting any new children.

In common with County policy, Reception children are admitted in the September following their fourth birthday. Parents are contacted before this time and arrangements made for the children to visit the school several times before entry in September.

Reception children attend school on a half-time basis, initially mornings for three weeks followed by afternoons for three weeks (or vice versa). On the sixth week the children attend at lunchtime as part of the session. After this time most children are ready to begin full-time. Should parents or the school staff have any doubts these will be discussed and the part-time process may be extended.

Should the school be oversubscribed the County Admission Policy is strictly adhered to. Priority is given to:

- 1) Looked After Children (In Care)
- 2) Brothers and sisters of children already at the school
- 3) Those with greater geographical proximity to the school

Any who fall outside these criteria and have strong reasons for their child attending this school may use the County's appeals procedure for an application. Details are available from the School Office.

Children's Centre

The school is linked to Noah's Ark Children's Centre located in newly-extended buildings on Chance Street, providing facilities for all pre-school children and their families who live in Tewkesbury and the surrounding area. The facilities include drop-in sessions for mothers and babies, organised sessions for 'Rising 3s' and full nursery education sessions for pre-school children. The Centre is well equipped and staffed by a Manager, suitably qualified Teachers, Family Support Workers and Learning Support Workers.

A full prospectus for the Children's Centre is available and if you would like a copy of this or any further information on the types of session provided then please phone the Manager, on Tewkesbury (01684) 294174.

Transition to Secondary School

Most of our pupils progress to Tewkesbury School after completing Year 6. Some take the entrance exams for the Grammar Schools in Gloucester or Pates in Cheltenham. Information is sent to parents early in the children's final year, including information on application to selective schools. A copy of the prospectus for Tewkesbury School is available from their school office.

Standard Assessment Tests for 2009 and 2010

The government sets English and Mathematics tests for all 7 and 11 year olds - these are taken in May of Year 2 and Year 6. These are at the end of Key Stage 1 and Key Stage 2, respectively, of the National Curriculum course of study. The tests are in 2 parts:

- An assessment by the teacher in all 3 subjects based upon ongoing curriculum work

- A number of tests and tasks in English and Maths at Key Stage 1 and tests in English, Maths and Science at Key Stage 2. Not all children are entered for all the tests: for some tests pupils working below certain levels do not have to take the test. This is why some of the totals in the results do not equal 100%

The National Curriculum is set in 8 levels between the ages of 5 and 16. The Government expects children at the end of Key Stage 1 to have achieved the **Level 2** standard and children at the end of Key Stage 2 to have achieved the **Level 4** standard.

These tables show the results of these assessments and tests for the children at the end of Key Stage 1 and Key Stage 2. Please note that the school boycotted KS2 SATs tests in 2010 and the results for that year are Teacher Assessment grades.

Key Stage 1

Results for children who were in Year 2 in **May 2010**

The figures given are percentages (one child represents approximately 2% of the total).

In each of these charts 'W' mean those children working towards the Level 1 standard.

No. of eligible pupils in final year of Key Stage 1 57	W	1	2	3	Pupils disappplied	Pupils absent
	Reading	0%	12%	69%		
Writing	2%	13%	71%	14%	0	0
Mathematics	2%	11%	61%	26%	0	0

An * against the test indicates that not all children were entered for the test.

No test is set for Science

Key Stage 2

These tables show the results of these assessments and tests for the children who were in Year 6 in May 2009

The figures given are percentages. Each child represents approximately 2% of the total.

No. of eligible pupils in final year of Key Stage 2: 47	2	3	4	5	Pupils disappplied	Pupils absent
	English	0%	4%	55%		
Mathematics	0%	13%	34%	51%		2%
Science	0%	0%	28%	72%		

No. of eligible pupils in final year of Key Stage 2: 47	Below level 3*	3	4	5	% of pupils at level 4+	Pupils disappplied	Pupils absent
	English	0	2	26			
Mathematics	0	6	16	24	85%	0	1
Science	0	0	13	34	100%	0	0

* Represents pupils who were not entered for the tests because they were working below level 3 in English Mathematics or science; pupils awarded a compensatory level from the tests; and pupils not achieving a level from the tests

This table shows the school's targets and results for pupils attaining level 4 and above during the past 3 years. In addition you can see how our results compare with national results.

	ENGLISH			MATHS			SCIENCE *	
	Our School's Target	Our School's Result	National Result	Our School's Target	Our School's Result	National Result	Our School's Result	National Result
2006	76-85%	79%	79%	76-85%	77%	76%	92%	87%
2007	79-88%	87%	80%	76-85%	85%	77%	96%	88%
2008	79-88%	86%	81%	76-85%	88%	78%	96%	88%
2009	89%	96%	80%	82%	85%	79%	100%	88%
2010	E&M84%	84%	78%	E&M 84%	88%	73%	91%	n/a

* No target is set for Science. The school has also now to publish targets for the number of pupils attaining Level 5 in English and Maths. Children scoring **Level 5** are achieving scores above or well-above national averages for 11 year olds.

	ENGLISH	MATHS
2006 our school's target	35%	33%
2006 our school's results	35%	33%
2007 our school's target	35%	35%
2007 our school's results	39%	43%
2008 our school's target	40%	35%
2008 our school's results	49%	37%
2009 our school's target	40%	39%
2009 our school's results	40%	51%
2010 our school's results (TA)	33%	34%

All dates, data and information enclosed in this Prospectus are believed correct at the time of printing. Any changes or alterations will be notified to parents in weekly newsletters.