



Winterbourne Valley CE VA First School



School Prospectus

"Where we are all nurtured in our learning and personal development according to the beliefs of the Christian faith."

Strong roots, successful futures.

Mission Statement

At Winterbourne Valley we are all nurtured in our learning and personal development according to the beliefs of the Christian faith.

Vision of the School

Strong Roots, Successful Futures: At the heart of Winterbourne Valley is our commitment to an inclusive and nurturing community, grounded in the Christian faith, where every child feels happy, confident and inspired to achieve their very best. We strive to support each child's learning and personal development, helping them grow strong roots that will enable successful and fulfilling futures.

Aims

- To foster Christian values regardless of differences in culture, race, physical characteristics and capabilities.
- To promote a warm, caring family atmosphere where **everybody** is equally valued.
- To help each child to develop an enquiring mind, an enthusiasm for learning and, through encouragement and praise, to achieve his or her full potential.
- To equip children with the skills, knowledge and attitudes to help them take their place in a rapidly changing society.
- To provide opportunities for children to use and improve communication skills through the broad balanced curriculum provided.
- To encourage self-esteem and responsibility through independent and collaborative activities.
- To set high standards of behaviour and respect for people, property and the environment.

The school aims to develop self motivated, self controlled, responsible individuals who are physically and emotionally healthy. We aim to do this by engaging children's interest through the provision of an exciting curriculum which is broad, balanced and relevant. Every member of the school staff has a responsibility to value, respect, care for, praise and listen to each individual in order to encourage such attitudes in our children.

Our School Values - Respect, Kindness and Courage

We aim to encourage children:

- to be sensitive to the needs of others.
- to treat other people with care and consideration.
- to appreciate each others' strengths and to understand each others' weaknesses.
- to work hard.
- to develop pride in their work, their achievements and their school.
- to be polite, well mannered and courteous.

THE SCHOOL AND ITS AREA

As a Voluntary Aided Church School we seek to provide the highest standards of the Christian faith upon which it is founded. Whilst Religious Education and Collective Worship are central, the Christian faith influences all aspects of the life and work of the school. The local Reverend Teresa is active Governor, and the Parochial Church Council nominates the Foundation Governors who are then appointed by the Salisbury Diocesan Board of Education.

Accommodation

Winterbourne Valley is a small village Voluntary Aided Church of England School. The main building accommodates the Foundation Base at the rear of the main school building and the Key Stage 1 children use the front classrooms. A patio area, adjacent to the Reception classroom, is used by the Winterbourne Valley Pre-school. Here, children from both Reception and Pre-school can explore more practical activities, such as sand, water, woodwork, junk modelling, construction and role play. There is also free-flow access to the outside environment where the children can access a range of outdoor activities such as tricycles and ride-on vehicles. There is a well-stocked library and the hall is fully equipped with apparatus for gymnastics, drama and music. The Key Stage 2 children are accommodated in a purpose built mobile classroom with toilets and cloakroom behind the main building.

Facilities

Our outside play facilities include a front playground with triple tower climbing frame, a split level playground with a netball court, and a large playing field with trim trail and small football pitch. We also have a covered play area at the rear of our Reception Classroom. These areas provide plentiful space for children to play and practise their gross motor/games skills.

Extended School Services

Winterbourne Valley is an Extended School which means the school offers wrap-around care from 8.00am until 4.30pm. The school has its own Pre-School on site which is accommodated in the Foundation Base and is open to children from 2 years 9 months. The school also offers an Early Birds Club, open from 8.00am, and an After School Club which operates from 3.00pm until 4.30pm. For more information on these provisions and booking forms please contact the school office on 01305 889297.

Transferring To Middle School

As a First School, children are accepted into the school from 4+ to 9 years of age. On leaving Winterbourne Valley children **normally** transfer to Dorchester Middle School or St Osmond's Middle School. Parents of children who live out of our catchment area must be aware that there is no guarantee that their children will be offered a place at Dorchester Middle School. There is close liaison between the two schools and the children have visits to the Middle School prior to transfer where arrangements are made for them to meet with children transferring from the other First Schools. At 13+ the pupils transfer to the Thomas Hardy School, Dorchester.

School to School Partnership

Winterbourne Valley CE VA First School works closely with the other First and Middle Schools in the Dorchester area and Dorchester Thomas Hardy Upper School. This gives the children opportunities to take part in a much wider range of activities than would otherwise be provided

by a small school on its own eg. joint football, rugby and netball tournaments, music concerts and literacy festivals. There is a common policy on transfer arrangements, policies and practices as well as a clear understanding of the curriculum covered by children at each stage of their education.

Winterbourne Valley Parent and Teacher Association (PTA)

All parents are automatically members of our active Parent and Teacher Association. Meetings are held regularly with a variety of fund-raising and social events being organised by the committee members who raise additional funds for purchasing extra equipment such as playground equipment and provide additional learning activities such as Life Education visits for all the children in school.

Community Links

We enjoy strong links with the local churches. Members of the parish are often involved in leading the school's Collective Worship. Local churches are used for special services throughout the year. For example, our Year 3 and 4 classes lead the annual Carol Concert held at St. Martin's Church in Martinstown in December. The children also help make up the Christingle candles for the Christingle Service before Christmas. Members of the community with specialist knowledge and skills also work alongside the teachers and pupils on curriculum projects.

In addition to its links with the Church, we feel it is important for the children to see themselves not only as pupils at our school, but also as part of the local and wider community. We like to encourage the children to help their school, but also to think of those people, especially children, who are less fortunate than themselves. We hold several fundraising events during the year and money raised is donated to a charities chosen by the School Council eg. At Christmas time parents and children prepare Christmas boxes to give to children in other parts of the world.

The Governing Body

Our Governing Body consists of:

- 1 Headteacher
- 7 Foundation governors (including 1 Ex-officio)
- 2 Parent governors
- 1 Local Authority governor
- 1 Staff governor

Foundation governors are appointed by the Salisbury Diocesan Board of Education in consultation with the Parochial Church Council of the parishes in the area served by the school.

In accordance with the Education Act copies of the agenda and signed copies of the minutes relating to any Governor meetings are available for inspection at the school. These can be seen by any teacher or other person employed at the school, by any parent of a registered pupil, or any registered pupil.

Each member of our Governing Body serves on one of our committees:

- Teaching and Learning Committee
- Finance and Resources Committee

Each committee holds regular meetings and feeds information back to the full governing body meetings.

Charging and Remissions Policy for School Activities

The Governing Body recognises the valuable contribution that the wide range of additional activities including trips and residential experiences can make towards a pupils personal and social education. The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

The school invites parents to make voluntary contributions towards the cost of providing extra-curricular activities for pupils such as sports sessions, trips, visits etc.

In accordance with statutory provision, remission of fees for the board and lodging element of residential trips will be offered to parents in receipt of the following benefit (this is the same criterion that would give entitlement to Pupil Premium Free Meals):

- Income Support;
- Income Based Job Seekers Allowance;
- Support under part VI of the Immigration and Asylum Act 1999;
- Child Tax Credit, where the parent is NOT entitled to Working Families Tax Credit and whose annual income does not exceed the amount as stated by the Inland Revenue.

Any applications from parents will be assessed by the Headteacher on an individual basis. This discretion will be exercised with regard to the school's Equal Opportunities Policy.

School Sessions Times

Morning: 8.30am – 12.00 noon

Afternoon: 1.00pm – 3.00pm

A member of staff is on duty from **8.20am**. We request that you remain in the playground until the children go into school at 8.30am.

If changes to the school day are required then the Headteacher will consult fully with the staff, parents, local authority and other schools giving at least 3 months' notice before changes take effect.

Starting School in Reception

A full-time school place in the Reception class is available for children from the September following their 4th birthday. Parents can request that their child attends part-time until the child reaches compulsory school age. The school would recommend part-time, in this instance, to be 5 mornings a week.

Where an offer of a place is made to a child below compulsory school age, parents have the right to defer their child's entry to school until later in the school year. The place is held for that child and is not available to be offered to another child. Entry may not be deferred beyond the

beginning of the term after the child's fifth birthday, nor beyond the academic year for which admission is sought.

School Holiday Dates

In addition to the normal school holiday times, the school will normally close for five Teacher Training Days in one academic year. These dates will be communicated to parents at the earliest possible time.

Absence from School

In accordance with national guidelines, attendance is taken very seriously at Winterbourne Valley and monitored closely. If your child is absent the reason must be given to the school, either by telephone or in writing, as soon as possible as we are required to keep accurate records of absences.

Leave of Absence for Holidays

Before requesting a holiday parents are requested to think about:

- The lessons your child will miss
- The difficulty they will have catching up
- The effect it will have on how well they do in school

You do not have the right to take your child on holiday during term time. The school cannot authorise a holiday during term time. Time taken out of school for family holidays will be recorded as unauthorised absence.

Late Arrivals

If your child arrives after the normal start time parents are requested to bring them to the main entrance so that registration can be completed by signing in.

Leaving the School Premises During the Day

Please let us know in advance if your child needs to be withdrawn from school for medical or dental treatment. If possible, please try to arrange such appointments for after school hours. Please come to the main entrance to collect your child and to sign out.

Travelling To and From School

Parents are requested to park on the farm land opposite the school and **not** to use the school car park. **Parents are also requested not to park in the bus lay-by (indicated by the yellow line) between 8.15am and 9.00am, and 2.45pm and 3.15pm.** Parents that do park in the bus lay-by during these times are putting our children at risk. If buses are unable to access the lay-by, children then have to walk across/along the busy main A35.

Children who travel to school by bus are met by a member of staff at the bus stop in the morning. At the end of the day 'bus children' are escorted back to the bus and the duty adult checks that children have their seat belts fitted correctly.

Children are expected to remain seated with their seatbelt on at all times on the journey.

A member of staff organises the 'taxi children' into their correct cars at the end of the day.

Parents are requested to always notify us if there will be any alterations to the way your child is returning home from school. If this involves school transport it is also the parent's responsibility to have any differences sanctioned by the education transport department.

School Closures

Every effort will be made to keep the school open whenever possible. Staff who live locally will make every effort to get to school to open as normal. In the event of a closure during the day, support systems will be in place at the school to look after all children and keep them safe until a responsible adult can pick them up.

If weather conditions deteriorate during the day it is appreciated that parents who live further afield may want to collect their child before the decision to close the school has been taken in order to ensure a safe journey home. This is totally acceptable, particularly as weather conditions can be quite different in different parts of the county. For those who live closer to the school, the school will remain open until 3.00pm unless the condition of the roads and traffic situation becomes hazardous and deems it necessary to close.

As a general rule, if Dorchester Middle School declares it necessary to close we will also close. Parents need to be aware that the school will not use school transport for sending children home early due to the risk of children not having an adult to meet them off the bus or taxi.

If the decision is taken to close the school, the Headteacher will access the geographical information system on the 'dorsetforyou' website and change the school's status to "closed". If the school is not opening at 8.30am the decision to close will be made before 7.30am. Parents can then either:

- Access information on school closures by logging on to <http://mapping.dorsetforyou.com/closedservices> where there will be a definitive list of school closures or
- Listen to local radio stations, who will be instructed by Dorset County Council to relay the definitive list of school closures to their listeners.

Please can parents follow this advice first before phoning the school as this has in the past caused difficulties in phoning out. If the school is closed during the day please try to get to school as soon as possible to pick up your child. Please use the front entrance on this occasion as we need to monitor who has gone home and with whom. Thank you very much for your support in these matters. The safety of the children is paramount.

Milk, Snack and Lunchtime

All children under 5 years old have the opportunity to register for FREE milk. "Cool Milk at School" provides milk at a subsidised price for those parents who wish to purchase it. Please contact the school office for further details.

As part of a Government initiative all children in Reception and Key Stage One are provided with a FREE piece of fruit or vegetable for snack time. We ask pupils in Key Stage Two to bring in a healthy snack for break time. Sweets and crisps are not allowed.

Each child is expected to have a plastic **named** water bottle, provided by the parent, so that they can access drinking water throughout the day.

Hot School Meals – provided by Local Food Links

Children in Reception, Year 1 and Year 2 are entitled to the Universal Infant Free School Meal every day. The school will automatically book a main meal for all children in Reception, Year 1 and Year 2 unless parents have told the school they wish to provide their child with a packed lunch. Parents can choose to change this booking themselves by registering on the Local Food Links website – the booking can be changed to either a jacket potato or vegetarian option. Parents of children in Year 3 and Year 4 can also order a hot school meal at a cost to the parent through the same website.

Packed Lunches

Parents are asked to provide a healthy packed lunch for their child/ren if they choose to take the Packed Lunch option. The lunchbox should be clearly **named** as this will help your child to identify their dinner more easily! (We have many lunchboxes looking the same!). No cans or fizzy drinks please.

Reporting To Parents

Newsletters are sent home by email monthly ensuring that parents, carers and Governors know what is happening in school. Please also visit our school website for further information about the school:-

www.winterbournevalley.dorset.sch.uk

Formal appointments are made during the Autumn and Spring Terms for parents to meet with staff in order to discuss how their child is progressing. Reports are sent out to parents late in the Summer Term. If you do have a particular problem please do not hesitate to come and discuss it with us. Within the constraints of class teaching commitments we will be glad to see you and do all we can to help. Sometimes events/workshops are arranged to explain specific areas of the curriculum in detail.

Home School Agreement

The school has an agreement setting out the basis of cooperation between the parents, the pupils and the school to maximise the benefits children gain from their time at Winterbourne Valley CE VA First School. All parents are invited to sign up to this agreement.

Home Learning

Children in Years 2, 3 and 4 are given the opportunity of doing small regular amounts of home learning. Parents are able to see some of the work their child is doing at school and to admire their concentration on a task. Sometimes home learning is a practical task or may involve researching a topic. Often your child will be expected to tell you what they are doing. Listening and conveying instructions is an important skill that has to be learned, not every task will be written down. All children in school have home reading books that can be read every evening.

Behaviour and Discipline in School

We expect children to be caring, considerate, communicative, courteous, co-operative, conscientious and confident with each other. We aim to provide a happy, safe environment for all children, and our staff work conscientiously to ensure this happens. Aggressive behaviour is not tolerated in the classroom nor on the playground.

Parents can access the school's Behaviour Policy and STOP Bullying Policy through the school website or the school office.

School Council / House System

Our School Council meets every half term. The School Council comprises two children from each year group from Reception upwards representing their class with a 'pupil voice'. This provides an opportunity for pupils of the school to have a say in the decisions made in school concerning the pupils. The school also has an active house system, with regular inter-house competitions. The older children are also involved in the effective running of events. Our Houses are, Steepleton, Abbas and St Martin.

Lunchtime Clubs

Regular lunchtime clubs are offered to children in Reception and Years 1-4. A variety of opportunities for extending and enriching the curriculum are provided by teaching and support staff giving of their 'free' time. If children join these extra-curricular clubs we expect them to make a commitment to attend regularly.

Emergency Contact Numbers

Parents will always be contacted by phone in an emergency. Please notify the school if your contact numbers change to ensure we can get hold of you in an emergency.

Helpers in School

We welcome parents and friends of the school who can regularly help with activities such as art and craft activities, sharing books, cooking and music. These extra helpers are valued members of our school community and help to broaden the adult contact that the children have.

Occasionally we have students completing work experience activities.

Please see your child's teacher if you could help us in this way - it is an excellent opportunity to see just what happens in school.

Security

We are conscious of the need for efficient security arrangements for the children and staff in school. Children and parents coming into school at the beginning, and end, of the school day are requested to use the pedestrian gate in the front playground. At any other time all visitors MUST come via the main entrance and sign in. Any visitors who are working in the classroom are asked to wear a badge so that children and staff know they have been officially 'signed in'. All helpers in school are cleared by the Disclosure & Barring Service.

HEALTH, SAFETY AND WELFARE

Medicals

Children receive a medical screening during their first year in school. Parents are notified about the examination and are invited to attend if they wish.

A school nurse is available by telephoning 01305 255215. Appointments can be made at school or at home on this number.

Medicines

Generally medicines must be administered at home or by a parent during the school day. We have standard procedures, including a form, which should be completed detailing dosage etc. for on-going medication. Parents are asked to complete a form detailing any medication taken by their child. Please note school can only be asked to administer medicines that have been prescribed by a doctor and that are stored in the original packaging. The pharmacy label will also need to be seen. Please refer to the school's Medicine Policy for further information.

All inhalers, although easily available, will be kept out of the reach of children whilst they are on the school premises.

Illness and Accidents

If a child becomes ill, or has an accident, whilst in school we endeavour to contact parents as soon as possible. It is most important therefore that the school office is notified, in writing, immediately of any changes to telephone numbers, including mobiles, or other particulars asked for on the Admission Form. Children who are slightly injured will receive First Aid treatment from a trained member of staff. All accidents requiring any treatment are recorded in our 'Accident Book' and your child will bring home a letter informing you of any treatment administered at school.

Sickness at Home

Our policy is if your child is ill in the night, particularly if this involves sickness and/or diarrhoea, please do not send him/her to school until 48 hours have passed since the last symptom. I am sure you can appreciate, tummy upsets spread around the school very quickly and it is only fair to other children and staff to keep sick children away from school.

Welfare

If you have any concerns about any aspect of your child's education or welfare, please do not hesitate to make an appointment to come in and see the staff. A small problem can very quickly grow into a larger one if it is not tackled immediately. We cannot start to solve a problem if we do not know about it.

Equal Opportunities

Winterbourne Valley CE VA First School is an inclusive school which aims to offer equal opportunities for all, irrespective of gender, age or ability. Please see our Single Equality Policy and Special Educational Needs Policy on the school website or from the school office for further details.

THE CURRICULUM

The 'curriculum' refers to all the learning experiences that are offered to the children during their time at school. Our curriculum has been reviewed and developed to ensure that all the requirements of the current Primary National Curriculum are fulfilled.

A curriculum overview of topics being covered each term is sent out to parents. If you feel you would be able to enrich our curriculum in any way i.e. you have artefacts or would like to talk to the children please let us know as we would welcome the opportunity for the children to learn from your specific knowledge and expertise.

Should you wish for more information on any area of the curriculum we would be pleased to discuss the relevant schemes of work and policy documents.

EYFS

The Early Years Foundation Stage (EYFS) Curriculum is designed for children from birth to five years old. Many children will already have experienced elements of this curriculum through attendance at nursery, pre-school or with an accredited childminder.

The EYFS Curriculum is structured around three *Prime Areas of Learning*, which are fundamental to children's early development:

Personal, Social and Emotional Development
Communication and Language
Physical Development

Alongside these are four *Specific Areas of Learning*, which help children to develop and apply the skills gained through the Prime Areas:

Literacy (reading and writing)
Mathematics (number, shape, space and measures)
Understanding the World (people and communities, the world and technology)
Expressive Arts and Design

Each area of learning is broken down into developmental stages that reflect typical age-related progress. The final stage in each area is known as the *Early Learning Goals*. By the end of the EYFS, most children will be working within these goals.

The EYFS Curriculum places a strong emphasis on learning through play, ensuring that children develop the key skills, knowledge and social and emotional understanding they need to thrive as they move into the next stage of their education.

PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION (PSHCE)

The school uses the SCARF Programme to support children's personal, social, health and emotional development. Through engaging, age-appropriate lessons, children learn about friendships, managing feelings, staying safe and making positive choices. The programme helps

pupils to build confidence, develop empathy and understand how to care for their own wellbeing and that of others.

Alongside this, sensitive and carefully planned Circle Time sessions take place throughout the school. These provide a calm and supportive space where children are encouraged to talk about their thoughts and feelings, should they wish to do so. Sessions are led by trusted adults and promote listening, respect and kindness, helping children to feel secure, valued and understood within the school community.

ASSESSMENT FOR LEARNING (AfL)

Children need to understand the objectives for lessons and why they are important.

Teachers' planning includes AfL strategies

- use of success criteria
- response/talking partners
- shared learning objectives
- effective questioning and marking

LITERACY

Language is fundamental to all learning and is therefore a crucial part of the curriculum. It is concerned with speaking and listening, reading and writing, spelling and handwriting.

All classes have literacy sessions based on programmes suggested in the Primary National Curriculum.

Our aims are for all children to be able to express themselves clearly and confidently; to be able to concentrate and listen carefully both for the purpose of gaining information and in discussion; to be able to express their ideas in writing showing a clear understanding of basic rules of spelling, punctuation and grammar and finally to teach children to enjoy their own language and literature. We encourage children to enjoy literature and to take pleasure from both fiction and non-fiction books. Children are able to choose, on a regular basis, from a wide range of books for home reading. Some of the books contain very few words and are meant to be used as discussion books or as opportunities to develop your child's story telling techniques. Children who are read to and enjoy books from an early age are most likely to become fluent readers themselves in the future.

Children read books from the Little Wandle reading and phonics scheme, which focuses on decoding, prosody and comprehension skills. This continues into Key Stage 2, where they progress onto fluency books, before moving on to 'free reader'. Drama and storytelling are also used to enhance language development.

Writing activities are linked with stories, projects and the children's own experiences. They write for a range of purposes, factual, descriptive and creative and for a variety of audiences. From Reception children are encouraged to make marks not just on paper but on a whole range of materials and resources eg. outside writing boards. This mark-making later develops into emergent writing where pupils 'have a go' at the spelling of words. We have adopted the 'storymaking' approach to help structure pupil's story writing. Children are encouraged to

express their ideas in writing which shows a clear understanding of basic rules of spelling, punctuation and grammar. We use cursive handwriting in school and presentation skills are practised. Word processing facilities provide a means of presenting ideas in a different form and allow re-drafting of work.

MATHEMATICS

All classes have maths sessions based on programmes suggested in the Primary National Curriculum.

Children work at the appropriate level according to their ability. Daily activities include oral and mental work as well as completion of tasks either individually or in groups. Children are encouraged to discuss strategies that they employ for doing mathematical calculations and problem solving. A wide range of mathematical resources are used to ensure that sessions are stimulating and enjoyable. Years 3 and 4 children are expected to learn their multiplication tables.

SCIENCE AND ENVIRONMENTAL STUDIES

The aim in studying science is to develop an enquiring mind and a scientific approach to problems. Skills of observation, investigation, fair testing, as well as the ability to think and discuss logically will be developed from the children in Reception onwards.

Use is made of the school grounds particularly for observation work relating to small animals, growth of plants and weather. Observation and investigation is encouraged. The local area is also used in studies of streams, fields, hedgerows etc. Field trips are made with Key Stage Two children to allow them the opportunity to study different areas.

RELIGIOUS EDUCATION

Religious Education, which is taught to all classes as part of the curriculum each week, follows the scheme 'Discovery R.E.' and 'Understanding Christianity'. Discovery RE lays down broad guidelines upon which our own scheme of work has been devised and adopts an enquiry – based approach to teaching and learning. Christianity is taught in every year group and is developed upon each year based upon the Christian concepts taught through Understanding Christianity. Hinduism, Islam, Judaism and Sikhism are also covered. In all aspects of school life children are encouraged to develop the social skills of living and working as part of a community and caring for others.

COLLECTIVE WORSHIP

It is the practice of the school to hold a daily Act of Worship which all children are invited to attend. We aim to inspire awe and wonder and to develop spirituality and reflection. Our assembly time gives us an opportunity to celebrate achievements, once a week, in our 'Praise Assembly' which gives us opportunities to emphasise the moral code that underpins our school community. Children regularly lead services to which parents are invited. There are close links with our local Church, St Mary's, where we hold our Advent, Mothering Service and other services as appropriate to the Church calendar. We hold our Key Stage Two Carol Service in St Martin's Church, Martinstown. The local Reverend and parish members regularly lead the children's worship in school.

Parents have the right to withdraw their child from the daily act of worship and also from religious education. Please make an appointment to see the Headteacher if you wish to discuss this.

School Prayer

Thank you God for this new day
In our school to work and play
Please be with me all day long
In every story, game or song
May all the happy things we do
Make you our Father happy too.

COMPUTING

Computing is included in the curriculum and is used to enhance and enrich many other subject areas including maths, language, science and topic work.

There are laptops available in each class base that are linked to the internet as well as a bank of tablets stored in the Foundation Base and Chromebooks stored in the KS2 classroom. Every child has an opportunity for regular hands-on computing experience.

We have interactive whiteboards in each classroom. This enhances the quality of teaching, makes the learning exciting, and ensures that our children have up-to-date technological experiences.

MUSIC

Included in the music curriculum is:

- Listening - the ability to discriminate between various sounds and qualities of sound (high/low, fast/slow etc.) and to be able to imitate simple rhythm patterns. The ability to recognise the sound as well as the look of various instruments and the opportunity to listen to a range of music.
- Singing - learning songs and hymns of a variety of styles both for enjoyment and for performance purposes.
- Creative music - the opportunity to experiment with sounds and with various pitched and unpitched percussion instruments.
- The recognition of simple musical notation.
- Musical response - to encourage the children to be able to respond to music emotionally and imaginatively in their singing, playing and listening. Combining music with movement and dance activities as a further expression of this response.

At present children from Reception onwards are able to learn to play a variety of instruments, offered by the Wessex MAT Music Service. Peripatetic teachers provide specialist tuition. We have lunchtime recorder group and as the children become proficient they are encouraged to play in our daily Acts of Worship.

When possible we take groups of children to listen to orchestral concerts specially arranged for school children. The children are also encouraged to join in music festivals with other Dorchester schools to sing and play instruments.

PE, GAMES, GYMNASTICS, ATHLETICS and DANCE

The aims of this curriculum area are to promote skill acquisition in a wide range of physical activities, to give enjoyment, satisfaction and a sense of achievement and to promote a positive attitude to group and team activities.

In the early stages much of the work is concerned with physical coordination helping children to appreciate the capabilities and limitations of their own bodies both on the ground and when using climbing apparatus. They will also be learning how to handle and control a variety of small apparatus (bats, balls, bean bags etc,) and, in Key Stage Two, have more opportunity to put these developing skills into practice in more organised team games. The emphasis throughout is on personal development and achievement. Dance and movement sessions enable children to gain better understanding of use of space and body awareness.

In all these activities children are encouraged to develop good habits of personal hygiene and the provision of suitable clothing is an integral part of this training.

A school Sports Afternoon is held annually. Our children also join in sports events and dance festivals that are arranged locally.

HUMANITIES

The curriculum followed in history and geography has been agreed with the other First Schools in the Dorchester area and with the Middle Schools to ensure progression and continuity. History and Geography are generally covered as part of a topic. The immediate locality provides us with a rich resource. We aim to develop the ability to understand and be able to make use of simple maps, plans and other reference material. The children begin to develop some understanding of time and place, particularly through the study of social history, and to develop enquiring minds through examining a variety of sources. A bank of resources is being built up to support work in the locality and further afield.

DESIGN TECHNOLOGY

All the children have regular experience of designing and making structures and planning systems. They spend time working in small groups and as a whole class. We have built up a good resource bank of tools and equipment that the children are taught how to use under supervision. Being able to talk about their plans, models and posters is an important part of technology sessions.

Children have many opportunities to learn about cooking. The children are helped to gain an understanding of ingredients used and how they may be changed during cooking. The safe use of kitchen equipment and hygienic preparation of food is of paramount importance. The relevance to the science and mathematics curriculum is made evident through discussion.

ART AND DESIGN

Art education aims to foster creativity, encourage sensitive awareness and to provide the children with the skills and techniques to express emotions, experiences and imagination in a variety of mediums and art forms.

At the most basic level this means that instruction is given in the use of brushes, scissors, mixing paint, choice of glues etc. Once these skills have been acquired the child can select their own medium and begin to interpret independently.

Children are encouraged to use their senses, to observe carefully and to be aware of texture and colour. They are also encouraged to look at the works of a range of artists and sculptors.

Areas covered in art and craft may include:

- drawing and painting using a variety of media, instruments and paper.
- modelling and sculpting, using clay, papier-mâché, plasticine, playdough and recyclable material
- printing, including tie and dye and batik
- collage using a variety of fabrics, papers and recyclable materials.
- needle and fabric work, including making simple puppets.

Pupils' work is selected for display with the older children being involved in the selecting and sometimes mounting of their own work. Some pieces of work are framed and displayed around the school. We try to invite different artists into school to share their expertise.

SPECIAL EDUCATIONAL NEEDS

Our school follows the Code of Practice for identifying and meeting Special Educational Needs. 'Special Educational Needs' means that sometimes a child, whilst having access to the full curriculum, may require different and additional teaching strategies to help him or her progress. A child may join the school having already had their Special Educational Needs identified in another setting. Alternatively, a child may come from another Primary or First School with a description of their Special Educational Needs.

Teachers are alerted to the possibility of a child having Special Educational Needs through continual tracking and monitoring of a child's abilities and behaviours. The process of assessment involves looking carefully at classroom organisation, teaching materials, and teaching style, and making changes where appropriate; it may also involve some differentiation of the curriculum. If the child's progress continues to cause concern, school will take account of the teacher's ongoing observation, written records, and the outcome from Baseline Assessment and take appropriate action. Parental concerns will always be considered carefully.

Differentiated and additional help is usually provided within the school's own resources and is likely to involve the drawing up of an Individual Learning Plan (ILP). This plan sets out clear, precise targets for the child, and highlights the ways in which these targets are to be met. ILP's are discussed with the parents, and wherever possible the child is involved in the discussion. ILP's are reviewed and updated termly. If progress is not satisfactory, outside agencies may be contacted for advice, for example the Educational Psychologist, Speech and Language Therapist or the Behaviour Support Service. This is called SEN Support. In a very small minority of cases,

the process of identifying Special Educational Needs may lead to a Statutory Assessment and the drawing up of a Statement of Special Educational Needs. This is called an Educational and Health Care Plan. This statement is a legally binding document in which the Local Education Authority describes the child's needs and the ways in which these needs are to be met.

A range of intervention programmes is available for staff to use as appropriate.

Our school collaborates with several outside agencies on a regular basis.

Children who are exceptionally gifted or more able are also identified as needing differentiated provision and are provided with appropriate extension activities to specifically enhance their investigative and research skills.

The Special Needs and Disability Act 2002 places duties on schools to adapt buildings, classroom environments, and teaching methods where appropriate, so that children with disabilities can access both curriculum and social activities to the greatest possible extent. Disabilities might include long-term need for a wheelchair or long-term severe hearing or visual impairment.

90% of our school is now accessible to wheelchair users. Arrangements for the admission of pupils with special needs and/or disabilities can be found in the school's Admission Policy. Details of how pupils with special needs and/or disabilities are treated at the school and details of the school's provision for these pupils can be found in the school's Special Educational Needs Policy, Equal Opportunity Policy, Gender, Disability and Accessibility Equality Schemes and Action Plans. These are all available from the school office or can be viewed on the school website.

The Headteacher is responsible for overseeing and advising on special educational needs programmes and there are also two Governors on the Governing Body with responsibility for Special Educational Needs.

RELATIONSHIP AND SEX EDUCATION FOR 5– 9 YEAR OLDS

Our approach to this area is as follows:

- Children should have access to correct information about their bodies.
- They should develop an appropriate and proper vocabulary for talking about their bodies in class.
- Sensible attitudes to bodily functions should be fostered.
- Children should be made aware of different types of caring home backgrounds, with no one pattern being seen as the only feasible model.
- Children must be reassured that they are still loved by their families while they are at school.
- They need an atmosphere conducive to asking such key questions as 'Where do babies come from?'
- Children at this age should be encouraged to develop ideas of non-stereotyped gender roles.
- Children begin to learn about growth and reproduction as part of the Jigsaw programme. Parents are notified of the content of these lessons and are able to request that their child 'opts out' of them.
- Children need to become familiar with good health care practices and systems.

The Life Education charity visits each year group annually. This is a programme of work, delivered by a trained educator, whereby the children learn all about their bodies, healthy eating and drug awareness in a practical way.

SCHOOL UNIFORM

The school colours are red and grey. We believe very strongly that a school uniform encourages pride in the school, a sense of belonging and good discipline. It is the governors' clear expectation that parents will ensure that their child conforms to our sensible, practical, and smart school uniform.

The uniform consists of:

- Red school sweatshirt with school logo*
- Dark grey trousers, shorts, skirts or culottes
- Red polo shirt with school logo*
- School shoes – black preferably
- Black, grey or white socks

Summer uniform for girls:

- Red gingham dresses
- Red cardigan with school logo*

For P.E.:

- Red t –shirt with school logo*
- Navy shorts
- Black plimsolls (or light trainers for outside PE)
- PE kit should be kept in a named drawstring bag that is hung on their cloakroom peg.

All items of clothing should be **clearly marked with your child's name** so that they can be safely returned if lost/found.

*Embroidered sweatshirts, cardigans, white or red polo shirts, caps and book bags with the school logo may be purchased through the Dorset Schoolwear in Weymouth.

<https://dorsetschoolwear.shop>.

Throughout the summer months children are expected to wear sun hats during outside playtimes.

Children do not need to bring large bags to school. A book bag can be used to carry books and letters home from school saving space in cloakrooms.

Office Hours

Our school office is open Monday to Friday 8.30am until 3:00pm.

If you would like to visit our school, please arrange an appointment to meet our Headteacher by telephoning our school office on 01305 889297.

Thank you for taking the time to read our School Prospectus.

We look forward to working with you in the future.

SCHOOL STAFF

Name	Role
Mrs Emma Sleightholme	Headteacher
Ms Rebecca Pearce	Class Teacher (3 days) – Silver Birch Class (Years 3 and 4)
Mrs Kirsty MacSwiney	Class Teacher (2 days) – Silver Birch Class (Years 3 and 4)
Mrs Amanda Joslin	Class Teacher – Beech Class (Years 1 and 2)
Mrs Joanna Rogers	Foundation Base Teacher – Cherry (Reception) and Blossom (Pre-School)
Mrs Kirsty MacSwiney	PE Teacher (2 days)
Mrs Cherie Tyler	Teaching Assistant – Silver Birch Class
Ms Lynne Reeves	Teaching Assistant – Beech Class
Mrs Karen Sanders	Teaching Assistant – Cherry Class
Ms Jude Shaw-Gore	School Secretary
Mrs Annie Baddiley	Finance Officer
Mrs Josie Brown	Administrative Assistant

Winterbourne Valley CE VA First School Governing Body

<u>Name</u>	<u>Governor Category</u>
Miss Jan Griffiths	Foundation Governor (Chair)
Mr Harry Offer	Foundation Governor (Vice-Chair)
Rev Teresa Stewart-Sykes	Foundation Governor Ex-officio
Mrs Zita Ronald	Foundation Governor

Mrs Emma Sleightholme	Ex-officio, Headteacher
Mrs Rosie Masters	Local Authority Governor
Mr Jeremy Messenger	Parent Governor
Mrs Emma Gordon	Parent Governor
Mr David Taylor	Co-opted Governor
Mrs Mandy Joslin	Staff Governor
Mrs Pauline Wooltorton	Clerk to the Governors