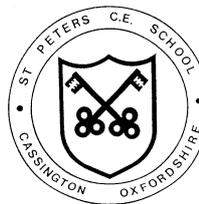




Registered in England and Wales
Company number 07939655



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

The Green, Cassington, Witney, Oxon, OX29 4DN

E-mail: office.3651@st-peters.oxon.sch.uk Tel: 01865 880443

Web-Site: www.st-peters.oxon.sch.uk

Headteacher: Mrs Jeanette A. G. Millward MA(Ed)

School Prospectus

Chair of Governors: Mrs Annette Wade

Welcome	3
History of the School	4
Aims of the School	5
General Information	
Admissions	6
Session times and organisation of classes	7
Behaviour and Discipline	8
School Uniform	9
School photographs	10
St Peter's School Association	10
Contact with parents	10
Complaints	11
School policy documents	12
Secondary transfer	12
Equal Opportunities	13
Special Educational Needs	15
Health and Safety	16
Child Protection	18
Parents and School in Partnership	19
The Curriculum	20
Extra- Curricular Activities	25
Additional Information	26
School Term Dates	26
Achievement Data	27

St Peter's C of E school promotes Christian values and fosters an environment of spirituality, creativity and respect where everyone is valued and each child can achieve their full potential.

Dear Parents and Carers,

I am delighted that you have picked up and opened our new updated prospectus. We hope it answers your questions about the school and gives you an insight into the experience your child will have here.

We offer a creative curriculum that recognises and values each child as a unique individual. Everything we do is underpinned by our vision and values. These were developed by the children, parents, staff and governors all working together.

In 2016 we were inspected as part of the Statutory Inspection of Anglican and Methodist Schools (SIAMS). We were delighted to have been awarded an outstanding grade.

Our school has been recognised by Ofsted (April 2017) to be a good school overall. We are particularly proud that in the area of personal development, behaviour and welfare our school was judged as outstanding. Over the years we have established a culture of continuous improvement which, in the framework of our school improvement plan, is driving us forward to achieve consistently high standards. During the years your child spends with us we provide an exciting range of opportunities to learn, create, play and develop. Every child is encouraged and motivated to take an active role in their own learning and to be ambitious in their achievements. We recognise the importance of parental involvement and will actively communicate with you to ensure your child is happy, safe and making good progress.

Our school is at the heart of a friendly and lively community in Cassington, which welcomes children and parents whether they are residents in the village or travel in daily. We are fortunate to enjoy strong local support and to play our part in village life.

We have always strived to make our internal and external environments stimulating for the children. We have wonderful grounds and have a purpose built Foundation Stage Unit which has enhanced our provision of quality education.

If you haven't already, please take a look at our website www.st-peters.oxon.sch.uk. I hope that you will want to discover more by coming to visit and seeing the school at work.

Please make an appointment by phone or email to our school secretary. You will be guaranteed a warm welcome.

Yours sincerely,

Chair of Governors

HISTORY OF THE SCHOOL

The original school in Cassington was founded by the Vicar in 1853. It was a stone building next to the Village Green and is still standing today as a private house. In July 1971 the Department of Education gave permission for the building of a new school on a larger site in Cassington, adjacent to the Green. Work was started in July 1972 and the school was officially opened on 1 July 1973 although staff and pupils did not move in and start working until September of that year. The school bell from the original building was moved to the new one and is still rung to mark the end of playtimes.

Parents of the children in the school raised money to provide a heated swimming pool for the new school and this opened in 1974. Changing rooms were built in 1978.

There have been several additions to the new school building since 1974. In 1991 an extension was built on the front of the school to provide office space, a staff room, medical room and improvements to the entrance hall and resource space. In 1997 an extension was built onto Class 1 to provide additional facilities for Early Years teaching. In 2000 a newly equipped ICT bay was opened. The building of an additional classroom was completed in 2002. In 2014 a new Nursery Unit was opened which amalgamated the onsite Cassington Preschool and School Foundation Stage.

From June 1st 2014 the school became an Academy as part of the Eynsham Partnership Academy (EPA). The EPA is made up of seven very different schools:

Bartholomew Secondary School
Eynsham Community School
Hanborough Manor Church of England Controlled School
Stanton Harcourt Church of England Controlled School
Standlake Church of England Controlled School
Freeland Church of England Controlled School
And ourselves – the only Church of England Aided School.

It is stated in the Trust Deeds that St Peter's School was founded to provide a Christian education for the children of Cassington. The Governors continue to fulfil that aim by supporting and encouraging the links between the school and the Parish Church and its clergy as well as the wider community. Becoming an academy has not diminished that aim.

As a school we much appreciate the co-operation and help of our parents and we have a thriving School Association. Throughout the year they raise funds to support the school and are have brought such items as a pirate ship, stage, adventure playground and mobile laptops. They also subsidise the swimming pool organising lifeguards and after school swimming sessions.

OUR VISION AND VALUES ARE AN IMPORTANT PART OF OUR SCHOOL. PLEASE TAKE A LOOK AT OUR VALUES WHEEL WHICH IS DISPLAYED ON A BOARD ON THE OUTSIDE OF THE SCHOOL AND CAN BE FOUND ON OUR WEBSITE.

AIMS OF THE SCHOOL

1. To create an environment where all learners can achieve their full potential, academic or otherwise.
2. To provide each child with a broad and balanced education within a Christian ethos which will foster his/her intellectual, social, emotional, aesthetic, spiritual and physical development.
3. To encourage a high level of effort, positive attitude and achievement so that children acquire a zest for learning which will remain with them throughout their school days and beyond.
4. To promote a sense of awe and wonder and develop a sense of enquiry and an enthusiasm for new experiences.
5. To develop in children a sense of self-esteem, self reliance, independence and a confidence in their own worth..
6. To create a learning environment where the children feel confident to make appropriate choices and so develop self-discipline and a responsibility for their own actions.
7. To develop an awareness of other people and a respect for their religious, spiritual, cultural and social differences so that the children may take their place in society as tolerant, caring people.
8. To forge links with parents, the extended family and the community.

In October 2015 the school achieved an outstanding grade in the Statutory Inspection of Anglican and Methodist Schools.

GENERAL INFORMATION

Admissions

Our current Admissions Policy and Admissions Timetable can be found on our website. The following is taken from the policy:

Over-subscription criteria

Children with a Statement of Special Educational Need or with an Education, Health and Care (EHC) plan naming St Peter's CE Primary School will always be offered places. If there is then greater demand for admission than there are places available, the following criteria will be applied in the order set out below:

- i Looked-after children and children who were previously looked after, but ceased to be so because, immediately after being looked after, they became subject to an adoption, child arrangements or special guardianship order. (See Note 2)
- ii Families who have exceptional medical or social needs that make it essential that their child attends St Peter's CE Primary School rather than any other. These needs must be fully supported by written evidence from the appropriate professional person involved with the family. (See Note 3)
- iii Children with a normal home address (See Note 4) in Cassington and Worton and with a sibling (see Note 5) on the roll of the school at the time of application or whose parent has accepted an offer of a place at the school and who is expected still to be in attendance at the time of entry to the school.
- iv Children with a normal home address in Cassington and Worton.
- v Children with a normal home address outside the Cassington and Worton and with a sibling on the roll of the school at the time of application or whose parent has accepted an offer of a place at the school and who is expected still to be in attendance at the time of entry to the school.
- vi Other children.

Proximity of the child's home, as measured by the straight line distance (see Note 6) between the home and the school with those living nearer being accorded the higher priority, will serve to differentiate between children in criteria i to vi should the need arise. In the event that two distance measurements are identical, the school will use random allocation to decide which child should be offered the place. The process will be conducted in the presence of a person independent of the school.

For further information, in the first instance, please contact the Admission - Secretary at the school or see our website.

Session Times and Organisation of Classes

Morning Session

Doors are opened at 8.40am

8.55am - 12.00 noon

Afternoon Session

1.00pm - 3.00pm

The school opens at 8.40am and children may come straight into the classroom at that time. Prior to this we regret we cannot accept responsibility for the children's welfare as staff are busy preparing for the day ahead.

We run a Breakfast Club every week day starting at 8am.

On occasions we do ask parents to bring their child early if we have arranged additional work for them. This usually happens in Year 5 and Year 6.

There is a fifteen-minute break at mid morning. During this break children can drink milk ordered on line from coolmilk (www.coolmilk.com), and eat a piece of fruit which is provided free of charge to all children. There may be a ten-minute break in the afternoon for the children in Oak Class.

Organisation of classes

The school is organised into four vertically grouped classes:

Apple Tree Class: Nursery and Early Years Foundation Year (2 – 5 year olds)

Oak Class: Year 1 and Year 2 (6 – 7 year olds)

Maple Class: Years 3 and 4 (7 – 9 year olds)

Willow Class: Year 5 and 6 (9 – 11 year olds.)

Your child's class teacher is responsible for all aspects of your child's development within these groups. Our teachers use a variety of methods – individual, group and whole class teaching – which are appropriate to the work being covered and the needs of the children. Work is always carefully planned – termly, weekly and daily – assessed and evaluated to ensure that children are working at a level which is appropriate to them. Records are kept to confirm that continuity and progression are maintained in individual classes and throughout the school as a whole. Parents may request access to these records at any time provided reasonable notice is given.

Behaviour and Discipline

Associated policies to be found on our web site:

Positive Behaviour Policy, Anti-Bullying Policy

We encourage all to have a love of God, love of your neighbours and a love of yourself. Our Church school offers a spiritual and moral basis for the development of human wholeness and a sure foundation for personal and social values.

The underlying rationale of our school positive behaviour management is that good behaviour should be recognised and rewarded and that negative behaviours should be discouraged and changed for the better through the fair and systematic application of our behaviour policy. When children fulfil our expectations we let them know. We recognise the good behaviour of the majority and for this reason more emphasis is placed on rewarding positive behaviour than punishing unacceptable behaviour. School should be a positive environment – there should be more praise than correction.

Children are expected to be courteous and considerate to all others with whom they come into contact with, adults or other children. We look for continuous growth in self-discipline, motivated by a pride in work and behaviour and a feeling of belonging to the school community.

Younger children each have a partner from the older age group, encouraging responsibility and caring in the older child and fostering friendship and models for good behaviour in the younger child.

On a practical level, we expect children to move quietly around the school without running, to be tolerant of others, to share ideas and ideals, to keep the school a pleasant place in which to work where everyone may feel safe, happy and secure.

Our School Rules are:

Do be gentle
Do be kind and helpful
Do work hard
Do listen to people
Do be honest
Do treat everybody and everything with respect

School Uniform 2017

PLEASE NOTE IT IS ESSENTIAL TO LABEL ALL OF YOUR CHILD'S UNIFORM AND CHECK THE LABEL REGULARLY. There is a lost property box in each class and one by the office door.

<u>Winter</u>		
Trousers	Grey.	not leggings or jeans
Pinafores /skirts	Grey.	
Polo Shirts	sky blue	Plain or available on the website with the school Logo
Blouses	White	
Sweatshirts	Navy blue	with school logo available from school or on the website
Cardigans	Navy blue	Plain or available on the website with the school Logo
Socks, tights	Navy, grey or white.	
Shoes	Black	plain school shoes only, no coloured laces
<u>Summer</u>		
As above in addition:		
Dresses	Blue/white	
Shorts	Grey	
Sandals	Black / White	sensible, plain flat
<u>School PE Kit</u>		
Indoors:		
Shorts	Black/navy	
T-shirt	Plain white	Plain or available on the website with the school Logo
Plimsoles.	Black	
Outdoors:		
Jog bottoms & sweatshirt top	Navy	preferably plain
Trainers		preferable plain
<u>Outdoor wear</u>		
Coats	Any colour	waterproof /warm
Wellington Boots	Any colour	waterproof /warm
<u>Other Requirements and information</u>		
Long hair must be tied back for PE.		
Jewellery must not be worn and we advise parents not to have their child's ears pierced during their primary school years.		
School sweatshirts, waterproof jackets, PE bags and book bags may be purchased from the school secretary.		
Clothing is available to order either following the link from our school web site www.st.peters.oxon.sch.uk or direct from www.brigadeuniformdirect.uk.com		

School Photographs

School photographers visit the school each Autumn to take individual and family photographs of the children. There is no obligation to purchase the photographs. Group photographs of the whole school or class groups are taken during the summer term. When your child enters our school parents are required to complete a photo permission form.

St Peter's Parent Teacher Association (SPSA)

All parents are members of our school association. The key aims of the association are to provide both practical and financial help to the school in whatever capacity is needed. We generate income through organising various social events throughout the year which also serve to keep the wider community involved in school life.

The association – which is affiliated to the NCPTA (National Confederation of Parent Teacher Associations) – has an extremely hard working committee who are responsible for co-ordinating its activities. These include up-keep of the pool and lifeguard training, an assortment of fund-raising events such as barbecues, Fayres, discos and family quiz evenings as well as providing support wherever it is required on a day to day basis.

Through its fund raising the association has provided much valued equipment such as the adventure playground whilst contributing to the financial cost of the swimming pool maintenance and other projects. It also regularly helps to cover the cost of coach trips or supplements external activities allowing our children to have as broad an educational experience as possible.

The Governors and staff value greatly the help that the school association provides and hope that the co-operation between them all will be ongoing and long-lived.

Contact with Parents

Parents are always welcome to come into school informally at the beginning and end of any teaching day. On a more formal basis we hold consultations with parents at regular intervals throughout the year in parents' evenings. There is also an opportunity to discuss your child's report with the class teacher towards the end of the school year.

Please do try and attend these consultations. It is vital that parents and teachers co-operate and work together so that your child gains maximum benefit from time spent in school.

Class routines, timetables and expectations are shared with parents at the start of each year and curriculum plans at the beginning of each term.

We also report to parents three times a year to inform them of their pupils' progress and any targets.

We welcome offers of help from parents, relations and friends in school. Any skills that you have to offer will be warmly welcomed.

Approaching the school

From time to time parents or other members of the school community may need to approach the school in order to:

- Discuss the progress or welfare of their child
- Express concerns about actions of other pupils
- Enquire about a policy or practice

It is important to have in place procedures that will help to solve problems as soon as possible so that they do not escalate. The best results are when school and parents work together.

The following guidelines aim to:

- Provide a clear guide in order that concerns are dealt with in an open and fair manner
- Ensure that the rights of pupils, teachers and parents are respected and upheld
- Support sensitivity and confidentiality
- Help reach an agreed solution.

It is recognised that sometimes concerns may cause frustration and anxiety. At such times it is always important to organise a time to talk with school staff in an unhurried and confidential atmosphere.

Please note: Trying to talk to teachers when they are trying to teach, managing children or engaged in another conversation is inappropriate. This is especially so in the morning. Please arrange a more suitable time.

Concern	Appropriate Action
The academic progress of your child	<ul style="list-style-type: none"> • Contact either the classteacher directly or the office to arrange a suitable time to discuss issues.
The welfare of your child	<ul style="list-style-type: none"> • For minor issues contact your child's classteacher. • For more serious concerns contact the office to make an appointment to see the Headteacher. • To convey information about change of address, telephone number, e-mail, emergency contact, custody details, health issues etc please contact the office.
Actions of other pupils	<ul style="list-style-type: none"> • Contact the classteacher for a classroom problem • For other issues please make an appointment to see the headteacher. <p><i>At no time should parents approach another child other than their own to address an issue at school.</i></p>
School Policy or Practice	<ul style="list-style-type: none"> • Contact the office. State the nature of the concern and make an appointment to see the headteacher.

Complaints Procedure

If you are unhappy about anything concerning the curriculum or related matters, please speak either to the class teacher or to the Headteacher.

We will try to resolve the matter as soon as possible. If it is not possible to resolve the problem at this level it may then be taken to the school Governors. We hope that concerns will not reach this point as the Headteacher is always available to see you.

As required by the 1988 Education Act the LEA has a complaints procedure and the full document may be seen at the school or on the web site.

School Policy documents

Throughout this Prospectus reference has been made to various policy documents. These are available to be seen in the office by parents. All Policy documents are regularly reviewed, to ensure that the information contained within them is as up to date and relevant as possible. Some of our Statutory Policies can be viewed on our school website.

Secondary Transfer

Many of the children from our school transfer to Bartholomew School, Eynsham, in the September after their eleventh birthday. Free coach transport is provided from Cassington to Eynsham and back every day. Teachers from Bartholomew School visit St Peter's to meet year 6 children and the Primary Classroom on the Bartholomew School site enables classes from primary schools to spend study days at the school using the facilities and being taught by the secondary staff. Partnership group festivals, sports events and other activities ensure close links between the Primary and Secondary schools in this area.

Equal Opportunities

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Special Needs

St Peter's is an inclusive school.

St Peter's C of E Primary School recognises that each child has individual and unique needs. We respond to these diverse needs by setting suitable learning challenges to enable children to overcome barriers to learning and to achieve their potential. In particular, we:

- promote individual confidence and a positive attitude
- ensure that all pupils receive appropriate, differentiated educational provision to provide all pupils with strategies for dealing with their needs and a broad and balanced curriculum which demonstrates coherence and progression in learning
- give children with SEN equal opportunities to take part in all aspects of the school's provision
- identify, assess, record, and regularly review pupil's progress and needs
- work collaboratively with parents, other professionals and support services including the Educational Psychology Service in planning and supporting all stages of the child's development
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

St Peter's CE school has adopted the Oxfordshire Dyslexia Policy, which is available to be viewed on line.

Support is available in school for children who have difficulty with some aspect of their education. We always consult with parents first if we have any concerns about a child's progress and encourage parents to discuss these with the class teacher. Specialist assessment, advice and support are supplied by the Special Needs Co-ordinator. In some situations it may be advisable to consult the Educational Psychologist. Permission is always sought from parents before pursuing this course of action.

Special Needs at St Peter's operates and comes within the guidelines of the Code of Practice 2014. The school follows a policy of inclusion.

Parents are consulted over any concerns regarding their child's progress. Specialist assessment and advice is supplied by a variety of support services including the Educational Psychologist. The Special Educational Needs policy is available in school and on the school's website. Please see the school's special educational needs policy statement for more information.

HEALTH AND SAFETY

If your child is absent from school please telephone the school as soon as possible on the first day of absence. A written note must be sent into school when your child returns to school explaining the absence. Unauthorised absences (those for which no reason is given) have to be recorded and reported to parents annually and details given in the school's prospectus.

If your child has an appointment at hospital, clinic etc please let us know in advance by informing the school office by e-mail or verbally. You may then collect him or her directly from the classroom, however please ensure you book them out of the building by seeing the school office.

We recognise that absence from school will result in children not achieving their full potential and we cannot condone parents taking their children out of school during term time for holidays. If you feel that your child will need to be absent from school for any length of time please fill in a form and return to the headteacher at least 2 weeks prior to the absence. Holiday absences are not authorised. *Please note that authorisation of absence rests with the headteacher who has to follow specific guidelines from the government.*

Children are not allowed to leave the school premises unaccompanied at any time during the school day unless we have received prior notification from the parent.

Medical

If your child has a serious or recurring medical problem please inform the school as soon as possible – preferably on admission to school so his/her particular needs can be discussed.

Medicines in School

It is not our policy to allow medication in school. If your child is unwell then they should remain at home until better. However if your child has a condition which requires regular medication then please see the school administrator and fill in a form for administer medicines. Only prescription medicines will be administered by our trained First Aid Staff. If your child needs to receive any medical treatment you may come into school to administer the medicine yourself.

Children who suffer from Asthma and need to carry inhalers are an exception to this rule. Inhalers should be clearly labelled with the child's name and given to the class teacher (if appropriate) for safekeeping. Written details should be registered at the school office.

Illness in School

We have a medical room where any child feeling unwell may rest. However, where staff suspect illness parents will be contacted by telephone to collect their child. Sick pupils will be cared for until their parents arrive.

It is vital that we have an up to date telephone number where you can be contacted in case of illness or emergency. Please be sure to notify the school if this changes.

If a serious accident occurs we will contact you straight away should we think that hospital treatment may be necessary.

If we are unable to contact you it may be necessary to act “in loco parentis” and arrange this ourselves whilst of course continuing to try and reach you.

Contact Numbers

As previously stated it is vital that the school has up to date and relevant information concerning all parental/guardianship contacts and responsibilities. If any changes occur in personal circumstances of this kind please be sure to register them at the school office. We also require a list of contact numbers for adults you would like to drop off and collect your child from school.

CHILD PROTECTION and SAFEGUARDING

All members of school staff are committed to the safety and protection of children in their care. Staff are conversant with the procedures laid down by the Oxfordshire Safeguarding Board. A copy of these procedures is available in school and on the school's web site. Staff are trained every 3 years in child protection procedures.

Designated Roles

St Peter's designated safeguarding lead is the headteacher. Her role is to make contact and liaise with children's social care teams and other agencies as required, and to ensure that the school carries out its safeguarding responsibilities in relationship to individual children and the policies of the school. If the headteacher is off site there are two deputy safeguarding leads who will deal with any issues. The designated safeguarding governor, together with the head teacher, has the responsibility to ensure that the school complies with all the required safeguarding arrangements and annual reporting. These include the safety of our children on and off the school site, safer recruitment of adults and continued monitoring of procedures.

SMOKING

The school as a whole is designated a "No Smoking" area. This applies at all times. This is in line with Oxfordshire County Council and our Academy policy.

PARENTS AND SCHOOL IN PARTNERSHIP

There are many ways to help prepare your child for school. These are a few ideas which may ease the transition between home/playgroup and school.

Foster self help/independence skills - doing up coats, fastening buttons, putting shoes on and off, changing, dressing, going to the toilet and washing hands. Holding and using a knife and fork correctly and drinking from a cup.

Hand/eye control - Learning to hold a pencil and practising colouring. Using scissors - we would recommend using a good pair of child size scissors not those of poor quality or those with plastic blades, which do not give encouraging results. Cutting and sticking activities.

Writing - If your child is keen and seems ready to write then please see your child's class teacher who will give you a copy of the script we use. Please do not attempt to teach your child capital letters at this stage. Your child can practise handwriting skills by using pattern sheets, tracing etc. (It is a help if your child can recognise and maybe even write his or her own name correctly.)

Reading - Your child is automatically interested in language from the time he/she learns to talk. Read and teach your child nursery rhymes, talk to the child when you are out, read books with him/her, not just to him/her. Let your child share the pictures and words even if he/she doesn't understand what the "squiggles" mean. He/she will begin to understand how books work - that they run from front to back, that the print runs from left to right on each consecutive page. Point out street signs, adverts, magazines etc. Join the local library, let your child see and appreciate that we are surrounded by the written word and that it is there to be enjoyed. If you are going to teach your child about different letters, then you could talk about the sound the letter makes.

Number - Counting games, count buttons, trees etc. Use appropriate vocabulary - big, bigger, more, less etc.

Sing to and with your child, listen to story and music tapes. Sit and listen to or watch pre-school programmes with your child and talk about them.

Social Skills - Help your child to develop these. If he or she attends playgroup these will be helped there, if not invite other children to play. By learning to share at an early age. "Please" and "Thank you" should be an integral part of a child's vocabulary.

When School Starts - Don't stop! Continue to share the fun of learning with your child.

THE CURRICULUM

The New National Curriculum 2014 is followed throughout the school and our own schemes of work are balanced, broadly based and promote development in all the main areas of learning and experience. We seek to educate each child as an individual, as a member of society and as a future adult member of the community. We achieve this through a variety of teaching and learning methods. Much of the learning at St Peter's is cross curricular and thematic. We follow a two year plan which is linked to key skills progression and covers the requirements of the Curriculum. Pupils are encouraged to see links and connections between their learning. Children in Nursery and Reception are taught in line with the Early Years Foundation Stage requirements.

Our main aim is to enable all children to realise their own potential by building on their strengths and overcoming any difficulties they may encounter. We believe that success fosters success and that it is by honest encouragement and praise from both home and school that children are made to feel secure, cared for and happy. It is in this environment that learning takes place and children acquire a sense of self-esteem and confidence.

We value the important partnership between home and school and hold information evenings to keep parents informed about current practice.

Further details of our curriculum are available on our web site.

RE

As a Church Aided School Religious Education is one of our core subjects. The Religious Education in the school aims to teach the Christian faith in a way that provides both a grounding in the stories of the Bible and also shows clearly the relevance of the teaching of Jesus in life today. Children are taught to respect and understand the beliefs and customs of Judaism, Islam and Hinduism through comparisons to Christianity through learning about and learning from experiences. The Governors Policy Statement on RE is available in school.

Collective Worship

We have a short daily act of Christian worship which is a central part of our school life. Our Worship is based on our values from the vision and values statement. Relevant issues such as our world, caring for others and learning to live together in peace and harmony form the basis of some of our assemblies. The clergy lead a weekly assembly and at the end of each term a service is held in the Church. If you do not wish your child to take part in clergy assemblies then please speak to the Headteacher. Parents have the legal right to withdraw their children from RE and Collective Worship. Parents are invited to join us in our worship at special times and when their child becomes 'Star of the Week'.

English

Speaking and Listening

We aim to develop children's understanding of the spoken word and improve their communication skills.

Throughout the school, children listen to, discuss and retell stories in their own words in all areas of the curriculum. They relate events that have been important to them personally. Prose, poetry, discussion, debate, questioning and hypothesising, role-play and drama are all used to develop pupil's skills and confidence.

Reading

Our objective is to produce pupils who read with understanding and who will therefore be able to use their skills for both pleasure and information. We achieve this through the teaching phonics and reading skills. As the children progress with their reading we concentrate on their understanding and comprehension of the text. All children are given a reading diary and we would stress that parental support is vital not only in the early years of reading but throughout their primary schooling. Sharing a book with your child on a regular basis can make an enormous difference to both progress and interest.

Throughout the school, staff regularly listen to children read which may be individually or as part of a small, graded guided reading group. As the children progress through the school this pattern continues. We are very lucky to be supported by a team of volunteer readers. Small group, large group and whole class book discussion form a regular part of our literacy teaching. Children engage in many tasks within guided reading sessions.

Writing

Writing develops alongside reading from the beginning and is taught through 'Talk for Writing'. Children are taught the sounds of letters from when they enter school and are encouraged to write independently. This forms the basis for future development in a range of writing styles.

As they progress through the school, children learn the conventions of the English language - punctuation, correct grammar and spelling. Many of our writing activities have a purpose and are effectively linked with other curricular areas. Pupils are taught to write within a range of narrative and non narrative structures.

Sharing a book with your child on a regular basis can make an enormous difference to both progress and interest.

Handwriting

Children are taught a simple cursive handwriting style. It is hoped that children will have had the opportunity to paint and draw patterns before starting school.

PE

PE experienced in a safe and supportive environment is vital to a child's physical and emotional development. The children are encouraged to develop increasing confidence and skill in the use and control of their bodies. PE can involve potentially

hazardous activities and children are taught safe practice from the beginning. This includes the use and carrying of equipment, the wearing of appropriate clothing, understanding that the wearing of all jewellery is banned and rapid response to instructions and awareness of rules.

We teach all six areas laid down by the National Curriculum– athletics, dance, games, gymnastics, outdoor and adventure activities and swimming. We are fortunate in having our own outdoor heated swimming pool and all the children have regular swimming lessons in the Summer term.

After school clubs are an important feature and provide an opportunity for competitive sports activities.

Outdoor education at Key Stage 2 is further developed when pupils make residential visits to specialist centres, such as those owned and managed by Oxfordshire LEA.

Information and Communication Technology (ICT)

Children are taught ICT skills and application of ICT within cross curricular thematic learning which allows them access to and use of current technology. ICT in our school is used to extend and enrich learning across the curriculum and to enable children to acquire confidence and pleasure in using it.

Mathematics

We aim to give children a positive and practical attitude towards mathematics. Mathematical experiences are gained through a variety of practical activities and opportunities to count, order and classify. We aim to stimulate use of mathematical language which becomes the basis for numeracy.

Science

Science is an integral part of modern culture. It stimulates and excites childrens' curiosity about phenomena and events in the world around them. Science links practical experiences with ideas. Our aim is to promote opportunities for our children to develop and evaluate exploration through experimental science and modelling. Children learn to solve problems by finding ways to answer scientific questions and creative solutions. The exploration and the knowledge and understanding of science as well as its application and the world around us are the basis for our teaching throughout the school. Children are given opportunities for investigative and practical work and are taught to analyse and record their results in a variety of ways in line with the National Curriculum.

Design and Technology

We use design and technology to help prepare pupils for the modern world in which they live and the changing technologies that they will experience in the future. Pupils act as evaluators, designers and manufacturers when creating models made from a variety of materials, including food. Pupils learn the importance of accuracy when measuring and cutting and the related safety and hygiene aspects of making models.

History

Through the study of history the children will be introduced to understanding and interpreting the past and will develop a sense of identity through learning about changes in time and place.

The children will have opportunities to learn from a range of historical sources including artefacts, visits, pictures, photographs, music, adults talking about their past, written sources, buildings etc.

As they progress the children will learn to develop the ability to acquire evidence from a variety of sources and to judge their reliability and value.

Geography

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It helps pupils make sense of their surroundings and the wider world.

Pupils are introduced to geographical enquiry and develop a sense of identity through learning about their immediate environment, the United Kingdom and its relationship with other countries in Europe and the world as a whole.

Cultural, Personal, Social, Health and Citizenship Education

Studies in this area (PSHCE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of the community.

The SEAL programme of work forms the basis of this work.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Children in upper KS2 have an opportunity to make a residential visit where some of these skills are further developed.

Music

Musical activities take place in the individual classrooms and in the whole school. As well as making music, singing, playing instruments, tuned and untuned percussion and improvisation, there are also opportunities for listening to, and appraising many differing styles of music.

Children have the opportunity to join in the Oxfordshire Festival of Voices each year with our partnership schools. Also, whole school productions occur throughout the year.

Instrumental tuition is available at school via the County Music Service. There is a very active school choir, a keyboard and recorder club.

Art

Throughout the school children have the opportunity to observe and record what they see in different media, use various materials and techniques and review and modify their work.

Children look at and discuss the work of many different artists, study their techniques and styles and use these ideas in their own work. Much work in this area is related to cross curricular activities.

Sex Education

Our aim is that children develop a sense of self esteem and respect for others, and that they learn about and understand their own physical and emotional development. For young children questions about new life will occur in the context of the care for all young creatures, and most naturally when a new baby is born. Older children will be taught more formally about reproduction and personal hygiene through Science, PSHCE and the involvement of professionals eg the school nurse. Children's questions will be answered as honestly and sensitively as possible.

Homework

Throughout our school we consider reading at home to be the best homework a child can do. In the early years this may be sharing a book and, as your child progresses through the school, you will play a part in listening to them read. Guidance in this is given in each class and expectations are set out by the classteachers at the beginning of each year. Another important aspect of 'homework' is reading to your child –even the older children enjoy a story.

Spelling is another area of homework which is very important for your child as is learning times tables. Your child's classteacher will tell you what sort of homework is expected so please check with them if you are in doubt.

Assessment

Teachers continually assess children's performance and progress as they work alongside them in the class. We encourage peer and self assessment against clear learning objectives and success criteria. They record and evaluate their experiences, potential and achievement in order to provide appropriate challenges. Summative assessment is carried out in the form of tests, at regular intervals.

The Department for Education and Skills requires all children to be assessed during their first year of school, in year 1 to test their phonological knowledge and understanding, at the end of Key Stage 1 (Year 2) and at the end of Key Stage 2 (year 6). The Y2 and Y6 assessments are known as SATs (Statutory Assessment Tests). All parents are informed in writing of their children's progress in the Annual Report to Parents issued at the end of each academic year and parents are invited to come into school to discuss this report with the class teacher. We measure each child's progress against the national Curriculum and assess whether they are below,

at or above age related expectations. The SATs are reported at the end of Key Stages 1 and 2. In addition, interim assessments are made and reported to parents twice during the year.

EXTRA CURRICULAR ACTIVITIES

Amongst activities recently or presently on offer are:- judo, football, netball, swimming, computers, art, science, drama, keyboards, guitars, recorders, choir, gardening, lace making and gymnastics. We pride ourselves on the involvement of parents and members of the community and we always welcome any new initiatives.

These activities vary throughout the year and may be run by staff or parents. It is important that children realise that regular attendance is expected once they have made a commitment to a club and if for any reason they are unable to go on any occasion an explanation should be given beforehand to the leader of the club or group concerned.

Forest Schools

We now have a member of staff who is fully trained to lead children in Forest Schools. This is a very exciting development for us which makes good use of our beautiful grounds.

School Visits

These take place from time to time during the year and may be on a whole school, class or group basis. They are used as stimuli for all kinds of work back at school. Parents will be asked to fill in a general consent form for local visits involving no financial outlay, and may be assured that a member of staff and suitable numbers of adults will accompany the visit.

Under the terms of the Education Reform Act 1988 no charge can be made for school activities during the school day or outside the school day if the activity is part of the curriculum. If a school visit is further afield the school may have to request a voluntary contribution for transport from parents. There is access to some funds for parents who find funding visits challenging.

The fact that such activities still take place is entirely due to the generosity of parents in responding to these requests. A full copy of the Governors Policy Statement on charging is available in the school office.

The older children in Willow Class (years 5 and 6) have the chance to go on an extended residential visit. Places visited in recent years include Yenworthy in Somerset. This is an important and exciting time for them and as well as the educational benefit helps develop personal and social skills. The visit is carefully planned and led by qualified staff so that all children can participate fully and safely throughout the time spent away.

ADDITIONAL INFORMATION

The following information is subject to change. Amendments will be made accordingly.

Attendance for the Year 2016 - 2017: 96%

St Peter's Teaching and Support Staff 2017 - 2018

Headteacher: Mrs J. A. G. Millward

Teaching Staff: Ms R. Carter, Mrs J Howe, Mrs M. Glass, Mrs J. Purves, Mrs A. Clarke, Mrs A. Houghton, Mrs C. Gardner

Teaching assistants: Mrs J. Baker, Mrs L. Edwards, Mrs J. Beecher, Mrs S. Partridge, Mrs J. Jennings, Mrs D. Franklin

Administrator: Mrs E. Lemaire

Cook: Mrs **Server:** Ms M. Buckner

Midday Assistants: Mrs J. Bushnell, Mrs L. Edwards, Mrs J. Jennings

Cleaner in Charge: Mrs R Leggett

Governing Body 2016 - 2017

Mrs Annette Wade – Foundation (Chair)

Mrs J Macdonald - Foundation (Vice –Chair)

Rev D. Frazer Ex-Officio Incumbent

Mrs J. A. G. Millward (Head teacher)

Mrs Claire Page -Foundation

Mrs Hannah Want – Parent Representative

Mrs Jane Phimster - Parent Representative

Mrs Jane Aston- Foundation

Mrs J. Howe -Teacher Governor

Mrs Flora Ospina- Parent Representative

Clerk

Mrs Sheilah Moore

SCHOOL TERM DATES 2017 – 2018

Please refer to web site

Achievement data 2017

- 69% of the children in the year 1 reached the expected level in the phonic test. (National 81%)
- At Key Stage 1 89% achieved the Age related Expectations in reading, writing and maths (National 60%)
- At Key Stage 2 82% of children achieved above Age Related Expectations in reading, writing and maths combined (National 53%).