



Crowmarsh Gifford C.E. Primary School

Prospectus 2016 - 17

Working in Partnership for Success

Faith ~ Service ~ Integrity
Responsibility ~ Truth ~ Excellence



Crowmarsh

The first years of schooling are among the most important of your child's life. For it is during these formative years your child gains the skills and the confidence to allow him or her to achieve success in later life.

We aim to serve the community by providing education of the highest quality within the context of Christian belief. We encourage an understanding of the meaning and significance of faith and promote Christian values in all we do, whilst recognising and developing the diversity of individuals to allow every pupil to achieve their full potential. Our six core values of Faith, Service, Truth, Integrity, Responsibility and Excellence, underpin all that we do. We provide a happy, caring, secure and supportive atmosphere in which everyone is valued and where achievement is celebrated.

School Ethos

We encourage and value close links with parents and carers who are at all times most welcome to come and take an interest and help in the school. This is why our motto is, "Partnership for Success." We truly believe that the partnership we build with our stakeholders, parents, grandparents, church, other schools, community and even further afield, help to enrich all that our school has to offer its pupils.

We believe:

- Learning is an exciting journey and we should seek knowledge always!
- That with a growth mindset, we can all achieve above and beyond anyone's expectations.
- That we are all different and that is what makes us unique and exceptional.
- Cultural and religious diversity should be celebrated and we should always take a keen interest in the world around us.
- That modelling our six core Christian values and having impeccable manners will help us stand out from the rest.
- That we learn best from our mistakes and that being a 'purple learner' helps us build resilience or what we often refer to as 'bounce-back-ability', tenacity, perseverance and grit.
- That stepping out of our comfort zone often brings incredible opportunities and experiences!

The school governors, most of whom know the school as parents, share responsibility for the school, provide links with parents and the local community, and support the staff and pupils.

We are proud of the achievements of the school and its pupils.

This prospectus is just an introduction.





Welcome

We are fortunate to have a school in exceptional surroundings in which pupils may develop their potential. We are located within an extensive green field site, which provides large all weather surface playgrounds, a spacious playing field, wildlife area and growing area.

“At Crowmarsh Primary School we are committed to excellence within a happy, caring and supportive community of learners where all are welcomed and valued.”



Admissions

Children from Crowmarsh Gifford, North Stoke and Little Stoke are within the ‘catchment area’, and are entitled to a place at the school, provided there is space available. Children living outside the catchment may apply, and may be offered a place if there is space. The school follows the Oxfordshire County Council admissions process, which can be found on their website: www.oxfordshire.gov.uk

“Our excellent facilities provide many opportunities for learning both in and out of doors.”

Crowmarsh Pre-School

Crowmarsh Pre-School is based at the school site and is open to all children aged 2½ years to 5. Sessions are held from 9.15 am to 11.50am every weekday morning plus an optional lunch club and, additionally, afternoon sessions are held every Wednesday, Thursday and Friday. Please contact Mrs. Dilys Beaumont on 07951 599623 to find out more or to arrange a visit and see for yourself how Crowmarsh Pre-School can help your child make the best possible start in education.

School Hours of Opening

Morning Session 08.45 - 12.00
 Playtime 10.10 - 10.25
 Lunchtime 12.00 - 13.00
 Afternoon Session 13.00 - 15.15
 (15:10 KS1)
 Afternoon playtime 14.00 - 14.15
 (KS1 only)



Our Curriculum

Our core aim is to engage and inspire children. We want our children to become independent and life-long learners, who question and are excited about the world around them. All our lessons encompass the 3 P's - Passion, Pace and Pitch, ensuring that children are enthused and challenged in all that they do. Understanding how to be successful learners is one of the vital aspects that we teach our children. Through our work with Diana Pardoe, children learn resilience and an understanding of how to truly be the 'best that they can be' in everything that they set out to achieve. Success is celebrated at every step and our children, with the help of their peers and themselves, learn what it takes to reach their full potential.

Assessment and Reporting

All staff are responsible for assessing the progress of their pupils. Children are assessed on a daily basis, which informs future planning and specific work tailored to ensure that all children make progress. Children and their teachers collect their favourite work to placed within their 'Be the Best You Can Be' books. This is a collection of work from across the curriculum which highlights exceptional pieces of work and moves with the child through school.

Pupils are encouraged to self and peer-assess using their 'next step' targets. The objectives for each lesson are clearly explained to pupils. After each lesson these are re-visited and the pupils assess their progress. Time is always built into lessons for children to respond to feedback that has been given on their work. This ensures that progress is made at every step.

Our assessment system ensure that all children's gaps are filled and that they are continually making progress. This assessment allows learning to be tailored for every child. If you would like to discuss your child's progress, you are welcome to make an appointment with the teacher. Teachers can also be met during parent consultation evenings, held twice a year in the autumn and spring terms with an optional open evening in July. In the summer term you will receive a report which tells you about your child's progress and achievements for the year. You will have the opportunity to discuss this with your child's class teacher if you wish to do so.

We hold curriculum talks at the start of each term giving parents the opportunity to hear about what their children will be learning and how they can help at home. We also hold open afternoons once a small term for children to 'show-off' their books and classrooms.

Early Years Foundation Stage

We aim to create a caring, safe environment where children feel secure and develop a strong sense of identity; creating a sound foundation for their future and personal development. Children receive a balance of practical, language enriched activities combined with the development of essential skills in line with the Early Years Foundation Stage Framework.

Children in this class benefit from a teacher who is one of the Lead EYFS teachers for Oxfordshire, supported by two dynamic assistants. All three are key workers for different children in the classroom, ensuring the best support for all.

We ask that when children start school in Foundation that for at least the first two weeks children only attend half day sessions. This will be explained during your 'settling in' sessions.

Crowmarsh Pre-school is on site and regular meetings with school staff ensure a smooth transition for pupils.



English

We recognise a child's ability to understand and communicate is an important step to success. Pupils are taught to read and write using a variety of techniques and, as they become more confident and competent, their choice of contexts is broadened. Literacy lessons take place every day. We believe in giving children a range of opportunities for developing their 'talk', through discussions, debates and drama. Through daily guided reading sessions we promote the love of books and encourage children to share stories with their peers and other adults. Our 'Half Dozen ASPIRE Writing' approach aims to provide children with purpose and excitement for writing. Through this we write for a variety of audiences and topics, helping children to realise they are all authors.

Mathematics

With a focus on 'mastery' mathematics, sessions are enjoyable, varied and purposeful. This year we are a part of the Glow Maths Hub Mastery Work Group which will keep us up to date and on the cutting edge of the newest research. Many of the approaches are taken from both the Shanghai and Singapore classrooms, where children are taught to think deeply and truly understand mathematical concepts. Alongside our bespoke assessment system, we aim to consistently plug children's gaps in learning to aid progress. Our high number of staff to pupil ratio, means that we can work with small groups to help personalise learning and targets.

Science

We teach science as a practical subject, providing the children with a rich investigative environment. We encourage children to ask questions and assist them in finding solutions to problems. Children are given time to observe, think, predict, investigate and interpret their findings. Discussion and critical evaluation of their findings is expected. Communicating these findings to the rest of the class and the school is encouraged.

The Curriculum is covered through different science topics, ensuring that the children are involved in activities that explore the nature of science in addition to engaging their interest.



Design Technology

Children are taught to:

- Develop, plan and communicate ideas
- Work with tools, equipment, materials and components to make quality products
- Evaluate their processes and their products
- Have a knowledge and understanding of the materials and components which they use.

Practical exercises are developed to underpin learning and develop an enjoyment of 'hands-on' subject.

History

We study various time periods from History, ensuring that we bring events to life through stories, artefacts and visits. Using our local resources, we also help children to discover and investigate the history of Wallingford and other nearby areas.

Geography

Pupils cover the following areas of study:

- Geographical skills
- Knowledge and understanding of places
- Physical geography
- Human geography.

Our local environment is an invaluable source for work in geography. The children will compare their own locality with another in Britain and one in the developing world. We describe how our activities impact on the environment and what we can do to protect our future. Our links with Masekane, a school in Africa, are embedded in our Geography teaching across school. This allows pupils from as young as Reception to begin learning about our 'link' school and about the children who go there. Through this we are currently working towards gaining our Full International School's Award. Upper key stage 2 pupils also enjoy a link with a French Primary School which further allows them to compare and contrast cultures.



Foreign Languages

As the quote goes, “One language sets you in a corridor for life. Two languages open every door along the way.” We believe that learning another language is hugely beneficial to our pupils. Ms. Dark teaches fun and exciting French lessons on a weekly basis to all of our KS2 pupils. She also trains our KS1 teachers so that they are able to teach the younger children the basics such as numbers, colours and greetings.

We also have French and Spanish clubs that run throughout the week after school.

Art and Music

Children are encouraged to develop their creative skills. They use water colours, charcoal, powder colour, crayon, pen and ink to develop their ideas. Their experiences include woodwork, clay modelling, sculpture and printing.

There are considerable opportunities to develop creative and artistic talents through movement, music, dance and drama. A variety of vocal and instrumental music is experienced. Every child enjoys a weekly class music lesson and singing opportunities are further enriched by children’s contributions to school assemblies and concerts. On offer is a wide range of musical instrument tuition: keyboard, flute, clarinet, violin, cello, trumpet, trombone, cornet and guitar.

We buy into the Oxfordshire County Council Music Service which allows our Year 3 children to learn the violin during the year. Our aim is that by the time our children leave in Year 6 they will have at least learnt to play the recorder and will be competent at reading music.

Physical Education

At Crowmarsh Gifford School, we believe that physical education is a vital contributor to a pupil’s physical and emotional health, development and well-being. Physical education provides the pupils’ with opportunities for increasing self-confidence through a variety of sporting activities. All pupils participate in up to two hours a week of physical activity. This can be further topped up by a range of our after school sports clubs.

Team games include football, rugby, basketball, and netball in the autumn and spring, cricket and rounders in the summer. We are members of the Didcot Area School Sports Association and work closely with Wallingford Secondary School Sports Programme. Every year, Didcot Girls’ School Sport’s Leaders help organise and run our Sports Day.

We also participate in inter-schools matches and tournaments. Other activities include gymnastics, dance and swimming. The children enjoy our particularly wide range of extra-curricular sports activities, organised by school staff and our coach from Ignite Sports and coaches from Reading Rockets Basketball Team.

Arrangements have been made with the Oratory School and Cranford House to provide swimming lessons to our pupils. Children are entered for swimming awards and have opportunities to compete in swimming galas throughout the year.

We also run a cycling proficiency scheme with our Year 5 children which promotes responsible riding, and fulfils the requirements of the Oxfordshire County Council Basic Cycle Training Course.

Religious Education

The Education Reform Act of 1988 requires that Religious Education is taught to all pupils. It must be, in the main, Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. Although we are a Church of England school we feel that it is important that children learn about other religions, within a global community. While the main emphasis is on Christianity, we also study the religions of Judaism, Islam and Buddhism.

Religious knowledge is an integral part of school life. As a Church of England school we aim to provide a broad and balanced RE curriculum and our intention is not to instruct or nurture children in a particular faith, but rather to educate them in such a way that they are able to make their own decisions. Often RE sessions are begun with a ‘big question’ which gets children debating and discussing the wider issues of religion.

All children attend collective worship daily, which is usually of Christian nature, but you have the right to withdraw your child from religious worship or instruction if you so wish. If pupils are to be withdrawn from collective worship, they are supervised in class by a teaching assistant. Local vicars and pastors regularly take our morning worship sessions. We visit our church monthly and for the major Church festivals such as Harvest, Christmas and Easter. Parents and the local community are often invited to join us at these services.

Information Communication Technology

We are equipped with class sets of mini-computers and new laptops which allow children to use ICT for a range of purposes. Every classroom also has the use of an iPad. Programs are provided for word processing, graphics, spread sheets, blogs, databases, Power Point and e-mails. Children learn coding and how to create simple programs. In addition, all classrooms have one additional laptop computer and every classroom has an interactive whiteboard. ICT is integral in the planning and production of lessons.





Special Educational Needs

We aim to make school life a positive and enjoyable experience by providing an atmosphere of security and trust within a sensitive and caring community. The progress of all children is assessed continuously by each class teacher. When a child is identified as having special needs, parents are informed immediately and we work together to create a plan of action and support.

According to the child's need, help will be given following the new current Code of Practice, and is supported by our Special Needs Co-ordinator, Mrs. K Lucas and our SNA, Mrs J Allott who comes in once a term. We are fortunate to also have the support of full time Home-Link worker, Mrs J Napier-Jones. We may call upon a variety of specialised services to assist in the achievement of pupil targets. These include the services of speech therapist, adviser for the hearing impaired, adviser for the visually impaired, educational psychologist, occupational therapist, physiotherapist and education social worker.

Parents will be informed if a child's progress is causing concern. Where parents have concerns of their own about their child's progress at school, we hope that they will contact the child's teacher.

Disability Access Statement

Crowmarsh Gifford Primary School is committed to social inclusion and equality of opportunity throughout both its site and curriculum with the objective of delivering the highest quality education to each pupil. Our identified access (for all) contact is our Headteacher, Mrs. F Barton.

Staff are encouraged to participate in professional development training and apply this knowledge whilst teaching. The school has a SEN policy which can be found on our website.

Crowmarsh offers a flat site set in a semi-rural location, which assists physical access to the site. Most entrances/exits have a ramp and the main entrance offers a ramp and wide door entry via an intercom/bell. The site lends itself to effective modification as the school is on one level.

Internally the site offers a central hall used for collective worship and lunches. If a pupil with particular physical needs attends the school a system of site management would allocate the most appropriate classroom and locate peers alongside.

There are two accessible unisex toilet provisions in the site, one amid staff and another within general pupil toilet provisions.

Policies, procedures and practices are reviewed in line with best practice under Disability Discrimination legislation. A resource of task lighting, magnification and other simple aids to inclusion can be made available on request.

This information can also be made in alternative formats and languages on request. Please call 01491 836785. Please provide details of your requirements in advance. Further information is available for parents and carers of disabled children and children with disabled needs from Oxfordshire Children's Information service. Tel 08452 262636. Email: enquiries@oxoncis.org.uk. Please also see our website for several links and further information regarding our provision.





Extra Curricular Activities

Clubs and activities

We have a wide range of extra curricular activities, based largely on sports and games, music, the arts, technology and the environment. A breakfast and after-school club is provided by EnergyKidz an outside company that offers care from 7:30 until the start of school and 3:00 until 6:00 on our site with a team of outstanding, organised and energetic staff. More information about them can be found on our website.

We organise residential visits for the pupils in Years 5 and 6. We also plan a number of day visits for the different classes and invite visitors into school to provide workshops in a variety of curricular areas. Every class will have the opportunity to go on an education visit at least three times a year to support their learning.

Community activities

We are an active part of Crowmarsh Gifford community and enjoy and partake in the wider community of Wallingford through various events and activities.

The Arts

We are very keen to promote the arts in school and have annual arts weeks, focusing on music, drama, art and other cultures.

Absences from School

If your child is absent due to illness, we appreciate a phone call on the first day of absence. For medical appointments, please complete an absence form, available from the school office, or send in a note in advance.

Medicines

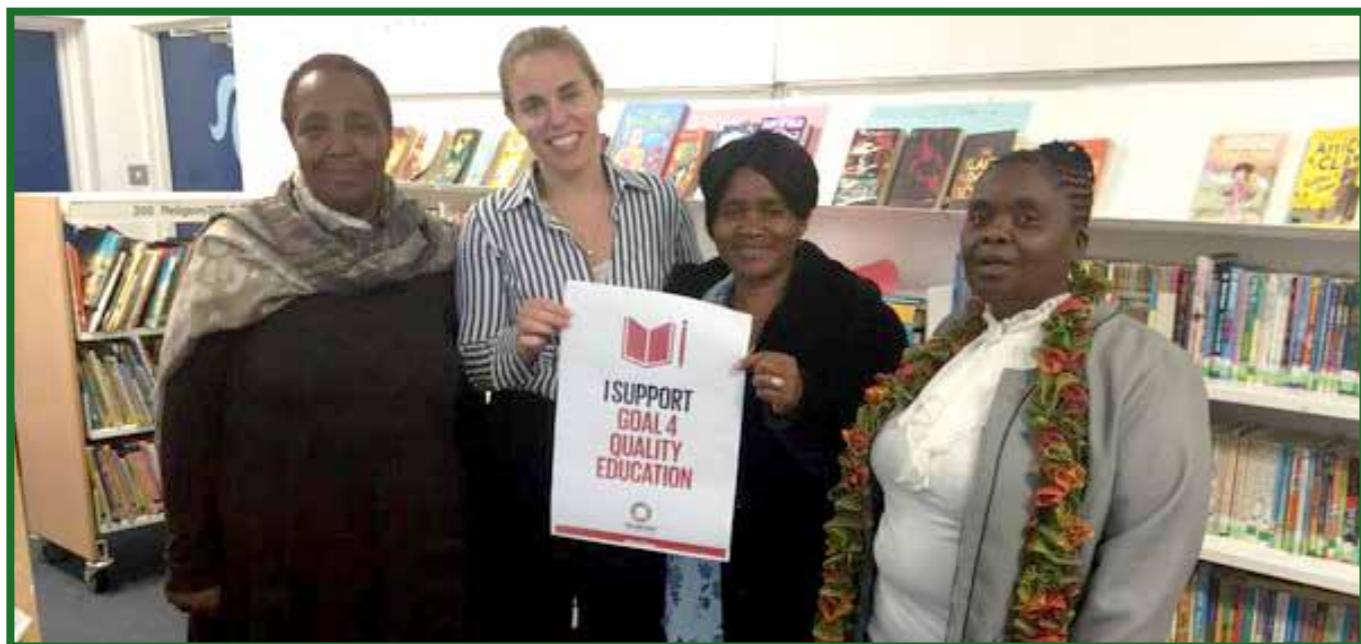
Children should not normally be given medicine in school. If a child needs medicine, then it is likely that he/she should be at home.

If you bring medicine for your child to take during the day, please come to the office and complete a medical form. It is preferable for parents to come into school at the appropriate time to administer the medicine themselves. Class teachers do not administer medicine to their pupils and, on no account, must the pupils administer medicine to themselves.

If your child uses an inhaler to relieve asthma, please complete a medicine form and supply us with a spare inhaler, clearly labelled with your child's name. This will be kept in school for your child to use when necessary, under the supervision of a member of staff.

Epi-pens are kept in school for those pupils with severe allergic reaction. Staff are trained to administer these.

Inhalers and Epi-pens are taken on school outings by staff responsible for the children.



School Uniform

Boys
Grey trousers
Shirt - white or grey, or polo shirt
Green pullover or school sweatshirt
Socks - white, grey or green
Summer shorts - grey



Girls
Grey skirt, pinafore dress or trousers
White blouse or polo shirt
Green cardigan/jumper/sweatshirt
Socks/tights - white, grey or green
Summer dress - green and white.

PE Kit
Plain shorts
White T-shirt
Plimsolls/Trainers for Key Stage 1
Training shoes for Key Stage 2
Football boots and shin pads for juniors.



Our Positive Behaviour Policy

We have a clear Good Work and Behaviour Policy which can also be found on our school website. In school we have Four House Groups; Tudors, Victorians, Georgians, and the Edwardians. Children earn individual house points that go towards certificates and towards their weekly house total for excellent work.

The aims of our behaviour policy are:

- To promote positive behaviour and attitudes within our school
- To promote impeccable manners
- To enable children to feel safe, secure and happy
- To provide a calm and caring environment, where children can work hard and do well
- To show children that we value good behaviour and reward it
- To ensure that all adults manage behaviour in a consistent and calm way
- To outline the school rules and for everyone to understand what happens when things go wrong
- To promote and develop self-esteem
- To involve children, parents and staff working as a team.

Bullying is not condoned by children, staff or parents. Children have a right to a safe and secure environment, free from fear and intimidation. We encourage children to report any cases of bullying. Please view our behaviour policy.

Children are not allowed to play in front of the school, in the car park, or near the main gate area. Any pupils who cycle to school must wear a cycle helmet.

Other than watches, valuables should not be brought into school. If something valuable needs to be brought it should be given to the class teacher for safe keeping. Jewellery, other than stud earrings, is not permitted to be worn at school. We understand that if children walk to school they may carry a mobile phone, however, we ask that they are given into the office every morning. They will be returned at the end of the day

Safeguarding

We take safeguarding very seriously at Crowmarsh School. The designated lead is Mrs F. Barton the headteacher and the deputy lead is Mr Silvester. All staff and any volunteers must be DBS checked before undertaking any work within our school. Further, they must have received the Generalist Safeguarding Training and read and understood all the relevant safeguarding policies. When all of these checks and training have been carried out, visitors and staff may begin work within our setting. All relevant policies can be found on our school website or by asking Mrs Rance our School Business Manager in the school office.





Staff

Headteacher	Mrs Flora Barton
Assistant Headteacher	Mr Andy Silvester
Special Educational Needs Co-ordinator	Mrs Katie Lucas
School Business Manager	Mrs Sue Rance
Class Teachers	Class 6 Mr Andy Silvester
	Class 5 Miss Peta Hustwayte
	Class 4 Mrs Karen Corrigan & Mrs Catherine Hodgkinson
	Class 3 Mrs Frances Barlow
	Class 2 Mrs Annette Marsh & Mrs Katie Lucas
	Class 1 Mrs Monica Nixon
	Class R Miss Zara Zimmerman
French Teacher	Ms Claire Dark
Higher Level Teaching Assistant	Mrs Claire Hyde
Home-Link Worker	Mrs Jackie Napier-Jones
Educational Psychologist.....	Mrs Bryony Landsbert
SNAST	Mrs Jo Allott
Sport's Coach	Ignite Coaching
Teaching Assistants	Class 6 Mrs Willa Hallam
	Class 5 Mrs Corinna Bailie
	Class 4 Mr Julian Sharman
	Class 3 Mrs Maureen Taylor / Mrs Charlotte Beckett
	Class 2 Mrs Tracey Scott
	Class 1 Miss Lily Wagner
	Class R Mrs Julie Bowden / Mrs Amy Roberts
	KS2 Intervention Mrs Kate DeVince
TA for Special Needs Child/ren	Mrs Karen Johnstone
	Mrs Cathy Garland
Office Assistant	Miss Lynn Treacy
Caretaker	Mr Nigel Hannigan
Cook.....	Mrs Emma Dodd
ICT Technician	Mrs Corinna Bailie



Governors

Diocesan Foundation Governors.....	Reverend Kevin Beer Mrs Sarah Lowe Mr Nigel Hannigan
County Council Governor.....	Cllr Tony Crabbe
Community Governors	Dr Michelle Andrews (Vice-Chair)
Parent Governors.....	Mrs Laura Millbourn (Chair) Mr Julian Sharman Mrs Charlotte Shepherd
Teacher Governor	Mr Andy Silvester
Headteacher	Mrs Flora Barton
Clerk to Governors	Mrs. Sue Rance

The term of office for all governors, except the headteacher, is four years, but governors may serve more than one term. Any parent with a child at the school is eligible for nomination as a parent governor.

The addresses and telephone numbers of the governors can be obtained from the school office.

The main roles of the governing body are

- To help the school raise standards of pupils' achievement, establishing high expectations and promoting effective teaching and learning
- To provide the headteacher and staff with support, advice and information
- To ensure accountability and good quality education in the school.

The full governing body and governors' committees meet at least once a term.



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