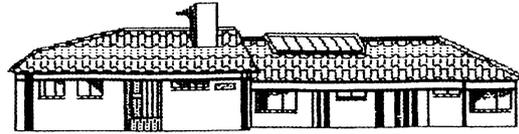


**Oxfordshire County Council
Thomas Reade Primary School**



**Radley Road,
Abingdon,
Oxon,
OX14 3RR**

Telephone: Abingdon (01235) 554795

E mail: office.2587@thomas-reade.oxon.sch.uk

We hope that you will find this prospectus interesting and informative. You are very welcome to visit us to gain a more complete picture of the school. Please telephone for an appointment and we will be delighted to show you around.

**PROSPECTUS
September 2020**

**Mr. Andrew Blagrove
Chair of Governors**

**Mr. John Serle
Headteacher**

Thomas Reade Primary School – a Summary

Thomas Reade is a popular Primary School, serving the community of north-east Abingdon and catering for boys and girls aged 4-11 years. It is housed in fine, modern buildings which were considerably extended in 1991. There are approximately 200 pupils in the main school and 20 part-time pupils in the Foundation Stage Unit.

We have a well-qualified, caring and committed staff who have high expectations of pupils and of themselves.

The National Curriculum is taught to all age-groups and appropriate emphasis is placed on the core subjects, English, Mathematics and Science. The foundation subjects are also considered to be important and there are many opportunities for children in the area of the creative and performing arts, information and design technology, the humanities and physical education, personal social and emotional well being. PE and music are taught across the school by subject specialist teachers

We offer a full programme of day and residential visits and extra-curricular activities, and Religious Education is regularly taught in all classes.

We recognise that parents are a child's first educators. Consequently, we value the part parents can play in their child's formal education, and welcome working in partnership with them. We regard our school as a 'School Family' whose members are pupils, parents, teaching and non-teaching staff, governors and friends.

We are very pleased to maintain a close working relationship with neighbouring schools, Oxfordshire Local Education Authority, and the local community.

If you are visiting us in person:

Abingdon is just off the A34, about 10 kilometres south of Oxford. To get to Thomas Reade from the town centre, leave the (clockwise) one-way system heading north through the Vineyard (direction: Oxford). Next, turn right into Radley Road at the roundabout by St Edmund's Roman Catholic Church. Go straight ahead at the next (mini) roundabout and you will pass, on your right, St. Edmund's School. Half a mile later, also on your right, you will find Kingfisher School immediately followed by Thomas Reade School.

Our main pedestrian entrance is directly outside the front of the building, and the entrance for cars is through the large gates in Grundy Close, which is on the right immediately after the school. If you come by car near the beginning or end of the school day, please consider the children's safety and park on the road outside rather than driving into the school.

The Origin of the School Name

Thomas Reade was a prominent citizen of Abingdon in the 16th century. He inherited Barton Court, a royal manor house, from his aunt Kathryn Audlett, whose husband John was the last Steward of Abingdon Abbey.

The Abbey was dissolved by Henry VIII in 1538, and Thomas Reade rebuilt the manor house with stone from the tower of the demolished abbey church. This house was burned down during an ambush in the Civil War, but some ruined walls still stand in the middle of the Barton Court housing estate. The later manor house was demolished in 1967 when the housing estate was built.

Thomas Reade was one of the last Masters of an ancient charity, the Fraternity of the Holy Cross (also dissolved by Henry VIII). He became one of the first governors of its successor, Christ's Hospital, in 1553.

One of the main functions of this new Charity was to support the town's Grammar School, and Thomas Reade clearly shared this concern for education. He left £10 in his will towards the building of a 'free Scole in Abyngdon' and instructed that his own son Thomas should be kept at school.

Thomas Reade School continues in his honourable tradition of providing a good education for local children to develop their potential and to equip them for adult life.

A Message from the Chair of Governors:

Welcome to Thomas Reade School. Our aim as governors, staff and parents is one of co-operation to create a friendly, lively, atmosphere in which children can learn and develop to their full potential. Mutual respect, tolerance and consideration for others underpin high expectations of both staff and children, through which all can achieve personal growth and contribute to the life of the school as a whole.

Chair of Governors

The Governing Body

Name	Appointed/Elected by
Mrs. Liz Browne	LA
Mr. Mark Thornton	Co-opted
Mrs. Tanith Nixon	Parent
Mrs. Liz Fraser	Parent
Mr Andrew Dubock	Parent
Mr. Jim Smith	Co-opted
Mr. Andrew Blagrove	Parent
Mr. Michael Wilmshurst	Co-opted
M John Serle	Headteacher (ex officio member)
Mrs. Julie O'Hare	Teaching Staff
Mrs. Joyce McLean	Clerk to the Governing Body

The full Governing Body meets two or three times each term. Governors also serve on committees and working parties which meet as required and advise the full Governing Body of recommended actions on specific issues.

The Chairman and Vice-Chairman are elected annually by the Governing Body at the first meeting of each academic year

Members of Staff

Headteacher:	Mr. John Serle
Teaching staff:	Mrs S.Moulster - SENCO Mrs. R. Cohen Miss E Cox Mrs J O'Hare Deputy Head Mrs. S. Moulster – PE Specialist Mrs S Mulholland Mrs N O'Hare Mrs. L Holt – Music Specialist Mrs. J Evans Mr. N. Austin Mrs. D Bingham– French Specialist
Administrative/Finance Officer:	Mrs J McLean Mrs K Pearson

Administrative Assistant: Mrs S Leach
Ms. P. Davis

Nursery Nurse: Mrs L Smith, N.N.E.B.

Classroom Ancillaries and Learning Support Staff: Mrs S Leach
Miss A Taylor
Mrs M Young
Mrs B Wallace
Mrs A Webster
Mrs. C Wray
Mrs. K. Neal
Mrs. D. Bingham
Mrs S. Anderson
Mrs. B. Elsmore
Mrs. N. Quick
Mr C Wharton
Mrs Z Griffiths
Miss M Penny Larter
Mrs S Dubock

Site Manager: Mr. M. Philpott

Cleaners: Mrs S Leach
Mr. D Leach

School Meals Supervisory Assistants: Mrs S Devitt
Mrs S Leach
Mrs M Zaman
Ms P Davis
Mrs. K Akther
Mrs. A. Hart
Mrs. K. Neal

Tom and Ed's Breakfast and After School Club Mrs. C. Redman - Club Co-ordinator
Mrs. C. Cross – Play Assistant
Ms. R. Hares – Play Assistant

Important note:

Where the words 'he' and 'him' occur in this document, they denote both boys and girls.

Our Foundation Stage



The Foundation Stage is an integral part of the whole school, enjoying all the facilities and resources available. The staff aim to provide a caring, secure, and well-supervised environment which is designed to promote the children's emotional, social, physical, and intellectual development. As members of the Early Years team we work closely to ensure a carefully planned, broad based curriculum which is relevant, stimulating and designed to meet children's individual needs.

Children are respected and valued as individuals who develop at different rates and from different starting points.

The children follow the Foundation Stage curriculum and work towards Early Learning Goals in English, Maths, Knowledge of the World, Physical and Creative Development and Personal Development. Through a rich variety of first-hand learning experiences and play, children are given opportunities to learn to be independent, to make choices and work co-operatively with others to develop existing skills and to acquire new ones.

Staff aim to develop pupils' self-esteem and motivation, to consider the needs and points of view of others, and to care for equipment and the nursery environment.

Pupils are encouraged to pursue and develop their interests, plan, and carry out activities, reflect on what they have done and take responsibility for clearing away afterwards.

To facilitate learning by exploration and discussion, areas in the Foundation Stage are arranged to be accessible and interactive. They include a workshop area, book area, a drawing and writer's workshop, construction, puzzles and games areas, miniature world play, sand and water exploration, role play provision, computer and printer, natural world and growing things, and a garden area for outdoor activities.

The Foundation Stage values the vital role parents play as first educators of their children and believes that working in close partnership with families adds significantly to the quality of children's learning experiences and their personal success.

The School's Vision, Aims and Mission

Vision

Our vision is to develop caring citizens with a lifelong love of learning, embracing excellence and enjoyment.

Aims

We aim to work with our children to enable them to:

- develop lively, flexible, and enquiring minds
- develop, in a balanced way spiritual, moral, social, cultural, personal, and academic quality and thus prepare them for the wider world
- become effective learners with high motivation and good work habits
- have high self esteem, self confidence and developing independence
- set their own high standards and make the best possible progress in all areas of the curriculum
- respect themselves, others, and the environment
- enjoy their time spent in primary school and take a pride in their achievements
- have equal access both physically and through the curriculum for all children regardless of disabilities

Mission

To give our children, the best chance of achieving these aims, we will give them high-quality professional support by:

- providing a friendly, caring, and happy school
- helping staff to achieve their potential through teamwork and mutual respect
- working with parents for the benefit of their children's education
- providing a broad and balanced curriculum
- using a variety of teaching and learning styles in a stimulating learning environment
- acknowledging the individuality of each child and planning work in response to their needs
- developing their independence and self-motivation
- giving children opportunities to reflect on their work and behaviour
- using a variety of up-to-date resources
- providing an enriched programme of extracurricular activities, visitors to the school and visits out of school
- removing boundaries to learning for all

School Organisation

Standard Number - 30 pupils

From September 2007 our admission number will be 30.

Organisation of Classes

The organisation of the school is necessarily flexible each academic year, depending on the school roll.

2020/21

The school is grouped for the academic year in classes as follows: -

Foundation Stage	One class part-time rising four pupils and full-time rising five pupils
Key Stage 1 Classes:	One class of Year 1 pupils One class of Year 2 pupils
Key Stage 2 Classes:	One class of Year 3 pupils One class of Year 4 pupils One class of Year 5 pupils One class of Year 6 pupils

Grouping within the classes

At different times during the school day the children may be taught individually, within small groups, or as a whole class. Groups will vary depending on the nature and purpose of the task or activity planned.

During the week, the children may be grouped according to their ability, their stage of development, their friendships or because they have a special interest in an area of work. NB. Grouping by ability is an organisational strategy mainly used by staff when teaching the National Curriculum core subjects.

Safeguarding Children

Thomas Reade Primary School recognises its responsibility for Safeguarding and Child Protection.

This applies to all staff, governors and volunteers working in school and focuses on 5 main elements.

- Staff recruitment and selection – ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the CRB procedure.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting children who have been abused in accordance with his/her child protection plan.
- Establishing a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

Admissions

Eight questions parents sometimes ask in connection with admissions

Would it be possible for us to come and look round Thomas Reade School before we apply for a place for our child?

You are most welcome to visit Thomas Reade, meet the Headteacher, tour the school and generally find out more for yourself. Please telephone the School Office for an appointment.

You are about to make a most important family decision, and we believe that it is essential that you visit any school you are considering for your child.

If you live outside Thomas Reade's catchment area, you are still welcome to come and see us. You will, however, be advised to visit your own catchment area school as well. This is in line with the policy agreed by all Abingdon Town Primary Headteachers.

How do I enter my child for admission to Thomas Reade School?

All applications are completed online through the Oxfordshire County Council website

How are places at the school decided?

In agreement with the Governors, the LA. has decided that Thomas Reade School may admit up to 30 pupils in the academic year 2020/21 in the Reception Year. You will be asked to complete a form in the Autumn Term and return it Oxfordshire County Council online.

Can I appeal if my child is not offered a place?

You have a right of appeal to a local appeals committee if your application for a place for your child is refused by the LA. Details of how to do this will be sent at the time of notification of places.

What happens before my child joins the Foundation Stage?

Our aim is to make your child's entry to the school as happy and confident as possible.

Pre-Visits: Your child will be invited to spend time in school the term before he/she is due to join the Foundation Stage.

Induction: You will be invited to an Induction Meeting at school in the second half of the term before your child joins Thomas Reade. This is an opportunity for you to learn more about your child's class and practical details in connection with this. You will meet your child's teacher and we encourage you to ask questions during the meeting.

What happens if I move into the area and I would like my child to attend Thomas Reade School?

Please contact the School Office on (01235) 554795 to make an appointment to meet the Headteacher and tour the school. We are very happy to admit pupils into the school at any stage in their primary school education if a place is available.

The School Day

School Times



Cloakroom doors will be unlocked at 8.40am, and children should be in class, settled down, in time for registration at 8.50am prompt.

To ensure your children's safety we ask that no children are at school before 8.40am.

	Key Stage 1 and 2
Registration	8.50am
Lesson 1	9.00am – 10.00am
Lesson 2	10.00am – 11.00am
Morning Break	11.00am – 11.20am
Lesson 3	11.20am – 12.20pm
Close of Morning Session	12.20pm
Afternoon Session Begins	1.00pm
Lesson 4	1.00pm – 2.00pm
Lesson 5	2.00pm – 3.00pm
Close of Afternoon Session	3.00pm

Lateness

Please make sure that your child arrives at school on time. It is disruptive to the class when a child arrives late. Moreover, the latecomer is usually embarrassed, and he/she has made a poor start to the school day. He/she will then need to register in the School Office, and this will be recorded with a late mark (0).

In rare cases of persistent lateness, the Headteacher will write to the family concerned, or invite them to come to see her.

Breakfast and After School Club

Tom and Ed's Fund Club is run in the mornings from 7.30am and the After-School Club is open from 3.00pm – 5.55pm. For further details please see the School Office.

Family Holidays in Term-time

No Holidays in Term Time

Amendments to the 2006 Pupil Registration Regulations no longer permit Headteachers to grant leave of absence for a family holiday in term time under 'special circumstances.' This becomes a statutory requirement from 1st September 2013.

Leave of Absence During Term Time

From 1st September 2013 Headteachers may only grant any leave of absence during term time under exceptional circumstances. For Thomas Reade School this leave of absence is up to five days. An application form is available from the school office.

Failure to request permission for leave, or refusal to grant leave, will mean that the absence is unauthorised. Schools are required to notify DfES and Local Education Authority of all unauthorised absences.

Any absence from school is authorised solely at the discretion of the Headteacher, within the framework of current legislation and LEA policy.

No leave will be granted during September, as this is an important time for a child when settling into a new academic year and class.

No leave will be granted during Assessment Weeks and May for Year 6 children due to SATs

Arrangements to talk informally to your child's teacher

Staff are pleased to talk to parents on most afternoons after school. We do ask you not to talk to staff on Wednesday afternoons, however, as our staff meeting begins promptly at 3.15pm on that day.

Staff may be available to talk with parents between 8.40am and 8.50am although teachers are often busy at this time settling the children in for registration. Do feel free to have a brief word with them, but if a longer conversation is needed, this would be better after school or by appointment.

Cloakrooms

The cloakrooms are very small, and we encourage parents to train their children to use the cloakrooms independently from the earliest age.

Collection of your child after school

The teachers of the youngest children make sure that children are dismissed to a parent or known adult after school. If you need to change the arrangements for the collection of your child, please make sure that the teaching staff are made aware of this. We are very careful to hand over our youngest pupils to the appropriate person.

Travelling to and from School

Parking



Parking for the delivery and collection of pupils must be on public roads, and parents are asked not to use the service road to the front of the school. This must be kept free for the use of emergency vehicles, and for the safety of pupils and their families walking to and from school.

Parking is a problem for a few minutes each day outside almost every school. Your consideration for others, including residents and neighbours to the school is requested.

Cycles and Scooters

We have Cycle Racks and Covers to the left of the school building. Children who wish to cycle to school should apply to the head for a cycle pass and must wear a cycle helmet.

We try to arrange for Cycle Proficiency courses to be run annually for Year 6 children and depend on parental help for this provision.

We also have a Scooter Park in the playground for children who wish to scoot to school.

Our Curriculum Aims

Our curriculum aims are: -

that teachers plan programmes of work in discrete subjects to meet National Curriculum requirements. They will take every appropriate opportunity then to teach the curriculum by means of a thematic, cross-curricular approach.

that the child should be taught to listen carefully, to read fluently and accurately, with understanding, feeling and above all enjoyment, to communicate clearly and confidently in speech and writing in ways appropriate for various occasions, and to acquire reference and library skills.

that the child will acquire skills and develop concepts and attitudes which contribute to his mathematical knowledge and understanding, and that he will develop the ability to apply these in a variety of contexts.

that the child is helped to develop and apply scientific knowledge, understanding and skills using a variety of teaching and learning strategies including an investigative and enquiry-based approach.

that the child is encouraged to develop historical and geographical skills and concepts, gain relevant knowledge, and empathise with peoples of other times and places.

that the child is given the opportunity within a stimulating environment to develop techniques and skills in a variety of art forms; that the child may express his feelings in art, crafts, music, movement and drama both for his own pleasure and the enjoyment of others; that the child has the opportunity to listen to, observe and appreciate creative work of high quality both past and present.

that the child should develop agility and physical co-ordination in P.E., swimming, and games, and experience the responsibility and enjoyment of being part of a group or a team. 'Pupils will be encouraged to understand that physical activity contributes to a healthy lifestyle.'

that the child will experience opportunities in Design Technology to disassemble and evaluate products. Pupils will generate designs, plan, and implement these designs and evaluate them at the appropriate stage.

that the child should be able to use Information Technology to communicate and handle information, to design, develop, explore, and evaluate examples of real or imaginary situations, and investigate the use of I.T. for control.

that the child should become aware of the importance of religious belief and practice for many people. He should develop a healthy respect for the views and beliefs of others, including those represented by major religious traditions. He should understand the need for rules and personal responsibility in any community.

that the child is actively encouraged to be aware of his surroundings and to develop a caring attitude towards the conservation of both his immediate and wider environments.

that the child understands what and why they are learning and where possible working towards

The Curriculum

Education is a life-long process, of which formal education in school is an important part. It enables us to fulfil our potential as individuals and as members of the community.

Parents as Pre-school Educators

When a child arrives at school for the first time, he will have received approximately five years pre-school education. This will have taken place informally within the home, participating in family activities, in visits to friends and the extended family, and in the environment. In addition, he/she may have attended part-time playgroup or nursery.

The child will have acquired much knowledge and many skills. The primary teacher's task is to nurture his natural curiosity and desire to learn, and plan appropriate programmes of work, taking into account his existing knowledge and achievements.

What is the Primary Curriculum?

The curriculum is the sum of all the experiences the child will have whilst in the primary school.

It encompasses our teaching of the National Curriculum, Religious Education, cross-curricular themes such as health education and environmental education, extra-curricular activities such as residential visits and after-school clubs, and the 'hidden' curriculum.

Staff plan collaboratively for the intellectual, physical, social, emotional, and moral development of the pupils in the school.

- ***The National Curriculum and Religious Education***

The National Curriculum is taught in all state primary schools. It consists of three core subjects, English, mathematics, and science, together with six foundation subjects, history, geography, technology (which includes design technology and information technology), music, physical education and art. We are also required by law to teach religious education.

Copies of the Statutory Orders relating to the National Curriculum are available for inspection from the School Office.

- ***The Informal Curriculum***



The informal curriculum provides many opportunities for pupils, which will be both enjoyable and enriching.

We are particularly proud of the school's strong tradition of presenting opportunities for children in the field of residential, day visits and visitors to the school. The visits are not only an integral part of the children's work in humanities and science but are also an important part of their social education.

We organise several day visits in connection with topic work. These may be the starting point to stimulate children's interest in the subject, or a means of drawing everything together at the culmination of the project.

Along with our programme of day visits and visitors to the school, the informal curriculum may include activities which take place in connection with local and national festivals and celebrations, special school events and School Association functions.

The informal curriculum supplements and enhances the quality of the delivery of the National Curriculum, in addition to its contribution to the child's personal and social education.

- ***The 'Hidden' Curriculum***

Children will learn a great deal from the general ethos of the school. They learn from the example we set in our treatment of them and of one another. We give children messages through our provision of rich and stimulating classroom and school environments, and in our care of resources. Our expectations of them and of one another are similarly important factors in the promotion of a shared set of values and attitudes within the school.

- ***How Children Learn at Thomas Reade Primary School***

The National Curriculum tells us what we should teach but allows us to make decisions regarding how we teach it. Concern for how children learn is as important as concern for what they learn. Excellence is pursued and valued in every way through experiences which are planned and are challenging in content, pace, and direction.

We believe that young children learn most effectively through the provision of an activity-based curriculum. Emphasis is therefore placed on programmes of work which are relevant and meaningful to the child, and which require pupils to actively involve themselves in the learning process. This may be by observing and discussion, by doing, by investigating, by problem-solving and by visiting people and places of interest. Through first-hand experience learning children achieve a greater depth of understanding and they move to secondary sources of information with a greater interest and commitment.

At other times it is both effective and efficient for the class teacher to give a class exposition on a certain subject. Time is set aside for teachers to 'teach'.

There are many styles of both teaching and learning, which involve the child working as an individual, in a pair or group, or as a member of a whole class. The two styles described as examples above are intended to illustrate that at Thomas Reade School we use a variety of styles and aim to select the most appropriate one for the task in hand.

- ***Topic Work***

Since the introduction of the National Curriculum the weighting of lesson time given to thematic work has decreased and the teaching of separate subjects has consequently increased - never-the-less, we retain a commitment to the benefits of carefully planned topic work for the children. Where possible and appropriate subject links are made within topics, but other aspects of the curriculum are taught separately. Both topic work and subject teaching are planned in accordance with our whole school 'Curriculum Framework' which is subject to annual review.

- ***Equal Access to the Curriculum***

All pupils are entitled to equal access to the curriculum irrespective of gender, ability, social, ethnic, or cultural origins.

- ***Curriculum Review***

The curriculum is constantly under review to take account of changes to the National Curriculum and to improve the quality of the teaching and learning within the school.

Provision for Children with Special Educational Needs

Introduction

We recognise that as many as one in five children may have special educational needs at some time in their school career. Individual needs may arise from physical, intellectual, emotional, social or behavioural difficulties. These difficulties range from being quite mild to complex, severe and possibly long-term. A further group of children with special educational needs are those with exceptional abilities or talents.

Children with special educational needs should, whenever possible, receive their education in the mainstream school of their parent's choice. Approximately 2% of children need more help than a mainstream school can normally provide, and they are taught in a special unit attached to a mainstream school or in a special school.

Identification of Children with Special Needs

Parents are requested to draw the school's attention to their child's special educational needs if these have been identified prior to enrolment. On entry to school, the class teacher is responsible for identifying children with special needs. She/he will consult the child's parents, the Special Needs Co-ordinator

(SENCO) and the Headteacher as appropriate. Further advice may be sought from a variety of professional sources, and at every stage the school will advise and consult the pupil's parents. These arrangements include the identification of and provision for exceptionally able and gifted children.

Working with Children with Special Educational Needs at Thomas Reade

To meet the individual requirements of special needs children at Thomas Reade County Primary School, our teachers plan their programmes of work, with the advice of Mrs Sue Moulster, our SENCO. We also employ several Learning Support Assistants who work, under staff direction, with individual children.

We can draw on specialist help from a number of services, if this is thought to be necessary. These services include the School Medical Service, the Schools' Psychological Service, the Educational Social Worker, the Speech and Language Unit and the Child Guidance Service.

Statements of Special Needs

Some children may require a formal, independent assessment of their special educational needs and of how these are to be met. This is a legal process in which parents are always fully involved.

Role of Parents

Individual assessment takes place with the full knowledge, involvement, and support of parents. This is vital if the programme is to be successful. If you have any concerns, please see your child's class teacher or Headteacher.

Co-ordination of Special Needs Provision

Mrs Sue Moulster, SENCO, has specific responsibility for co-ordinating our work on behalf of special needs children. She works closely with the Headteacher.

Special Needs Policy

The Governors' policy for children with special educational needs is available to parents from the school office. It is updated on an annual basis and is a very effective tool in meeting the needs of our SEN children.

Pastoral care

We believe that the creation and maintenance of a friendly, open, and caring climate within the school is very important. We value positive co-operation between children, teachers, parents, and members of the non-teaching staff. We expect children to learn from the example we set as adults, in our treatment of pupils and of one another. We try to show that we value children as people and that we appreciate their work and their endeavours.

The School Environment

The general safety and welfare of all those who work in the school, is one of the foremost responsibilities of the Headteacher.

With the co-operation of staff and pupils the Headteacher aims to provide a secure and orderly environment in which adults and children take responsibility for their work and care for both the building and the school's resources.

A school community functions well when its members respect one another, treat one another with care and consideration, and have a common view regarding acceptable standards of behaviour.

Pastoral Responsibility

The Headteacher and Deputy Headteacher have overall responsibility for the pastoral care of all the pupils in the school.

Behaviour and Discipline

The school's attitude to behaviour and discipline is clearly laid out in the Behaviour Policy which is available from the School Office. The teacher sets the tone for the behaviour in his/her class and in the school. This is done through negotiated classroom discipline plan which is clearly displayed in the classroom. This discipline plan contains the rules, rewards and consequences for the class and is sent home to parents. He/she seeks a positive response about behaviour and discipline and is conscious that teaching and learning will be most effective when staff and pupils respect one another and value the contribution each is making.

Any disciplinary matters are dealt with in a firm, fair and consistent manner according to the classroom discipline plan. Sanctions may be given, and these may take the form of deprivation of free time, during morning break or the lunch hour for example.

There will be times when it is appropriate to impose firm discipline. However, we consider the development of self-discipline and a sense of responsibility to be our goals.

More serious breaches of discipline, including bullying, are recorded in the school 'Incident Book', and the Headteacher becomes involved at this stage.

In the event of serious incidents or frequent misdemeanours, parents will be invited to discuss the problem with the class teacher and/or the Headteacher. Strategies to bring about an improvement will be considered, agreed by all concerned, and subsequent behaviour will be monitored.

School Rules

These are kept to a minimum and are designed to help children to live and work happily and successfully in school. Our rules are often concerned with the general safety and the well-being of both adults and pupils. They reinforce our efforts to teach children to care for one another, and to treat their own and other people's property with respect. They support our belief that everyone has the right to learn.

School rules are made clear to the children by their class teachers, and reminders are given in assembly. At the beginning of each school year classes devise their own rules based on school rules and these are referred to regularly.

Special Concern for a Child's Safety and Welfare

If a teacher has a special concern regarding a pupil, then he/she will always discuss this with the Headteacher.

In meeting children's needs, we can put families in contact with several services which include the School Nurse, the School Doctor, Educational Social Worker Service, and Social Services.

As part of our front-line role in child protection it is normal practice for staff to bring bruises to parent's attention. In exceptional circumstances, a child who may be at risk from any form of child abuse, from whatever source, needs prompt and appropriate help. The school will invite Social Services to become involved and they will act according to the Oxford Area Child Protection Procedures, 1992. Advice and support may be requested from several agencies, such as the Educational Psychologist, the School Nurse, or the Police.

The Role of the Parent

We seek parental co-operation and support in reinforcing the values and attitudes we promote within the school.

Religious Education and Worship

The Agreed Syllabus

Religious Education is a compulsory subject in this country and at Thomas Reade School our R.E. teaching is in accordance with National requirements and the Oxfordshire Agreed Syllabus. The latter has been drawn up by representatives of teachers, local churches and faith groups, and the LEA. A copy is available to parents in the School Office.

RE Lessons

Our programme of work includes Christianity, Judaism and Hinduism. The majority of R.E. lessons at our school are Christian and non-denominational. Our wider programme of work includes finding out about other faiths and cultures, and the Jewish and Hindu faiths.

While the emphasis is on Christian festivals and faith children are given an understanding of Judaism and Hinduism faith, with other faiths being the focus of some topic linked work.

Most teaching takes place in separate time tabled R.E. lessons whilst other opportunities for R.E. are made within integrated studies. For example, a parent might be invited to bring a baby into class and the teacher would encourage the pupils to develop a sense of awe and wonder in connection with a topic on 'Growth'.

Withdrawal from Religious Education Studies

If parents do not wish their child to be taught the Agreed Syllabus, please contact the Headteacher to discuss the matter.

Collective Worship

The Headteacher and staff take turns in leading these short acts of worship. The format of assemblies varies from Whole School to 'in class' assemblies. Pupils contribute to assembly from time to time and local clergy join us on a regular basis.

The assemblies are broadly Christian in character and include material to promote the spiritual, moral and cultural development of pupils.

Parents are invited to join us for special assemblies celebrating, for example, the Leavers' Service.

Withdrawal from Assembly

If parents do not wish their child to take part in the school collective act of worship, they should contact the Headteacher to discuss the matter.

Sex Education

The School's role is complementary and supportive to the role of parents in sex education.

At Thomas Reade Primary School sex education is part of our health education teaching. It is set in the context of taking care of our health, the physical development of the child through to maturity and the importance of family life. We follow the PHSE Programme 'Smile' which includes progressive development in sex education for reception to Year 6.

A more formal programme is presented to Upper Juniors, and this deals with such topics as personal cleanliness, exercise, diet, physical development, and reproduction. This course of lessons is led by the School Nurse. She plans the lessons with the class teachers in accordance with the Governors' Sex Education Policy.

Teaching materials in connection with this programme of work are shown to interested parents before being introduced in the classroom.

Governors' Policy

A copy of the Governors' Policy on Sex Education is available to parents through the school office.

Resources

Resources used with Upper Junior children include the videos 'All About Me' and 'Growing Up'.

Please note: -

It is hoped that parents will feel that this is a valuable part of their child's primary education and that they will allow their child to participate in the lessons.

Parents may withdraw their child from all or part of the sex education provided. Please contact the Headteacher to share any concerns and let her know your wishes regarding your child.

Instrumental Tuition

We are pleased to offer children the opportunity of learning to play a musical instrument.

Piano

Individual private piano lessons are available for more information please contact the School Office.

Homework

Children are expected to work hard and to the best of their ability throughout the school day, and we hope that parents will play an active part in encouraging this. We strongly urge parents to set aside a regular time to share books with their child at home. There is a great deal of research evidence to show that when parents read to their child on a regular basis and listen to him/her read for a short time, three or four times per week, the child's progress in reading is greatly enhanced.

We hope that parents will help their child to 'find out more' at home about the particular topic currently being studied in class, or possibly bring something into school in connection with the project. Family visits to the local library, museum, art gallery or place of interest may also support your child's work in school.

Teachers inform parents by letter of the class arrangements for homework at the beginning of the school year.

From time-to-time the school may ask pupils to finish work at home which has been set in class and which has not been completed in the lesson. Sometimes staff will expect children to practise or consolidate work begun in class e.g. learning spelling lists, multiplication tables and practising handwriting. On other occasions supplementary work may be given to an individual child or to the whole class. This will be based on the teacher's perception of the child's needs. This kind of homework would be discussed with the child's parents and set over an agreed and usually short time span.

Promoting children's enthusiasm for learning and good work habits is the best kind of homework for the primary child.

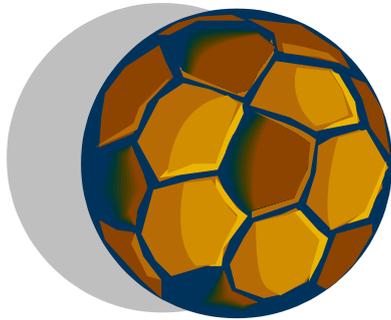
Extra-curricular Activities

These are an important part of the children's educational experience, and the school has offered a considerable number and variety of extra-curricular activities over the past ten years.

Activities offered depend on teachers' willingness to give of their free time and their particular interest and expertise.

Parents are welcome to help with these activities and they occasionally lead a club, supported by a member of the teaching staff.

From time to time we offer children the opportunity of becoming involved in such activities as Netball, Gym, Football, Rugby, Cricket, Recorder, Table Tennis, Irish Dance, and homework club.



The school has football and netball teams which regularly play matches against other schools in Abingdon and the surrounding area. We take part in football and netball tournaments.

Children who join a club are expected to show a regular commitment, and parents are encouraged to support their child's attendance.

Notice of clubs and further information, is given to children in assembly and in a letter to parents at the beginning of each term.

How can I find out how my child is progressing in school?

We are firmly committed to the view that a close working relationship with parents will benefit your child's education. Furthermore, good communication between home and school contributes to the quality of this partnership.

We set out below some ways in which parents and teachers communicate with one another.

Informal Talks with Staff

Teachers are usually available to talk to parents after school except on Wednesdays, when we meet at 3.15p.m. for Staff Meeting. If a longer time is needed, arrangements may be made to consult your child's teacher at a mutually convenient time.

Informal Talks with the Headteacher

Mr Serle is always pleased to see parents if he is free. Otherwise, please make an appointment through the School Office. We do hope that you will not hesitate to talk to the staff and Headteacher, about any worry or concern you may have. A problem is often solved more easily if it is dealt with informally in the early stages. Indeed, it is often beneficial to both parties to talk, rather than write a letter.

Parent/Teacher Consultation Evenings and Parental Clinics

Meetings are held early in the Autumn term as an opportunity to discuss your child's targets with his/her teacher. In the Spring term we invite parents to a second meeting to discuss their child's progress towards their targets. Parental Clinics are held in the other terms.

Children's Reports

These are sent to parents annually in the Summer Term and a meeting can be arranged with your child's class teacher if needed. Parents are invited and encouraged to make their own comments about their child's progress on the accompanying slips and return these to the school. There are no formal meetings accompanying the school reports but parents who particularly want to discuss the report with the class teacher have to opportunity to do so.

Reading Link Books

These diaries are a means of communication about your child's progress in reading. We hope that you will contribute to your child's book on a regular basis. Link Books are mainly in use in the younger classes, but all children have a reading diary.

School Newsletters

Regular Newsletters are sent from the Headteacher giving details of events and news about the school. As far as possible we try to publish on a Friday to help parents know when to look out for letters.

Curriculum Meetings

From time to time parents are invited to meetings which focus on a particular area of the curriculum. These meetings often include hands-on workshops and displays of children's work and resources and are an opportunity for parents to ask general questions about the subject.

School Dress

School Uniform is ordered on line at <https://www.sewschoolshop.com/collections/thomas-reade-primary-school>

We encourage children to take a pride in their appearance, and it is expected that they will all wear school uniform. Parents' co-operation concerning this is sought and appreciated.

School Colours Royal blue and grey

Boys' Uniform

Winter: Grey trousers, royal blue school sweatshirt and white polo neck shirt

Girls' Uniform

Winter: Grey skirt or pinafore dress or school grey tailored trousers, school sweatshirt or cardigan and white polo neck shirt.

Summer: As above, or royal blue and white checked or striped dress optional.

Optional: girls may choose to wear a hijab.

Shoes

Your child will need a pair of sensible dark coloured, low heeled shoes for outdoor wear. It is essential that children have a change of footwear for indoor use. Parents may choose to send a second pair of shoes, a pair of summer sandals or plimsolls.

Hair Accessories

Girls may wear plain slides and ribbons.

Physical Education and Games

It is essential for all children to change for physical education. Both boys and girls require a blue school T-shirt, royal blue shorts, and plimsolls. This uniform for P.E. may be purchased from the link above.

Swimming

Children will need a costume, swimming hat and a towel for swimming lessons.

Please write your child's name on his/her swimming hat with a water-proof marker. This is very helpful for the swimming teacher.

Art, Craft and Technology

Some form of overall is essential for Art, Craft and Technology work to protect the child's school clothing (A man's shirt, suitably altered, is very acceptable).

Jewellery

In the interests of safety and security no jewellery, apart from wrist watches and studs for pierced ears, is allowed in school. Wrist watches must be removed for physical education.

Governors do not consider it appropriate to wear earrings with uniform and they strongly discourage pupils from wearing them in school. Studs may be worn for the first few weeks after ears have been pierced, although it is essential that these are either removed by the child, or covered with a plaster for P.E., games. Plasters to cover 'studs' must be provided by the family and are not available from the school for this purpose. Studs must be removed for swimming. The teaching staff are not allowed to remove studs from the children's ears or replace them after the lesson.

The above requirement follows recommendations of the Education Department of the Oxfordshire County Council and is for the well-being and safety of all children.

Personal Belongings

We ask that any money the children need to bring to school is in a labelled envelope for specific purposes. e.g. dinner money.

Any valuable items should come to school only by arrangement with the teacher.

In the interests of classroom management and security, younger children are asked not to bring pencil cases to school. Older children can bring simple pencil cases containing writing materials and coloured pencils. Geometry sets are also encouraged in the Upper Junior classes.

Felt-tipped pens are not allowed. On the few occasions when they are required, the school will provide them.

Lost Property

It is the child's responsibility to look after his/her own property. If an item is lost, the child should look thoroughly in the classroom or cloakroom in the first instance. If unsuccessful, the class teacher will then assist the child. General lost property is collected and put into a marked box by the school office.

School Meals

Hot School Meals are available for all children
Foundation, Year 1 and Year 2 have a free hot lunch
Years 3, 4, 5 and 6 have a hot lunch for £2.30 per day

All meals and choices can be made on www.scopay.com/thomasreadeprimary-oxfordshire

Packed Lunch

Your child may choose to bring a packed lunch to school. Please make sure that his/her lunch-box is clearly marked with his/her name.

Drinks throughout the day and at Lunchtime

We try to promote healthy eating and ask that children bring only still drinks and that these are in plastic containers at lunchtimes. Fresh drinking water is also available from the Water Coolers throughout the day.

Supervision at Lunchtime

School meals supervisory assistants are on duty at lunchtime, in the School Hall and in the playground.

The Headteacher or her representative is always on the premises at lunchtime and has over-all responsibility for the safety and well-being of the children.

Permission to leave the School Premises at Lunchtime

Children are not allowed to leave the school premises at lunchtime unless they are going home for lunch. Permission to do this will normally be given on receipt of a letter from the child's parent. Pupils who eat lunch at home should not return to school before 12.55p.m. and should then return straight to class.

Snacks

Children can bring a healthy snack to school to eat at playtime. This may be fruit, vegetables, or a granola type bar.

Health and Medical Information

Absence from School

Illness

Occasionally pupils are too unwell to attend school. Schools will monitor and engage with parents as soon as a pattern of absence becomes apparent.

When deciding whether your child is too ill to attend school. Ask yourself:

- Is your child well enough to carry out the activities of the school day? If not, keep your child at home and consult your GP as appropriate.
- Does your child have a condition that could be passed on to other children or school staff? If so, keep your child at home.

Common conditions

Cough and cold

A child with a minor cough or cold may attend school. If the cold is accompanied by raised temperature, shivers or drowsiness, the child should stay off school, visit the GP and return to school 24 hours after they are feeling better. If your child has a more severe and long-lasting cough, consult your GP, who can provide guidance on whether the child should stay off school.

Raised temperature

If your child has a raised temperature, they should not attend school. They can return 24 hours after they are feeling better.

Rash

Rashes can be the first sign of many infectious illnesses such as chickenpox and measles. Children with these conditions should not attend school.

If your child has a rash, check with your GP or practice nurse before sending them to school.

Headache

A child with a minor headache does not usually need to be kept off school. If the headache is more severe or is accompanied by other symptoms such as raised temperature or

drowsiness, then keep the child off school and consult your GP.

Vomiting and diarrhoea

Children with these conditions should be kept off school. They can return 48 hours after their symptoms disappear. Most cases of vomiting or diarrhoea get better without treatment, but if symptoms persist, consult your GP.

Notification of your Child's Absence

It is essential that the school is notified of the reason for a pupil's temporary absence. Regulations concerning school attendance require the class teacher to record these reasons, using appropriate codes, in the class register.

We ask to inform school if your child is unwell by contacting the Office before 9.15am or e mail thomasreadeprimary@hotmail.co.uk. If we have not heard by 9.30am any unexplained absence will be followed up by a phone call from school to ensure that your child is safe.

Visits to the Doctor or Dentist in School Time

For reasons of personal safety, children are not allowed to leave the school premises for dental or doctor's appointments, unless this has been requested in advance and arrangements have been made for the child to be collected by his/her parent or a nominated responsible adult.

Return from a Visit to the Doctor or Dentist

On return from a visit to the doctor or dentist, it is most important that the parent and child report to the School Office, to enable the School Secretary to amend the attendance and dinner registers.

The above procedures are important, not only to meet legal requirements, but also to enable the Headteacher to know exactly who is on the school premises in the unlikely event of a fire or bomb scare. Your co-operation is appreciated.

Administration of Medicines

Thomas Reade Primary School adopts the advice in the Department of Health Guidance for pupils at school with medical conditions.

All medication is kept in a locked cabinet in the Disabled Toilet. Medication that needs to be kept refrigerated is stored in a clearly labelled section of the refrigerator in the staff room. Children who are taking a course of antibiotics will normally be encouraged to take them at home.

EPI- PENS

Epi-Pens are stored in an easily accessible, labelled cabinet in the Disabled Toilet.

MEDICATION

If a course of medicine is being taken whilst the child is in school the medicine or drugs must be clearly labelled in an original container as dispensed by the pharmacy. A Parents/Carers must sign a Parental Agreement to Administer Medicine Form.

ASTHMA

If your child suffers from Asthma, please ensure you record this on the medical form completed before starting school. Children should have their own reliever inhaler at school to treat symptoms and for the use in the event of an asthma attack. Inhalers will be kept in the classroom stock cupboard.

Accident and Illness in School

Please do not send your child to school if he/she is sick. We do not have a medical room and so although we do our best, there is no comfortable quiet place for sick children to rest in school, and we do not have a school nurse on site. Should a child become ill during the school day, parents will be contacted to take the child home.

Minor injuries which do not require medical referrals will be dealt with in school and recorded in the First Aid Book. All serious accidents are reported to the child's parents and in the official School Accident Book.

If an accident or illness is more serious, the school will contact the parents immediately. Parents will understand that an emergency telephone contact number is essential, and hospitals are unwilling to administer treatment if a parent is not present.

Headlice

Headlice are a common problem in all schools. Parents are asked to examine their child's hair weekly and inform the school if the examination proves positive!

Recommended lotions are changed from time to time and the school secretary will advise parents which lotion is currently recommended. The best long-term prevention is thorough brushing and combing every night. Further advice is available from the school nurse who can be contacted through the school.

Facilities for the Disabled

There is wheel-chair access to most areas of the school and a toilet adapted for use by disabled near the main school entrance.

What can I do to help my child in school?

We welcome and value your support for your child and his school and look forward to working with you to make the most of the educational opportunities offered by the school.

Partnership between Home and School

Parents are experts concerning their child and the teaching staff are experts in the field of education. When parents and teachers share their knowledge and expertise, the pupil is likely to be happier in school and his progress is significantly enhanced. Research evidence endorses the benefits to the child of a strong partnership between home and school.

How can I help my child in practice? Suggestions for your consideration:

Try to ensure that he goes to bed at the appropriate time, so that he arrives at school rested, refreshed and ready to work.

Please support the school by sending him to school wearing the correct uniform, which has been marked or labelled with his name.

Make sure he gets to school on time with all he needs for the day e.g. correct dinner money, P.E. & swimming gear, indoor shoes, reading books, etc. Get to know the staff and do not be afraid to ask them about anything you do not understand.

Share stories, poetry and non-fiction with your child regularly and show him that you enjoy reading.

Take part in the school's shared reading programme and contribute regularly to his reading link book.

On the occasions when your child is given homework, (e.g. learning multiplication tables, spellings, handwriting practice) help by finding him a quiet place to work and take an interest in his achievements.

Show an interest in what he is learning by seeking out some books, magazine articles or television programmes related to the topic the class is studying, or by visiting a museum or place of interest.

Encourage your child to take part in after-school clubs, sports, music and drama activities, and participate in day and residential visits.

Attend parent/teacher consultation evenings and share your child's annual report with him, discussing targets for next term.

Further suggestions to help your child make the most of his time in school:

Set aside time each day to spend with your child, showing him that you are interested in what he says and does, and that you enjoy conversation with him.

Encourage and praise each achievement, however small.

Make it very clear to your child that you consider learning to be important and fun.

Remind him that he has permission to make mistakes, that we all do, and that making mistakes can be one of the best ways in which we can learn.

Provide opportunities for him to learn to co-operate and share with others, take turns and generally give consideration to others.

Encourage the development of concentration and perseverance through games and family activities.

Encourage him to show care and respect for his own property and that belonging to other children and the school.

Invite one or two of your child's friends home occasionally. It will help his social development.

Please support the aims and objectives of the school, its rules, ethos, and philosophy.

You won't agree with everything we do, but we hope that you will agree with most things and will support them all!

Do come and talk to Mr. Serle the Headteacher, about any major change of circumstance that may affect your child and his progress in school.

ENJOY your child's time in the primary school. We hope that your child will be both happy and successful here.

A Letter from the Chair of the School Association

Dear Prospective Parent,

I am pleased to have the opportunity to tell you something about the School Association. The School Association consists of parents of present pupils of the school, teaching and non-teaching staff of the school, members of the governing body and friends of the school who no longer have children attending Thomas Reade.

What are the aims of the School Association?

- To advance the education of the pupils of the school by providing and assisting in the provision of facilities for education at the school (not normally provided by the Local Education Authority).
- To foster more extended relationships between the staff, parents and others associated with the school.
- To engage in activities which support the school and advance the education of pupils attending it.

What kind of events and activities do the School Association organise?

Christmas Bazaars, Summer Fun Days, Easter Egg Hunts, Sponsored Events, Toy Sales, Cake Sales, Barn Dances, Quiz Evenings, Laser Shoots, and many, many more.

Not every event raises funds for the school, but hopefully all events encourage co-operation and enjoyment.

How does School Association fund-raising help the school?

In recent years the S.A. has given to the school out-door adventure play equipment, IT equipment, a purpose-built outside storage area, funds for a wild-life pond, shrubs and plants, a music centre, extra staging for the Hall and lights and curtains.

How can you support the School Association?

Come to all the functions the School Association organise, or at least some of them. Contribute to events e.g. Easter eggs for the Easter Egg Hunt and all manner of things for fetes and bazaars. Make cakes for Cake Sales and come along and buy some! Contribute ideas via the Committee or better still, become a committee member yourself and finally give your TIME AND SUPPORT!

Chair of the Thomas Reade School Association

Governors' Policy on Charging and Remissions

A copy of the Governors' policy on charging and remissions is available for parents to view in the school office.

Charging

In accordance with the Education reform Act (1988), the school does not make a charge for any activities which take place wholly or mainly in school time, apart from some individual instrumental music tuition.

Voluntary Contributions

The Act allows schools to invite parents to make a voluntary contribution towards any part of their work.

Governors at Thomas Reade Primary School endorse the practice of requesting voluntary contributions towards the cost of some class activities such as cooking and swimming, and school events such as a performance by a visiting theatre group. Contributions will also be sought in respect of day and residential visits organised to enhance the delivery of the curriculum.

Whilst we believe that these activities are very valuable educational experiences, the school is sensitive to the demands that they can make on family income. Parents are advised in advance of any request for voluntary contributions, and payment may often be made over a period of time.

If insufficient voluntary contributions are made in respect of a particular activity or visit, and the school is unable to provide the balance, then the visit may have to be cancelled for all children.

Remissions

Parents in receipt of income support, family credit or widow's pension should contact the school office for information regarding their rights in connection with charges and remissions for school activities.

Emergency School Closure

In the unlikely event of school closure due to an emergency e.g. severe weather conditions, power failure, etc., parents are asked to tune in to Thames Valley FM on 95.2 FM or Fox on 102.6FM.

It is also important to stay tuned in to obtain notice of the re-opening of the school!

Secondary School Transfer

Abingdon parents are fortunate that the town is well-endowed with three LA comprehensive schools and three independent schools.

Parents are notified by the LA., at the beginning of their child's final year in primary school, of the choice of secondary school available to them and information is given about transfer procedures.

There will be opportunities for parents to visit the secondary schools with their child.

We have very good links with all the secondary schools and will do all we can to make the transfer happy and successful.

Schools to which children from Thomas Reade Primary School normally transfer at the end of Year 6 are:-

John Mason Secondary School, Wootton Road, Abingdon, OX14 IJB. Tel: (01235) 524664	Fitzharrys Secondary School Northcourt Road, Abingdon, OX14 INP. Tel: (01235) 520698
Larkmead Secondary School, Faringdon Road, Abingdon, OX14 IRF. Tel: (01235) 520141	Didcot Girls' Secondary School, Sherwood Road, Didcot, OX11 ODA. Tel: (01235) 814444
Our Lady's Convent Senior School, Radley Road, Abingdon, Oxon. OX14 3PS. Tel: (01235) 524658	The School of St. Helen & St. Katharine, Faringdon Road, Abingdon, Oxon. OX14 IBE. Tel: (01235) 520173
Abingdon School, Park Road, Abingdon, Oxon. OX14 1DE Tel: (01235) 531755	

Pupil Insurance

Oxfordshire County Council has negotiated Third Party Insurance cover for children while they are at school or engaged in school-related activities. This will operate where negligence by the Council, its employees or volunteers can be proven.

If you wish to take out a policy to cover your child for Personal Accident, this may be arranged through: -

The National Confederation of Parent/Teacher Associations,
2, Ebbsfleet Industrial Estate,
Stonebridge Road,
Gravesend,
Kent, DA11 9DZ Tel: (01474) 560618

Alternatively, you may wish to contact Oxfordshire County Council on (01865) 815518 regarding its own scheme.

Complaints Procedure (Curriculum and Religious Education)

Informal Complaints

We hope that all concerns are presented to the Headteacher in the first instance.

The Headteacher

If you have a complaint in connection with the curriculum or religious education, please feel free to discuss this with the Headteacher at a mutually convenient time. Mr. Serle is always pleased to see parents, to listen and to help if he is able.

Chair of Governors

If you have a complaint about the Governors in connection with their responsibilities for the curriculum and religious education, the Chair of Governors, would be pleased to meet you at school, and may be contacted through the school office.

Formal Complaints - Section 23 (1) of the Education Reform Act, 1988

The LA. has published its procedures for complaints about actions of governing bodies and the LA., regarding curriculum and R.E., in accordance with the above Act, and this information is available to parents through the school office. Please put your complaint in writing in the first instance.

Public Access to Further Documents and Information

In accordance with the Department for Education (D.F.E). Circular 15/94 the following documents are available to parents through the School Office.

- Statutory instruments and circulars sent to schools by the D.F.E. under Chapter 1 of Part 1 of the Education Reform Act (the curriculum, including the National Curriculum).
- Oxfordshire's Statement of Curriculum Policy.
- Oxfordshire's Agreed Syllabus for Religious Education.
- Oxfordshire's document setting out arrangements for dealing with formal complaints about the curriculum and Religious Education under Section 23 of the Education Reform Act, 1988.
- Office for Standards in Education (OFSTED) report on the school, 1996.

- The Governing Body's Statement of Aims and Objectives for the school.
- Curriculum policy statements and schemes of work published by the Governing Body.
- The Governing Body's policies can be found on the school website
- The School Prospectus.
- List of term and holiday dates.

Some documents must remain in school.

If documents are to be taken away, we may need to charge the cost of copying. We may also be able to provide you with details of the sources and costs of some documents if you wish to obtain a personal copy.

In all cases, your requests concerning documentation and information should be made through the Headteacher.

Disclaimer

This document relates to the academic year 2020/21. Although the particulars and information were correct for this year at the date of publication, it should not be assumed that subsequent changes will not affect the accuracy of the information before the start, or during the year in question.

Any comments you pass to us regarding this prospectus may help us to improve future editions.