

Stockham Primary School



Prospectus





Welcome

A warm welcome to Stockham Primary School. At Stockham School we have a vision for every member of our school family to be 'Soaring High' and reaching their full potential. We understand that we all have different strengths and areas of expertise and these are all celebrated with equal vigour. The school is a happy and nurturing environment where fun learning is at the heart of all that we do.

We cater for approximately 210 children aged 4 to 11 years. Ofsted have commented on the consistently high standard of teaching and care. The report noted that pupils are very proud of their school and enjoy coming here immensely. They show this through their good attendance, excellent behaviour and highly enthusiastic willingness to join in with all that the school offers.

There are 7 classes in the school. There is an Early Years Foundation Stage class (EYFS), Year 1 and Year 2. Key Stage 2 consists of Years 3, 4, 5 and 6.

School uniform

The school colours are burgundy, gold, white and black and the uniform consists of burgundy sweatshirts and gold or white polo shirts with black trousers, skirt or pinafore. Full details of uniform and how to order are available from the office or school website. Children feel proud to wear their school uniform which features a 'Red Kite' bird (local to Oxfordshire) and aim to 'Soar High' in all that they do.

Children are required to bring plimssoles/indoor shoes; a school book bag, water bottle and an art apron to school every day. P.E kits are worn in indoor sessions; kit includes black shorts and a white t-shirt.

Educational Aims

Our overall aim is to provide a warm, caring, open community where it is possible to maintain individuality and realise the full potential of each child in all areas of school life. We intend to enable our children to develop their knowledge, deepen their experiences and enrich their imagination through inspirational learning opportunities.

School Hours

Breakfast club	8.00am (booking by prior arrangement)
Morning Sessions	Doors open at 8.40am Register taken at 8.50am 8.50am – 12.00pm (EYFS and Key Stage 1) and 12.10pm (Key Stage 2)
Morning break time	10.40am – 11.00am (Tuck shop is open twice a week)
Afternoon Sessions	1.00pm – 3.05pm



Our Curriculum

All children follow the 2014 National Curriculum for: English, Maths, Science, Design and Technology, Geography, History, Music, PE, Art Craft and Design, RE, Computing, Languages and also PSHCE/Sex Ed and Citizenship. Often the work for individual subjects forms part of a wider, integrated theme. Teaching is planned around a topic based approach to learning where subjects are linked together through fun, active learning.

Early Years

In the Foundation Class, we follow the Early Years Foundation Stage (EYFS) curriculum: Development Matters. There are three areas of prime development and four areas of specific development. The prime areas are Personal, Social and Emotional Development, Communication and Language and Physical Development. These run through and support learning in all other areas and are fundamental throughout the EYFS. The specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. They focus on essential skills and knowledge. These grow out of the prime areas, and provide important contexts for learning. The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

English

The National Curriculum for English is divided into three areas: spoken language, reading and writing. All our English teaching is based on the core learning objectives from the National Curriculum which outlines a detailed and clear structure for the systematic teaching of the subject.

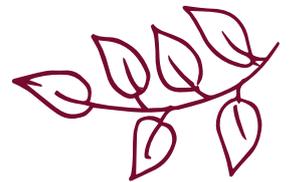
Spoken language underpins the development of reading and writing. Stockham School is a storytelling school and focuses on developing oral storytelling skills through a range of speaking and listening activities as well as drama. This work then feeds into children's reading and writing.

We want our pupils to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. All children are encouraged to take books home each evening to practise and reinforce the skills taught in school. Each term children take part in a book share session during which older pupils and younger pupils enjoy sharing books.

We believe it is important that children see their writing as having purpose and that they regard themselves as authors of their work. Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. In English lessons there is a focus on spelling, punctuation and grammar (SPAG) to ensure that the children have the necessary skills to write effectively.



Milli the millipede supports the school's excellent reading area



Korky Paul visit

Mathematics

Mathematics is essential to everyday life. Through teaching and learning in this area we aim to ensure that all pupils become confident and fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, as well as enjoying and taking pride in the mathematics they do at school. Many activities will involve children in applying maths skills to solve real or posed problems, selecting appropriate practical apparatus and communicating mathematical ideas by organising, interpreting or presenting work clearly. We also recognise that mathematics is cross curricular, featuring in subjects such as design technology, science etc. and we look for opportunities to use mathematics practically as far as reasonably possible.

By the end of Year 6, children will be equipped with efficient mental and written calculation methods, which they use with fluency.

History

History is taught as part of a series of topics each year. Children start to develop their understanding of history by focusing on the recent past and local people, events and places. The children are also introduced to a variety of methods of historical enquiry and are encouraged to think critically and weigh up evidence in order to understand contrasting interpretations of the past.

The children's understanding and appreciation of history is further enhanced by museum visits and field trips to places such as Stonehenge, the Ridgeway, Sulgrave Manor and the Houses of Parliament.

Science

Science stimulates and excites pupils' curiosity about their environment and it satisfies that curiosity with knowledge.

We aim to provide the children with a sound scientific knowledge base, and encourage them to develop their investigative skills by making observations, asking questions, making predictions, and testing these with hands-on experiments to discover for themselves more about the world around them.

In line with the 2014 National Curriculum, children cover a wide variety of topics, including plants, animals (including humans), materials, seasonal change, habitats, forces, light, rocks, earth and space, electricity, sound and evolution and inheritance.

Recent events to consolidate and extend the children's understanding and enjoyment of science have included science days, visits from 'The Explorer Dome' and 'Crocodiles of the World', class trips to zoos, wildlife parks and local environmental centres.

Geography

Children develop their knowledge of diverse places, people, resources and natural and human environments, together with a deepening understanding of the earth's key physical processes. The children are also expected to develop their awareness of their school setting by undertaking some fieldwork in the local area. They are introduced to the skills and techniques necessary to achieve this effectively, such as the collection and analysis of data, and interpretation of maps and photographs.



A visit from inspirational speaker Chris Lubbe - Apartheid



Celebrating the solar eclipse



School games day

PE and Sporting Aims and Provision

We aim to offer all children, irrespective of ability and gender, the widest possible range of sporting activities such as gymnastics, dance, swimming, games and outdoor adventure activities.

We aim for children to develop their physical and leadership skills, gain a sense of team spirit and an awareness of fair play. We hope children will develop the idea that involvement in physical activity is beneficial for a healthy lifestyle.

The school regularly takes part in sporting activities organised by the partnership including high fives, football, tag rugby and tennis. We hold our own sports days and a variety of intra-school tournaments to encourage children to participate in friendly, enjoyable events to further develop and support children's skill development.

Activities

Some of the after school clubs that we offer include: basketball, fencing, art, netball, football, pottery, lego/ construction, homework club, cricket, sewing, forest school, archery, book club, dance and music. We also aim to increase activity during lunch times and have competitions and games running on the playground and field in the summer. These are led by our trained year 5 and 6 school sports leaders. A list of current clubs can be found on the school website.

Art and Design

We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils have opportunities to work with professional artists and crafts people.



Race for Life



Sports Leaders



Sausage making workshop

Design and Technology

Design and Technology helps to prepare pupils to participate in tomorrow's rapidly changing technologies. Children are helped to think creatively and imaginatively to design, make and evaluate products that solve real and relevant problems within a variety of contexts.

Music

Music is taught by class teachers and is linked to the children's current topic as much as possible. The school uses the expertise of other members of staff to enrich the teaching of notation, recorders and musical performance. We have both a piano and guitar teachers who offer private or group lessons during the school day. The school has bought its own set of brass instruments and has its own band! We have links with the Wantage Silver Band who regularly come into the school to inspire our young musicians. The school is a Platinum Sing Up school and prides itself in being a creative, musical environment. Our Christmas plays, choir, class assemblies, church visits and Year 6 leavers' plays always show our passion to include music in everything we do.

Computing

All children at Stockham have the opportunity to work with computers and digital equipment from age four to eleven. The school is well resourced with 32 laptops, 32 iPads, 7 apple TVs and interactive whiteboards in all teaching rooms, which allows us to create visually stimulating lessons and greater opportunities for interactive learning. Children are taught how to use the internet safely and follow the school's esafety programme.

RE

When teaching RE our pupils are given opportunities to learn both about, and from religion. We aim to encourage children to investigate and reflect on some of the most fundamental questions asked by people and to develop their own opinions and values. We promote citizenship by encouraging respect for different viewpoints and celebrating diversity. Our assemblies are Christian based and follow a values based approach. Parents who do not wish their children to attend acts of worship or to take part in Religious Education are invited to let the Head Teacher know so that arrangements can be made to withdraw their child from these occasions.



Personal Social Health and Citizenship Education (PSHCE)

At Stockham Primary School we aim to promote healthy, independent and responsible members of society. We encourage all our pupils to play a positive role in contributing to school life and the wider community. We achieve this with a school council, fundraising events, supporting nominated charities and involvement in community activities.

Our pupils are given opportunities in PSHCE lessons as well as assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

Spiritual, Moral, Social and Cultural Development (SMSC)

We encourage children to explore beliefs, respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world. Through our school policies, values and excellent staff role models, the children recognise right and wrong; understand consequences and offer reasoned views. We celebrate British values and allow for opportunities for children to develop values such as tolerance, democracy and how to resolve conflict. Children are taught and encouraged to understand, accept, respect and celebrate diversity.

Sex Education

As part of the PSHCE Curriculum, children will be taking part in lessons where they will be discussing and participating in a number of different topics related to growing up. These lessons are very important as they help pupils develop socially and emotionally, giving them a better understanding of growing up and becoming an adult. From time to time we use outside professionals, such as the school nurse and learning materials such as DVDs, books and posters. We recognise that parental guidance is very important and our programme reflects this view.

Languages

Learning a foreign language is exciting and enjoyable for children, and through effective teaching we aim to provide an insight into other cultures and a deeper understanding of the world. In all lessons the emphasis is on fun and active learning so that listening, speaking and written skills are developed through games, songs and activities.

French is taught throughout Key Stage 2, however other languages may also be introduced to the children from time to time depending on topics being covered or staff specialisms.



Dare to be different – inspiring female talent



Supporting our forces families



European Day of Languages





Forest School

At Stockham School we strongly believe in the enrichment that outdoor learning brings. The children take part in Forest School in different year groups. The children utilise our lovely nature corner areas situated on the large school playing field to learn more about the outdoors. The children learn skills such as fire lighting, den building, how to safely use a variety of tools and team work.

The children learn about keeping safe and have a lot of fun! Our Forest School enables all individuals to access a very different style of learning; a hands on, active area of the curriculum.



Special Needs

The term 'Special Educational Needs and Disabilities' (SEND) is used to describe children with additional needs.

At Stockham School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Stockham School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

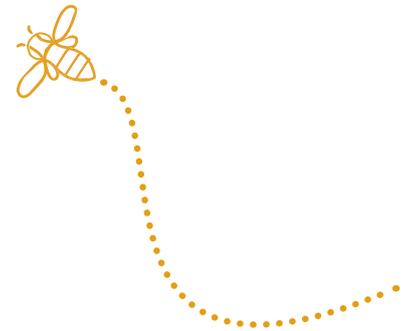
The Special Educational Needs Coordinator and all school staff work to meet the needs of the children in co-operation with parents, children and other professionals, including the LA and its special needs services, Educational Psychologist, Speech, Language and Communication, Occupational Therapy and Physiotherapy Service. Some of these services work directly with the children and other professionals provide valuable advice and support for the teaching staff.

Within the school there is a teacher with responsibility for children with special needs who also consults with a visiting Special Needs Advisory Teacher (SNAST). Children who require additional, focused support follow a well-structured timetable of 1:1 and 1:2 support of interventions which take place every afternoon in the safe and quiet environment of our school bungalow-led by our trained teaching assistants.

Gifted and Talented

Often it becomes apparent that children have talents and abilities which are exceptional. We identify these children early and offer a curriculum that is stimulating and challenging to extend their thinking skills.

We provide a timetable of different curriculum activities throughout the year.



Gifted & Talented dance show



Parental Involvement

Children learn a great deal before they come to school and what they learn at home continues to be of great importance. Teachers may have specialised skills but parents are equally important educators and we recognise the joint responsibilities this involves. It is important for teachers to work together with parents not only in monitoring an individual child's progress but also in understanding methods and approaches used to achieve progress.

Our Open Evening in the Autumn term is always well attended and is a celebration of all the things the children have been learning about and also a chance to meet all the staff. It is a great opportunity to discuss your child's start to the year. Parent-Teacher interviews are arranged during the Autumn and Spring Terms with a detailed annual report sent at the end of the academic year. Appointments can be made at other times by simply talking to the class teacher/Head Teacher or contacting the office.

School Governors

The Governors' responsibility is to support and challenge the school in equal measure. They also help manage the school's budget, to appoint staff and implement the school's curriculum and organisation, in collaboration with the Head Teacher and other members of staff. A full list of Governors is available on the school website.

Governors can be contacted via the school office. Each class is allocated a Big Friendly Governor (BFG) who supports the class teacher and follows the children's learning through the year. We have link governors who support and challenge curriculum areas across the school, working alongside members of staff to bring about continuous improvement.

We expect parents to:

- Share the school's vision of 'Soaring High'
- Take an interest in all that their children learn at school
- Help children at home with aspects of school work
- Attend events such as open evenings, parents meetings and other events where the school celebrates successes.

We invite parents to:

- Work alongside teachers in the classroom
- Accompany children on school outings and visits
- Help run school clubs and out of school activities
- Take part in the School Association 'Friends of Stockham'
- Be a part of the Governing body
- Share their skills and knowledge from their chosen profession with the children
- Contribute to whole school questionnaires



Winners of Stockham has talent comic relief show





Friends of Stockham School (FOS)

Your family automatically become members of the Friends of Stockham School when your child starts school. The Friends of Stockham School has two main aims:

1: To raise funds for use by the school. The money is used to finance desirable additions to equipment and facilities in the school. In recent years the Association has paid for brass instruments, a new sound system, new outdoor climbing equipment and subsidised field trips.

2: To foster a sense of community within the school by providing social events for children and parents. Typical events have been Halloween discos, bingo sessions, quizzes, summer events and Christmas fairs. Support for activities is very good and both organisers and participants really enjoy the events.

The committee is elected annually which steers the Friends of Stockham School. The Head Teacher is the President and is the formal link with school. The meetings are also attended by a teacher representative. It is through these links that the school informs the FOS of their needs and requests for assistance and through which the FOS keeps the school informed of proposed activities. Committee meetings are held regularly but there are many informal contacts with parents before and after school. We welcome comments from parents and children and these are discussed at the meetings. If you require further information regarding FOS or would like to become involved, please contact any member of the team on:

friendsofstockham@gmail.com



Springline Partnership of Schools (S.P.S. and Vale Academy Trust (VAT) and Oxfordshire Schools Teaching Alliance (OTSA)

Stockham School is part of the Springline Partnership which consists of 7 local primary schools and Fitzwaryn special school. The SPS partnership work closely together providing support and training for Head Teachers, Leadership Teams, Teaching Assistants, Governors, and Office Staff. We have links with all the other Primary Schools and the local Secondary School, King Alfred's (VAT). We are also part of the Oxfordshire Teaching Schools Alliance.

Stockham School also has links with Fitzwaryn School and has a mutually beneficial relationship. Some children who have complex needs may need outreach support which is offered by Fitzwaryn during regular sessions. We also support some children from Fitzwaryn through mainstream integration days.



Big write mystery eggs –visit from the police

Secondary Education

There are several secondary schools in the area and we have copies of Oxfordshire County Council's 'Admissions and Transfer' document outlining brief details. We have had children transfer to a variety of schools but King Alfred's School is where the vast majority of our children transfer on to at the age of 11. Teachers often visit between the schools to get to know the children, observe how the children are taught and understand the methods used. There is excellent transition in place for the Year 6 children to ensure that they are secondary school ready.

Full details of transfer arrangements and County policies/guidelines are available from the school office.

Behaviour and Discipline

The school has an excellent reputation for good behaviour. We pride ourselves in developing a happy and caring environment where children feel safe and respected. Staff act as excellent role models and termly assembly values promote excellent behaviour.

We use a whole school house point system, with a head boy/girl, prefects, sports captains and house captains selected from Year 6. We have golden time on a Friday afternoon for 45 minutes. The children choose to take part in a 'golden' activity led by staff and coaches. Some activities include: Forest school, basketball, cookery, crafts and treasure hunts.

The school has an orderly community, in which the individual needs and rights of children and adults are respected and within which there is continual growth in awareness and care for other people. If discipline problems arise they are dealt with individually by the staff in consultation with parents and in accordance with our Behaviour Policy (available on school website).

School Council

The school council is chosen by the pupils at Stockham School, representing all year groups. The school council meet fortnightly to discuss any changes they would like to bring about in order to make the school a better place to learn. A teacher helps direct the school council to manage a budget, listen to pupils' view points and organise fundraising events.



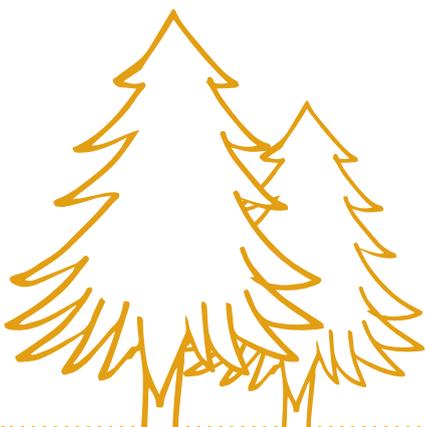
Archery in Golden time



Waitrose visit- learning about healthy eating



The Mayor visits school for Children in Need





School Meals

Hot school meals are prepared on site in our kitchen and enjoyed by a large proportion of children and staff. The meal includes a salad selection and a variety of different pudding options including fruit, cheese and crackers and a hot pudding. The menu also has a vegetarian option every day. The current price of dinners is on the school website. Some families, based on income and tax credit allowance are entitled to free school meals; details are available from the office. EYFS receive free milk and fruit on a daily basis. Key stage one classes have free fresh fruit every morning break time. All children can buy healthy snacks from the tuck shop twice a week at break times. The tuck shop is run by pupils with the guidance of a trained teaching assistant.

School Visits and Charging Policy

Visits form a vital part of our curriculum, including those involving overnight stays. All visits are planned in accordance with the Oxfordshire 'Out and About' guidelines with Health and Safety in mind. The charging policy means that there are occasions when contributions are requested.

Parents can be asked for voluntary contributions. Most parents do contribute, but we reserve the right to cancel a visit if insufficient contributions are made. If parents have any concerns or worries regarding payments, then they can always discuss this with the class teacher.



Year 6 visit Fairford airshow



Class trip to an environment centre

Accidents

Accidents and illness happen occasionally and every effort will be made to contact parents, when necessary. It is essential that we have up to date records of telephone numbers/addresses/medical needs in order to contact you quickly. If you are not immediately available we will contact the appropriate medical services. Accident folders are kept in each Key stage and a main accident book (for more serious injuries) is held in the main office. A copy of the accident form will be sent home if the injury is serious or concerning. The staff has a high ratio of fully first aid trained teachers, TAs and lunchtime supervisors.

Absences and Illness

It is law that the school keeps records of authorised and unauthorised absences. If your child is absent please notify the school by 9.00am on the first day and on his/her return please send a note.

If your child is ill it is important that you inform us as soon as possible. If your child is away and we are not informed of a reason, it is recorded as an 'unauthorised absence'. These reflect in the official school records and in your child's permanent school record. Staff should also be informed of emergency medical and dental absences. All routine appointments should be made outside of school hours whenever possible.

If your child has been sick or had diarrhoea, we follow the Health Protection Agency guidance and ask that you keep your child off school for 48 hours after the last episode of vomiting or diarrhoea.

Medication

We have a strict medicine policy in school that all staff follow. Medication should be given at home, if at all possible. If medication does need to be administered in school, staff will need a written letter giving permission and the medication must have the child's name on and the required dosage visible. Two members of staff administer medicines, with a witness system in place. We cannot change the dose of any medication without a doctor's note.

We need to be aware of any long term conditions, e.g. asthma, diabetes, epilepsy, etc so please let us know as soon as your child starts school or as soon as the condition develops, so that we can make appropriate arrangements.

Use of the Car Park

For the safety of children, the car park must not be used for delivering or collecting children, as it gets over-crowded and dangerous. The Governing body are able to make exceptions to this rule in the case of disabled drivers or passengers – if this applies to you please ask for a parking permit from the school office.



Red nose day- staff ice bucket challenge





Attendance

All lateness and absences are recorded and monitored by the Pupil Manager. Reasons will be sought for all absence or lateness. Parents and carers will always be informed of concerns around attendance at the earliest point. If attendance concerns continue, the school may refer families to the Attendance and Engagement Team.

Absence during Term Time

Holidays are not to be taken during the term time. Every day of your child's education counts. Holidays will not be authorised unless there is an exceptional circumstance. The exceptional circumstance is at the discretion of the Head Teacher.

Cause for Concern

All staff are asked to report any causes for concern to the Designated Child Protection Officers using a written proforma. Any concerns will be shared with parents/carers as early as possible as more often than not there are extremely reasonable explanations for the concern. Concerns may range from children being visibly upset to persistent lateness to children 'disclosing' concerns. Our central records ensure that all staff and visitors are DBS checked and staff are trained in Safer Recruitment.

Safeguarding Statement

At Stockham School we are committed to inspiring, challenging and safeguarding our students and enabling them to become:

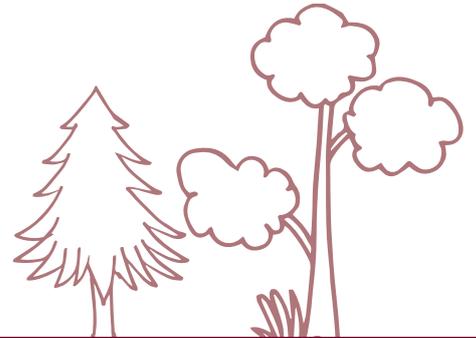
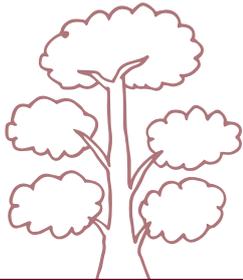
- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a socially and economically positive contribution to society

We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school. All concerns are passed through the member of staff who is trained as 'Designated Child Protection Officer' in school in compliance with the 'sharing of information' guidance. The school has a legal obligation to share information with other agencies if the lead officer of the schools feels this is appropriate.





Stockham Primary School



Where to find us

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