

# WANTAGE CHURCH OF ENGLAND PRIMARY SCHOOL



# PROSPECTUS

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‘Working in partnership to reach our potential through Service,  
Respect, Honesty and Forgiveness’  
(School vision statement)



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Head Teacher: Mrs C Morgan  
Chair of Governors: Mr D Peters

## Ethos and Aims

*Thank you for considering our school if you are looking to place your child with us. I hope the following points will help you in your decisions.*



Key stage 2 classroom.

*The major strengths of the school are its caring ethos and high standards of provision. We aim to provide a great community in which to learn, work, participate and flourish and actively look to develop enquiring minds. We believe that each child should be valued as an individual and their success celebrated. The development of respect and tolerance for diversity is central to the way we work and we guide all children in becoming more confident and responsible. We encourage children to lead healthy lifestyles and show sensitivity for their environment, to become motivated life-long learners and achieve their full potential in the pursuit of excellence.*



Computer suite.

*We aim to provide our children with spiritual and moral guidance rooted in the Christian ethos. We have also looked to equip the school with the highest quality resources and opportunities possible to best meet the needs of the individual child. Finally, we aim to provide a stimulating investigative learning environment and a broad and challenging curriculum.*



Key Stage 2 'trim trail'.

*The quality of our provision is the reason behind our success and for the positive impact we have on our children. As OFSTED 2010 have stated 'Pupils' achievement is outstanding and their attainment is high by the end of Year 6. Exceptional links between home and school ensure that parents and carers are very enthusiastic about supporting their children's learning.'*

*We look forward to you and your family joining our school community and sharing in the education of your child.*

*Kind regards  
Mrs C Morgan  
Headteacher*

# Welcome to Wantage



Statue of King Alfred,  
Wantage Town square.

Wantage CE Primary amalgamated in recent years and the school moved into its modern purpose built buildings in 2003. It is a happy and successful school, providing high quality education in the small Oxfordshire market town of Wantage. The school has an excellent reputation, reflected by the active and enthusiastic community of staff, governors and parents. The close links with St. Peter's and St. Paul's Church contribute to the caring and Christian atmosphere in which the children thrive.

*'Good spiritual, moral, social and cultural awareness is demonstrated in thpositive way that pupils reflect on how they can set themselves personal goals and their enthusiasm for contributin to the community by raising funds for charity.'* (OFSTED 2010)



Stone cross from old junior  
school.

Roughly 420 children are taught in seven year groups with two classes in each year group. Additionally, an integral nursery offers up to 60 places. All children have access to a suite of networked computers with internet access. The interactive whiteboards and projectors installed in all classes have proved invaluable. Our younger children benefit from a separate 'Early Years Garden', in addition to the variety of shared outdoor play areas, school hall quiet work spaces and music area used by pupils. We also have immediate access to grounds, playing fields and various play areas surrounding the school.



Mural at front of school.

## Admissions

**Wantage CE Primary School is part of the Vale Academy Trust .**



F2 Reception classroom.

**If the school has spaces in any year group then parents/carers are entitled to take up those places for their children. When the Local Authority allocates places to children reaching statutory school age there may be a greater demand than there are places available. In cases like this oversubscription criteria will apply in the allocation of places.**

**All children reaching statutory school age may start school full-time in the September of the school year in which the child reaches their 5<sup>th</sup> birthday. Legally children do not have to take up their place until the start of the term after their 5<sup>th</sup> birthday. The offer of a place can be deferred until that time.**



Foundation Stage outside area.

**Each year group can take up to 60 pupils. Parents are able to take up a place if there is one available in any year group.**

**Because the Nursery provision is for pre-school children, applications for places are controlled by the school. The school's prospectus, admissions policy and application forms for nursery places are available at the school office on request.**



Noah's Ark 3D art work in hall.

## Pupil induction



Children's mosaic in administrative area.

In the term before their child starts nursery, all parents receive a home visit from the F2 nursery staff. This is an ideal opportunity to really get to know each other and to share any relevant information. Other invaluable sources of information are the report from pre-school nursery and individual pupil profiles. These are carried on during the F1 year and form the basis for the end of F1 year Foundation Stage Profile.

F1 staff will contact the pre-school settings of any children entering the school who have not attended our nursery class.



Children's collage work.

Parents are also invited to attend an informal meeting at school with the Early Years and Key Stage 1 staff. It is a great time to ask lots of questions and meet other parents. New children and those moving up year groups will have the opportunity to meet with new teachers before the summer holidays. This helps to familiarise the child with the staff, their fellow pupils and the building. It also helps to overcome any initial fears and worries. At the beginning of the new school year, staff will provide information or arrange meetings with parents regarding the structure and organisation of your child's year group.

For most year groups parent consultations afternoons and evenings are arranged twice a year to discuss your child's progress. Staff are available at convenient times throughout the year to discuss other issues regarding your child's welfare and provision. Additional less formal open sessions are arranged through the year



Key Stage 1 'Healthy School' 3D art work.

It is important for us that the education of your child is a three-way partnership of home, school and child. Help us to do the best for your child by becoming involved and supporting them at home and school.

Please note the home-school agreement which sets out expectations for home, school and child.

## The School Day



Many of our children are involved in various sporting events.



All our children are stars!



All our Foundation and Key Stage 1 children have fruit or vegetable snacks every day.

- 8.00 am** Most before school clubs begin  
**8.30 am** Children allowed onto site  
**8.40 am** Start of school day for Key Stage 2 children  
**8.55 am** Start of school day for Key Stage 1 children  
**8.55 am** Start of school day for Foundation Stage children
- 10.15 – 10.30 am** Break time (time to replenish bottled water and have a fruit/veg. snack)
- 12.00 pm** Lunch time  
**1.00 pm** Afternoon session begins
- 2.00 – 2.15 pm** Year 1 outside activities  
**2.55pm** End of F1 and KS1 afternoon session  
**3.00 pm** School finishes
- 3.10 pm** After school clubs begin  
**4.00 pm** After school clubs generally finish (unless otherwise stated)

The Nursery sessions run from 8.30 to 11.30 am and from 12.30 to 3.30 pm. However, to fit in with the school day for those with siblings in school, parents may bring their nursery children any time between 8.30 and 9 am and for the afternoon session collect from Nursery between 3 and 3.30 pm.

The school is involved in the national Extended Services Programme which looks to provide a comprehensive provision for the community. This includes children's out of school care. For details on before and after school care facilities please see information on The Butler Centre at the school office or contact them directly at:

**The Butler Centre  
Church Street  
Wantage  
OX12 8BL**

**Tel: 07787 794478**

## Curriculum overview



Creative arts, like music, are very important to us.

The National Curriculum objectives and Religious Education are taught to all children from Year 1. It consists of five core subjects:

**Mathematics**

**English**

**Information & Communication Technology**

**Science**

**Religious Education**

The Foundation subjects are History, Geography, Art, Physical Education, Music, Design Technology, PSHCE (Personal, Social, Health & Citizenship Education) and Primary Languages.

The school is in the process of developing a curriculum with closer links between subjects and greater emphasis on skills



Our school is bright and cheerful because of high quality displays.

The Foundation Stage (F1 Reception and F2 Nursery classes) has 6 areas of learning: Knowledge and Understanding, Physical, Creative, Personal, Social and Emotional, Mathematical, Communication, Language and Literacy. Opportunities for learning in all six areas incorporates indoor and outdoor play.

At Wantage CE Primary School, the delivery of the curriculum is constantly reviewed so that it is broad, balanced, relevant and differentiated. Subjects are taught both individually and in a cross-curricular way. Many teaching methods and approaches are used throughout the school, recognising that children learn in different ways. We use the Edward DeBono six thinking hats system to help our children to be critical thinkers. This helps them manage and organise their thinking in ways that makes it meaningful and accessible.



All areas of the curriculum are well resourced.

### **Special Educational Needs (SEN)**

A child has special educational needs if he or she requires more support than is normally provided in the class. A pupil may have learning difficulties due to physical disabilities, be gifted or talented or have social, emotional or behavioural problems. The school follows the SEN Code of Practice to identify such needs and to provide relevant support. At Wantage CE Primary School we recognise all children as individuals, and aim to make learning unique.



## **Trips and Special Activities**



The children's experiences are enhanced through out of school activities.



Year 6 residential visit to Weymouth.

Educational visits covering a wide range of activities are arranged to extend and inspire the children with their studies. There are many day trips off site and in year 6 the children are involved in a week long residential visit. We also host many visitors brought in to provide an exciting stimulus to the work covered in class. The staff and other adults strive constantly to provide rich, rewarding experiences that the children will remember for years to come. Some examples of these activities from across the school are:

**Year 6 residential trip**

**Visiting theatre companies and workshops**

**Studies around the Wantage locality**

**Trips to local educational sites e.g. White Horse Hill, archaeological sites etc.**

**Oxford Botanic Gardens**

**Day trip to Roves Farm (Nursery)**

**Visit to a Roman villa**

**Visit to the Ashmolean Museum**

## **Clubs**



A great many extra-curricular activities add to the children's enjoyment of school

The school organises many clubs which are free and run voluntarily by staff or parents. Other clubs are run by externally trained tutors and are paid for. Clubs are for Key Stage 1 and 2 children and can vary according to the time of year and availability of volunteers. They include:

**Gardening**

**Judo (KS2 only)**

**Robotics (KS2 only)**

**Programming**

**Football**

**Netball (KS2 only)**

**Recorders**

**Choir (KS2 only)**

**Music Service – instrument lessons**

## Behaviour



Assemblies reinforce the message of respect, empathy and tolerance.



We encourage the children to share their views and support each other.

At Wantage CE Primary School we have a culture of praise, celebrating successes in every way possible. We are constantly looking for the 'good', whether in attitude, work or behaviour, and self-discipline is encouraged. Achievements are acknowledged with systems of stickers, merits and certificates.

Simple, common sense rules are devised by staff and children together, emphasising kindness and thought for others. Any behaviour problems are dealt with promptly, talking and listening to the child concerned and involving parents where necessary. An individual system may be devised to help the child. All children are encouraged to speak up if they are not happy with the situation, first to the other child/children concerned and then to an adult. Good behaviour is one of the issues regularly reviewed with School Council, Governors, staff and parents.

We encourage home to work closely with school in promoting consistently good models of behaviour for children. Please see the home-school agreement for more information.

## School Uniform



The school sweatshirt (in grey or red)

Wearing a school uniform makes a child feel smart and part of the school community. Our children wear a red or grey jumper, a white polo shirt and grey trousers/skirts. A white T-shirt and black shorts are worn for PE. Separate indoor and outdoor shoes help to keep the school clean. Plain black shoes should be worn indoors and PE trainers can be used outdoors when the playground is damp in the autumn and winter. Boots may be worn to school in bad weather but must be changed on arrival.

Many items of uniform and various bags etc. that have been embroidered with the school logo can be purchased directly from the school office.

# Staff



The school office.

Our children are taught by a dedicated and experienced staff, who lead the school in a spirit of willingness and cooperation. They work effectively in teams with the individual child a priority. On going training enables the staff to further develop their professional skills and support the School Development Plan. Every member of staff plays a key role in making Wantage CE Primary School the special place that it is.

## Members of staff

**Headteacher:**

**Mrs C Morgan**

**Deputy Head:**

**Mrs F Rose**



The playing field.

**Teachers:**

**Mrs E Boehm**

**Mrs K Crook**

**Miss C Cross**

**Mrs A Drysdale**

**Mrs C Godfrey**

**Mrs D Good**

**Mrs A Jolly**

**Mrs N Jones**

**Mrs K Kempster**

**Miss C Mathews**

**Mrs R Nicholls**

**Miss M O'Leary**

**Mrs S Ord**

**Mrs J Patten**

**Mrs S Read**

**Mrs J Staples**

**Miss R Whelan**

**Miss N Winter**



Our fully equipped computer suite.

**Inclusion Officer:**

**Mrs S Fleming**

**Office staff**

**Mrs L Jackson (Office Manager)**

**Mrs D Cooper (Admin officer)**

**Mrs B Jackson-Dodd (Admin officer)**

**Teaching Assistants:**

**Mrs J Ambrose  
Mrs L Baker  
Mrs H Barrett  
Mrs E Brew  
Mrs.A Challinton  
Miss H Charlton  
Mrs H Forsyth  
Mrs T Griffin  
Miss H Munday  
Mr L Nicholls  
Mrs C Palmer  
Mrs J Pepler  
Mrs J Philp  
Miss H Potter  
Miss K Rodger  
Mr L Talboys  
Miss T Taylor  
Mrs C Tobin  
Mrs L Tomlin  
Mrs H Weeds**



Milk time' in the F2 Nursery.



Many of our children have a quality hot meal from our kitchen.

**Nursery Nurses:**

**Mrs W Brookes  
Ms K Cantwell**

**ICT technician:**

**Mrs C Mann**

**Lunchtime supervisors:**

**Mrs L Cox  
Mrs C Norton**

**Caretaker:**

**Mrs S Ledster**

**Cleaners:**

**Mrs C Butler  
Mrs G Moore  
Mrs J White**



And if not a hot meal it's a packed lunch.

# Governors



School sign at the front of the site.

Wantage CE Primary School is extremely fortunate to have a strong and supportive Governing Body. It has representatives from the County Council, staff, parents, the Parochial Church Council and the Diocese.

The role and legal responsibility of the Governing Body is to promote and develop Wantage CE Primary School. The day-to-day operations of the school are managed by the headteacher. Governors meet regularly as a whole group and in sub-committees to work on areas such as finance, buildings, staffing, curriculum and marketing. They view their role as one of partnership with parents and teachers, making themselves approachable and celebrating success.



'The Gruffalo' – Year 1 3D art work.

## Governors list

<b>Dick Peters</b>	<b>Chair</b>
<b>Jane Haine</b>	<b>Foundation</b>
<b>Karen Leigh</b>	<b>Local Authority</b>
<b>Juliet Teare</b>	<b>Community</b>
<b>Chris Munday</b>	<b>Parent</b>
<b>Stephen West</b>	<b>Parent</b>
<b>Helen Molodynski</b>	<b>Parent</b>
<b>Matthew Donaldson</b>	<b>Parent</b>
<b>Eileen White</b>	<b>Parent</b>
<b>Jo Staples</b>	<b>Staff</b>
<b>Vicky Roberts</b>	<b>Clerking Service</b>



Every class is equipped with an interactive whiteboard.

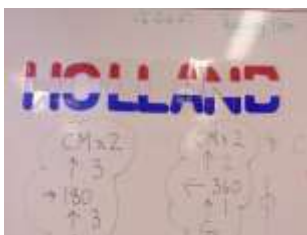
## Children



Children give a thumbs up to their involvement as playtime leaders, monitors and School Council representatives.



Our Healthy School Week is a great success.



We promote multi-cultural links wherever possible.

The School Council, made up of pupils from each class, discusses and helps resolve issues important to the children. When asked about their school one child said.....

*'The school is enjoyable and everyone is friendly.'*  
(OFSTED 2010)

Examples of children's work:

***'Write a diary in the 1<sup>st</sup>. person' – extracts from Y3 work***  
*It had been an exhausting day of fishing. I was worn out! I was just about to go inside and warm myself up. Suddenly, I saw a mysterious looking seal skin, I felt very anxious so I picked it up without thinking. I quickly ran inside and slammed the door behind me, my nerves were upon me, and I hid the seal skin on a high shelf by the door where I could hardly reach. I heard a knock on the door; it made me jump.....*

***Year 2 poem about the seasons***

*It's a shame the birds are flying south to another country.*

*While the birds are flying south the leaves fall off the trees.*

*The sun is fire as it shines through the leaves.*

*They look beautiful, they look gold, and when it is wet they are soggy,*

*When the sun goes on the grass they look like diamonds, they curl like eyelids.*

*Autumn is beautiful.*

## Parents and Carers

*'Most parents and carers are pleased with the work of the school, particularly with the way their children enjoy school and are kept safe.'*  
*(Parent comment - 2010 OfSTED Inspection Report)*



Our parents' organisation, 'Friends of Wantage CE Primary School', organises and runs many fundraising and social activities throughout the year. They provide a valuable source of income for the school as well as excellent social opportunities for new parents. The Friends provide an important link between staff, pupils, parents and the local community.

Events arranged and sponsored have included:



- \* Summer fete
- \* Quiz night
- \* Children's discos
- \* Raffles
- \* Dickensian evening
- \* Beetle drive
- \* Sponsored walk

A strong home/school partnership is also promoted by parents helping out in and on school trips. Parents are also encouraged to support their children's learning at home.



## Term Dates

### Final term dates for 2014/2015 school year

#### Inset days

1 September	Designated Inset Day
2 September	Designated Inset Day
24 October	School determined Inset day
6 January	School determined Inset day
27 March	School determined Inset day



We are able to offer good pupil to teacher ratios.

#### Bank Holidays (outside normal holiday time)

May Day 4 May

#### Term dates (children at school)

Term 1	3 September – 23 October
Term 2	4 November – 19 December
Term 3	7 January – 13 February
Term 4	23 February – 26 March
Term 5	13 April – 22 May
Term 6	1 June – 22 July



'We are the future' – the children's comment says it all.



## Attendance

**Sessions (½ day) missed through authorised absence in 2011-2012 are 4.2%**

**Sessions (½ day) missed through unauthorised absence in 2011-2012 are 0.1%**



Flower collage art work.

**The attendance rate at the school in the 2011-2012 academic year was above the national median at 95.7%.**

**(Attendance figures are for terms 1- 5)**

## Mobile Phone Policy

**Children are not allowed to bring mobile phones into the school/setting. The exception to this rule is where older children in KS2 may be making their way to and from school by themselves and in the interests of safety it has been decided that they may need to bring their mobile phones onto site. This must only be done if the class teacher and/or office have agreed to a request in writing made by the child's parents/carers. If older children bring mobile phones onto the school site they must be stored in a secure place, such as the school office, and marked with the child's name. The school cannot be held liable for any loss or damage to mobile phones brought in to school.**

# Assessment Results

## 2012 KS1 SCHOOL RESULTS

These tables show the percentage of pupils at the end of **Key Stage 1** achieving each level in the school in 2009. The number of eligible children is 61.

Figures may not total 100 per cent because of rounding

WANTAGE CE PRIMARY SCHOOL RESULTS 2012 KS1 TEACHER ASSESSMENT										
	Percentage at each level									
	W	1	2	2C	2B	2A	2B or above	3 or above	Disap- plied children	Absent children
Speaking and lis- tening*	2	16	48					34	0	0
Reading	2	16		5	30	16	78	18	0	0
Writing	0	24		11	36	16	63	11	0	0
Mathe- matics	0	16		15	39	16	68	13	0	0
Science*	0	23	44					33	0	0

NATIONAL RESULTS 2011 KS1 TEACHER ASSESSMENT										
	Percentage at each level									
	W	1	2	2C	2B	2A	3 or above	Disap- plied chil- dren	Ab- sent chil- dren	
Speaking and listening	2	11	66				21	0	0	
Reading	3	12		12	23	25	26	0	0	
Writing	4	15		20	29	20	13	0	0	
Mathematics	2	8		15	27	27	20	0	0	
Science	2	10	68				20	0	0	

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1

## 2012 Key Stage 2 school results (Number of pupils at the end of Key Stage 2: 61)

These tables show the percentage of pupils in the school achieving each level at the end of Key Stage 2.

Teacher assessment (percentage at each level)										
	W	1	2	3	4	5	6	Level 4 and better	Pupils dis-applied	Pupils absent
English	0	0	2	17	40	38	3	81	0	0
Speaking and listening	0	0	2	17	43	35	3	98	0	0
Reading	0	0	2	17	28	50	3	81	0	0
Writing	0	0	2	20	40	35	3	78	0	0
Mathematics	0	0	2	17	35	38	8	81	0	0
Science	0	0	2	17	35	47	0	82	0	0

Percentage making expected progress from end KS1 to end KS1	
Subject	2 levels progress
English	97 (National average 89%)
Mathematics	86 (National average 87%)

Test results (percentage at each level)									
	Below level 3*	3	4	5	6	Level 4 and better	Pupils not entered#	Pupil-absent	
Reading	2	5	40	53	0	93	0	0	
Mathematics	2	17	30	42	8	80	0	2	

'W' represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

\* represents children who were not entered for the tests because they were working below level 3 in English or mathematics, children awarded a compensatory level from the tests and children entered for but not achieving a level from the tests.

# children working at the levels of the tests, but unable to access them.

## 2011 Key Stage 2 national level data

These tables show the percentage of Year 6 children achieving each level at the end of Key Stage 2 teacher assessment levels and test results. Figures may not total 100 per cent because of rounding.

2011 teacher assessment results									
Percentage at each level									
	W	1	2	3	4	5	6	Children disap- plied	Chil- dren absent
English	1	1	3	14	49	32	0	0	0
Mathemat- ics	1	1	3	14	47	34	1	0	0
Science	1	0	2	12	50	35	0	0	0

Test results						
Percentage at each level						
	Below level 3*	3	4	5	Children not entered <sup>#</sup>	Children absent
Reading	7	8	41	43	0	0
Mathematics	5	14	45	35	0	0

'W' represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

\* represents children who were not entered for the tests because they were working below level 3 in English or mathematics, children awarded a compensatory level from the tests and children entered for but not achieving a level from the tests.

<sup>#</sup> children working at the levels of the tests, but unable to access them.

# Homework, Assessment and Reporting

## Homework

Children benefit enormously from support with their work at school. Appropriate levels of literacy, numeracy and topic based activities are provided to reinforce work covered at school. In many cases this will be guidance and advice about ways in which parents can engage with their children and best support them at home, particularly with younger children. Staff will inform parents of the particular arrangements for homework that relate to each year group. This may come in the form of updates on the Kaleidos Learning Platform, open afternoons and meetings.



Main entrance to the building.

## Assessment and Reporting

Continual assessment of children's progress ensures that future planning meets each child's needs. In addition to parent/teacher consultations and other meetings throughout the year an annual written report is sent home at the end of the school year.



'Oops, yes I know the 4 is the wrong way around, but where's the 2 gone?'

Summative assessment of pupil progress is also conducted at the end of the school year. In addition to the statutory tests that take place in Year 2 and 6 children in other Key Stage 2 year groups are assessed using national standardised tests. Reception and Year 1 are assessed against Early Learning Goals and National Curriculum.

Your child's ongoing performance is compared to national expectations and information on this depends upon the needs and age of your child.



'Come on, hurry up, it's my turn next!'

## Disabled Discrimination Act

As a new school build the building and site offer a full range of facilities and access to persons with various disabilities.

## Wantage School Partnership

*WASPs is a partnership of Oxfordshire Schools that is committed to providing high quality educational opportunity for all its young people. To this end we aim to:*



*Share and develop good practice  
Promote professional development and mutual support for our staff  
Foster relationships within our community*

Wantage CE Primary School is a member of WASPS. The partnership promotes liaison between schools through the sharing of strengths to provide effective education from 4 to 19 years of age. WASPS comprise 12 primaries, 1 secondary and 1 special school.

It is the partnership's vision to offer ever improving education to all children within WASPS. The partnership has recently accessed national funding to develop a learning network that focuses on raising standards in literacy and maths through the use of ICT.



The partnership is also involved in the national Extended Schools Programme. An extended school is one which aims to meet the wider needs of pupils, their families and the local community by providing a range of activities and services in addition to the taught curriculum, often beyond the school day e.g. a signpost to access other facilities such as child care provision and parent support.



Partnership cross-country event.

The school takes advantage of the services of Home School Community Link Workers employed by the Partnership. Their role is to support some children and their families where they have difficulties that affect the school life.

## Mathematics

The National Numeracy Strategy is the framework by which mathematics is taught.



The children have a dedicated mathematics lesson every day involving mental calculation, interactive oral work, written tasks and investigations. A wide range of practical equipment is used.

## English

The National Literacy Strategy is the framework by which English is taught.



There are three strands to this strategy: reading, writing and speaking and listening.

The children have a dedicated English lesson each day, though of course literacy is common to all areas of the curriculum. Reading is taught using a rich variety of resources and methods, including synthetic phonics. It is supported by a team of staff and helpers and there are plenty of books for you to share with your child at home. We aim for our children to become confident and independent readers, who see reading as a worthwhile and pleasurable experience. With writing, the early introduction of synthetic phonics and cursive handwriting, together with other approaches, helps a child become an independent writer.

## Science

Science is taught using three broad categories: life processes and living things; materials and their properties and physical processes. We encourage our children to observe, question, and respond to a variety of investigations, related where possible to everyday experience and knowledge. Science is essentially a practical subject where processes and outcomes are equally important.



## ICT

ICT prepares children to participate in a rapidly changing technological world. Our children experience the benefits of computers on a daily basis, with interactive whiteboards, computers and mini laptops in each classroom and a separately located computer suite. Numeracy and literacy work skills are enhanced by



specifically designed software that children use independently. Pupils are taught specific ICT skills and learn to use them confidently across the curriculum. They can use a wide range of ICT tools and information sources, including the Internet, to support their work.

### RE

Wantage Primary is a Church of England School. We follow the Oxfordshire County Council Local Authority agreed syllabus, introducing the children to the customs, clothing, artefacts and beliefs of major world religions. Pupils take part in a daily act of collective worship within an assembly or in class. We aim to foster a child's sense of wonder at the beauty of the world around them through RE and across the curriculum. The school celebrates important Christian occasions at church and at school. The ministry team are much welcomed and regular visitors providing a valuable input into RE and worship.



Parents are reminded that they may withdraw their child from all or part of planned RE lessons and acts of collective worship subject to discussing the matter with the headteacher.

### History and Geography

These subjects are mostly taught through topic work, often with first hand observations and experiences. By stimulating their interest in people and places, both today and in the past, we hope to enhance the children's sense of responsibility for the earth and its people.



### Art

Art is enjoyed in its own right and is also used to enhance learning in other curriculum areas. Children are shown how to use a wide range of media, skill and tools in a "2D and 3D context. Their enthusiasm, talent and creativity are celebrated around the school. Art is also a wonderful way of appreciating other times and cultures.

### PE

Through a carefully planned PE programme, we aim to encourage fitness and improve the skill levels of our children. Indoor PE, which takes place in the school hall, includes gymnastics and dance. Outdoor PE on the playground or field includes athletics and games such as football, netball, rounders, hockey, cricket





and rugby. Though competition is natural, children are taught to play fairly and with good sportsmanship. It is important that each child has a sense of achievement and enjoyment from PE. Swimming is offered to Year 2 children upwards on a rolling programme of provision at the local Wantage Leisure Centre.

### DT

**Design Technology** gives the children opportunities to explore and investigate as they design and make a variety of models. They are provided with a wide variety of materials and tools through which they build up skills, knowledge of materials, an understanding of how things are made and work and an awareness of safety.

### Music

**Music** is an important part of Wantage CE Primary School. Opportunities to enjoy and shine in performances are plentiful. Large numbers of older children take up the opportunity to receive instrumental tuition from visiting music teachers e.g. keyboard, string, brass and woodwind. Payment for these lessons is directly between parents and the Local Authority Music Service. The curriculum involves singing, playing and making music and listening to and appreciating music. The children are exposed to a variety of styles and genres of music, and have access to percussion and electronic instruments in a dedicated music area.



### PSHCE (Personal, Social, Health and Citizenship Education)

**PSHCE** is an integral part of the way we work at Wantage CE Primary School. This is enshrined in our school ethos and is seen both through explicitly taught lessons and in the implicit way in which expectations for behaviour and attitude are shown by adult and child role models.



Values and moral issues, primarily using the social and Emotional Aspects of Learner Scheme (SEAL), are explored through assemblies, class based 'Circle Time' sessions and other forums, such as School Council. Strands of PSHCE are cross curricular e.g. healthy lifestyles and choices in science, whilst others reflect the immediate and relevant issues that affect the children.



**Parents are reminded that they may withdraw their child from all or part of lessons on sex and drugs education subject to discussing the matter with the headteacher.**

### **Primary Languages**

**Modern Foreign Language teaching became mandatory in 2009. Wantage CE Primary School has developed and put in place a scheme of work. The principle language taught is French but most importantly children gain experience of language structure and become increasingly familiar with simple conventions. Language lessons are included within Key Stage 2 timetables and Key Stage 1 children are exposed to a language rich environment.**

## **Disability arrangements and charging policy**

Arrangements for the admission of pupils with disabilities and existing access facilities (for more information please request a copy of the school's Equality policy and plan)

At Wantage CE Primary we have adopted national and Local Authority (LA) policy in providing for children with disability. These are highlighted in LA admissions policy as adopted by the school and through reference in the school's special needs and other related policies. We recognise that as the Admissions Authority for the school the LA will consider applications for children with disabilities and special educational needs as fairly as other applicants. The LA admissions policy refers to two exceptions to this which relates to children with statements of educational need and to children with certain levels of exclusion.

We aim to make the physical environment accessible to all pupils. On recent LA audits for provision for the disabled the school fulfilled most requirements well and only required some improvements, of which the main areas are detailed below. The school has been purpose built to incorporate many of the latest facilities for persons with disability, including: sound field system, access ramps, disabled toilets and lift. The school anticipates improvements to these facilities depending upon foreseen additions or changes to the school roll. These are identified in the school's disability access plan and have also been incorporated in the long term premises development plan for the school. The main action points relate to the development of the use of ICT for SEN pupils; including the development of the Learning Platform children and parents/carers.

Some of the children on our roll were recognised as having a disability that, to differing extents, may affect their ability to fully access the curriculum. Some of these children had statements that recognised this disability, others were on the special needs register but for other reasons. No child had recognised disabilities that were not on the special needs register.

The school takes steps to provide for children with disabilities with individually tailored activities that allow access to the curriculum in ways that children are able to be appropriately involved. Particular attention is taken in physical education to ensure that children are involved at levels appropriate to their needs. The needs of children with recognised disabilities are discussed with parents and outside agencies to ensure a full understanding of each child's needs is gained.

Extracts from the school's charging policy (the full policy is available from the school office on request)

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum with the exception of individual or group music tuition. When organising school trips or visits which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the trip. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel a trip. If a trip goes ahead, it may include children whose parents have not paid any contribution. We do not treat these children differently from any others. If a parent wishes their child to take part in a school trip or event, but is unwilling or unable to make a voluntary contribution, we do allow the child to participate fully in the trip or activity. Sometimes the school pays additional costs in order to support the visit. Parents have a right to know how each trip is funded. The school provides this information on request.