

# Orton Wistow Primary School





Letter on this page

'Taking **PRIDE** in all we do.'

Our PRIDE Code underpins all that we do as a school.



**Polite**

**Respect**

**Independent**

**Do your best**

**Everybody Matters**



### Our Vision Statement

At the heart of all that we do, we teach children the skills, knowledge and understanding of what it means to be an independent, active learner and to participate in their own education.

We use a topic-based approach to learning, which begins with an element of mystery, awe and wonder to inspire the children. Our curriculum provides hands on, practical learning, using real life contexts. Learning is child-centred, enquiry based and topical, reflecting the times and culture in which the children live. We bring humour into learning, making it fun, interesting and relevant whilst ensuring that we challenge all pupils regardless of their ability.

Each child's uniqueness is valued and children are given the opportunity to showcase their talents. They are encouraged to pursue and share their own interests and present these in their own way.

Creative learning environments allow children to work independently and collaboratively to make discoveries of their own. Our children can choose their preferred method for learning; drawing on different techniques and media. They understand that making mistakes is part of the learning process.

Our school's success is built on an ethos of a supportive and caring school community where everybody's strengths are utilized. Through effective communication throughout the school, as well as time for teachers and support staff to come together regularly, we ensure that we meet the needs of all children.

All staff are given the opportunity to lead new initiatives and to have a say in how the school can improve. We regularly share expertise and best practice among staff by using their skills and talents. By allowing flexibility in timetabling and having a creative approach to our curriculum we ensure that teachers and children have time to discuss individual needs.

*'The School takes pride in being a single community where each individual matters'*  
*Ofsted 2011*

## **DETERMINATION OF ADMISSION ARRANGEMENTS FOR SEPTEMBER 2014.**

As its own admissions authority, the School gives priority to children whose parents have applied for a school place by the published deadline. The School does not always have enough places available for every child whose parents have applied for a place. In this case the School will use an order of priority for admissions to the school.

The school mainly serves the areas of Orton Wistow, Alwalton, Chesterton, Cherryfields and all roads in Orton Northgate that lead on to the Oundle Road. A plan of the catchment area is available in the school.

Children will be admitted to the school in the September of the academic year in which they reach their fifth birthday.

### **The admission limit for September 2014 is 60 pupils.**

The school will admit children with a statement of Special Educational Needs which names this school. This will be in addition to any specific arrangements to specialist provision.

### **The order of priority for all other children is as follows:**

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order 67. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
2. Children who are both living in the catchment area\* served by the school and have siblings\*\* of compulsory school age still attending the school at the time of their admission.
3. **Other children living in the catchment area\* at the time of admission.**
4. Children who do not live in the catchment area\* served by the school, but who have siblings\*\* of compulsory school age attending the school (or are attending an infant or junior school on the same site) at the time of their admission.
5. Other children whose parents have requested a place who live outside the catchment area\* of the school.

\*An alphabetical list of streets and their school catchment areas is available on the Peterborough City Council website

\*\*For the purposes of admissions, the Department for Children, Schools and Families' definition of sibling is as follows:

'Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner, and in every case, the child should be living in the same family unit at the same address.'

Every effort will be made to ensure that brothers or sisters (as defined above) and those from multiple births can attend the same primary school, understanding that the Local Authority must comply with the Education (Infant Class Sizes) (England) Regulations 1998.

In cases of equal merit, priority will be given to the child living nearest the school as measured by a straight line. Distance is measured using the Council's Geographic Information System (GIS) from the Ordnance Survey (OS) seed point located at the child's home address to the OS seed point (or a specifically defined point) for the school, using a straight line. (The seed point is taken from the Ordnance Survey's (OS) Address-Point® dataset. It is used to locate individual residential and school addresses using grid references.)



It may be necessary to use other OS maps or on-line resources for any home address outside of the Peterborough Local Authority area not covered by the Council's GIS system. In the case of flats, the priority is that of floor level i.e. Ground, first, second etc. in that order.

In cases of exactly the same measurement where no differentiation can be established, a lottery will be used to decide the allocation of the place.

For late applications, the Local Authority will allocate places in the same order of priority. In cases of equal merit, priority will be given to the child living nearest the school as measured by a straight line as above

We will follow the Peterborough City Council's co-ordinated scheme with regard to the closing date for the receipt of the admission form and the issuing of an offer letter.

Unsuccessful applicants have the right to appeal and should ask the school to provide a copy of the appeal procedure.



## Background

Orton Wistow Primary School is a Foundation School and is larger than most other primary schools with approximately 330 pupils on roll. We have a 1½ form entry (45 pupils) in Year 1- 6 at present and as a result, the majority of our children will be taught in a vertically mixed class during their time at the school.

In September 2013, we increased our Published Admission Number (PAN) and began to admit 60 children in the Foundation Stage. As your child moves through the school, we will grow to eventually take 420 children, with 60 children in each year group. This will mean that your child will only ever be taught in a single aged class.

The school was built twenty-five years ago to accommodate 200 pupils. Within a year, temporary classrooms were sited in the grounds and these were only removed in 2008 as part of a large and extensive building programme. It is hoped that we will begin work on the final stages of our building programme in December, 2013. Not only will we gain a new Year 5/6 block, we will also rearrange the Foundation Stage and Key Stage One classrooms to create closer physical links.

We are a popular, over-subscribed school and benefit from a constant roll despite the fact that we have a relatively small catchment area. The new development on the Showground site will increase the size of our catchment area which is why the school is being expanded. At present the majority of children come from out of our catchment area.

## The School Building and Grounds

In 2008 we completed an ambitious £1.5m building project which encompasses cutting edge technology and the very best of environmentally friendly accommodation. Since then, we have gone on to improve learning spaces in and outside of the building.

When the last phase is completed we will have;

- ✧ A large open-plan Foundation Stage Unit with easy access to a beautiful outdoor area
- ✧ Four new classrooms for Upper Key Stage Two
- ✧ A music room which is also used as a meeting venue and rehearsal space
- ✧ A training room
- ✧ A wonderful new foyer and waiting area
- ✧ Small 'break-out' rooms for children and staff to work on projects
- ✧ An extension to our hall which has given us a new drama room
- ✧ A library with a glass atrium roof
- ✧ A 'Rocket Room' for individual/small group support for pupils
- ✧ 30 iPads and 60 netbooks to be used across the school
- ✧ A cutting edge wireless network
- ✧ A second playground
- ✧ Woodland walks, tire play system, outdoor classroom, environmental area
- ✧ Improved landscaping/play area
- ✧ A fully refurbished school kitchen where meals are freshly prepared each day
- ✧ A children's kitchen thanks to the Friends of Wistow School
- ✧ A staffroom ensuring staff have adequate space to work and train

Like our last extension, the new building will benefit from under floor heating, with warmth generated by the Heat Exchange System of pipes buried under the field. We have a living sedum roof which provides excellent insulation as well as helping us to harvest rain water which is then used for flushing the toilets.

Our intelligent lighting system recognises when the room is not in use and also dims the lights when it is bright outdoors. A solar panel heats up the water which is then used by the pupils when they wash their hands. A complex weather station which includes a wind turbine, solar panel, anemometer and weather vane is linked to a dedicated PC so pupils can monitor the weather.



## Working Together

Ofsted have judged our work with parents and carers as Outstanding and we are proud of this achievement. Research shows that children thrive when home and school work closely together and we are mindful that your child only spends 11% of their year in school!

Our strong relationship with our parent body starts from when their child gets a place at the school. Strong transition arrangements including taster sessions at the school, visits to pre-school settings and home visits help ensure a settled start for children.



We also provide numerous opportunities for you to join us in school to see what we do each day. These include:

- ★ Stay and Play sessions when Foundation stage parents can stay and learn alongside their child
- ★ From Year 1 – 6, parents are invited in once a term for one of our '2 Can Learn' sessions, completing an activity with their children.
- ★ Mother's Day and Father's Day Lunches
- ★ Special meals for Grandparents
- ★ Each week one class chooses the menu on 'Favorite's Thursday' and you are welcome to join your child's class
- ★ Each class performs a special assembly once a year and parents are invited to join us
- ★ Each team produces their own special performance each year. The Foundation Stage children perform a nativity, Year 1/2 create a Christmas show, Year 3/4 perform at the end of the spring term and Year 5/6 round off the year with their show in July.
- ★ A termly parent consultation appointment as well as the opportunity to meet your child's teacher throughout the year
- ★ We hold a half termly Parents' Forum meeting to discuss new initiatives and regularly consult with parents to improve what we do

Besides this, we encourage parents to volunteer to help in school, whether regularly or when they have the free time. We have a thriving Parent Teacher Association, the Friends of Wistow School, who provide wonderful fun activities for children and their families whilst raising funds for the school.

## Parent Charter

We know that parents and carers of children at the school have high expectations of us and we also have high expectations of them. After consulting staff, Parents' Forum and Governors, we created our Parent Charter which sets out what we believe to be a fair expectation of parents with children at the school. We recognise that the pressures of work, family and life affect how much a parent can give to the school, but in principle, we expect parents to do the following:



**First and foremost:**

- To engage in an active partnership with the school, where you share with us any information that you feel might affect your child's happiness or learning in school
- Approach the school if you have any queries or questions about what we do or how we do it.

**On a more practical level:**

- Attend both Parent Consultations each year, as well as the Curriculum Evening for parents
- Read regularly with their children, whatever their age or ability
- Support their child in completing their homework and ensuring that it is returned by the date set
- Ensuring that their child comes to school with the equipment that they need, including their PE kit so that they can take part in all aspects of the curriculum
- Promote the wearing of our school uniform
- Ensure that your child attends school regularly and arrives on time
- Support the School's Attendance Policy by only requesting a Leave of Absence in exceptional circumstances
- Involve yourself in the life of the school by joining us for school events, such as Groundforce Day, the Summer Fair, performances and events organised by the Friends of Wistow School (FOWS)

We firmly believe that all children benefit where there is a strong partnership between home and school and we hope that you will feel able to support our Parent's Charter.

<b>Home-School Agreement</b>
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All schools are required to have a Home- School Agreement that sets out:


**The school's aims and values****The school's and parents' respective responsibilities (including pupil attendance, behaviour and homework)****What the school expects of its pupils**

An effective Home-School Agreement raises standards and contributes to the school's effectiveness by enhancing partnerships between parents and teachers.

Our Agreement clearly shows the shared responsibility between the school, parents and children.

Our Home-School Agreement and partnership with parents has led to:

- **better home-school communication**
- **parents and teachers working together on issues of concern**
- **parents supporting and helping their children's learning at home more effectively**
- **the identification of issues that need to be addressed through the School Improvement Plan**

	<b>As parent/carer (s) I / we will do our best to:</b>	<b>As a school, we will do our best to:</b>	<b>As a pupil, I will do my best to:</b>
Being ready for school	<p>Send my / our child to school dressed in their school uniform.</p> <p>Make sure my/our child has the correct PE kit in school each day.</p> <p>Make sure that my/our child comes to school with their Reading Diary.</p>	<p>Promote the wearing of school uniform and other appropriate forms of dress.</p> <p>Ensure you know what PE kit your child needs.</p> <p>Encourage children to bring their Reading Diary to school each day and to take it home each night.</p>	<p>Take pride in my appearance and dress correctly for school.</p> <p>Always remember my PE kit.</p> <p>Bring my Reading Diary to school each day and take it home each night.</p>
Attendance /Punctuality	<p>Endeavour to make sure that my / our child attends school on time every day.</p>	<p>Encourage good attendance and punctuality and reward these with individual certificates and class awards.</p>	<p>Attend school every day on time.</p>
Class and Homework	<p>Take an active interest in the work of my / our child.</p> <p>Encourage my / our child to always do his / her best.</p> <p>Make sure my / our child does his / her homework.</p>	<p>Set appropriate work that interests and challenges your child and is marked regularly in a manner designed to extend their understanding.</p> <p>Teach your child a range of subjects.</p> <p>Provide regular homework in accordance with the homework policy.</p>	<p>Participate in lessons and try hard to complete the work I have been set.</p> <p>Listen to my teacher and do my best.</p> <p>Complete the homework I am given and hand it in on time.</p>
Behaviour	<p>Encourage my / our child to have high standards of behaviour at all times and follow the school behaviour policies.</p>	<p>Promote high standards of behaviour at all times.</p>	<p>Follow school rules and to behave sensibly.</p>
Pastoral Support	<p>Let the school know if there are any problems likely to affect my / our child's learning.</p>	<p>Listen and respond quickly to any concerns.</p>	<p>Let my teacher or another adult in school know if I have any worries.</p>
Links with the school	<p>Attend parent consultations.</p> <p>Read letters from the school and reply if necessary.</p> <p>Support the school if sanctions become necessary.</p>	<p>Hold regular Parent Consultations.</p> <p>Communicate with you on your child's progress, attendance and punctuality.</p> <p>Inform you immediately of any worries or concerns, where necessary.</p>	<p>Take all letters home to my parent/carers (s) and make sure I give the letters to them.</p>
Extra-Curricular	<p>Support events in which the school is involved and encourage my / our child to take an active part.</p>	<p>Inform you in good time of school events.</p>	<p>Find out what opportunities are available to me at lunchtimes and after school.</p>



## School Routines

The school gates open at 8.40 am and the Headteacher will be on the playground to supervise the children and to talk to parents. Teachers are available from 8.45.

Children should be on the playground by 8.50 am when the bell is rung to signal the start of the school day. At 8.50 the children are led in to their classrooms and the register is called. Registers close at 9.00 am. After this time your child will be marked **late** which is classed as an **unauthorised absence**.

It is important that children are punctual. During the first ten minutes of the morning we settle the class and ensure that they are ready for the day ahead. A child who arrives late, misses out on this settling activity and disrupts the class.



### Can I come in with my child?

Parents of children in the Foundation Stage are allowed to bring their child into the building each morning and to help them settle. This practice continues at the start of Year 1 until we feel that the children have developed their own organisational skills and then we ask parents to remain outside.

Teachers are available on the playground each morning and this provides you with an opportunity to ask them any questions or to pass on any information that you think is relevant to your child.

Please remember that this is not the best time for a lengthy discussion with a member of staff. All staff are happy to meet parents at a mutually convenient time.

### Where do I meet my children?

Children will leave through the door that they used in the morning. We ask you not to wait in the cloakrooms as it is important that we ensure that all the children leave the premises safely.

### Will children be kept in after school?

No, the only time that your child will be late leaving is when they are taking part in an organised activity and you will be informed of this in advance.

### What happens at playtimes?

The children are supervised by a teacher and a team of support staff during morning and afternoon break and by a team of midday supervisors during the lunch break.



## Travelling to School

### Can I bring / collect children by car?

We are a Health Promoting School and encourage children to walk, cycle or scoot to school if they are able. Each week we hold Walk on Wednesday when we hope that children who normally come to school by car, will make a special effort to walk.

We recognise that for some families, their only viable choice is to come by car. For safety reasons you must **not use the school car park**.





There is a **NO PARKING ZONE** outside the school entrance that allows children a clear view of traffic. However, we do have disabled parking bays and parents who need to use this facility can come to the office to arrange for a parking permit. Both the staff and governors are concerned for children's safety and urge you only to use your car when strictly necessary.

Unfortunately, some of our parents park on neighbouring roads, often causing a problem for our neighbours. This creates ill-feeling with the school often being the first port of call for a disgruntled resident. If you must park near to the school, please be considerate of others.

### Can children cycle to school?

Yes, yes, yes!

Bicycles should be locked in the cycle rack although we cannot take responsibility for them. All cyclists must dismount before entering the school grounds. Children must wear cycle helmets, and reflective strips and lights are recommended for the winter months.

The school organises 'Bikeability' training for older children so that they can be responsible road users. We are looking into a similar training for younger children.

**Please can young children waiting with their parents at the end of the school day not cycle or 'scoot' around the school playground. You are not covered by the school's insurance if there should be an accident from such an incident.**

## Clothing

### Does the school have a uniform?

Yes. We believe that wearing a smart school uniform helps children to feel part of the Orton Wistow Primary School community. We are fortunate that all children at the school wear our school uniform and a smart appearance is promoted each week when the best dressed class is awarded Ulysses the Uniform Unicorn!

### What should my child wear?

School uniform embroidered with our logo, is available from Uniform 4 All at 12 Park Road, Peterborough, PE1 2TD.  
Tel: 01733 566631 [www.uniforms4all.co.uk](http://www.uniforms4all.co.uk)



We ask that children wear their choice of the following:

- ★ Sweatshirts/jumpers/cardigans - plain navy **NOT BLACK** (with or without school logo).
- ★ Polo shirts - white or royal blue (with or without school logo).
- ★ Long sleeved shirt/blouse - white.
- ★ Trousers or shorts – plain grey/black/navy. (Shorts should be knee length)
- ★ Skirts or pinafores - plain grey, black or navy.
- ★ Summer dresses – pale blue or navy gingham or purple/lilac gingham
- ★ Plain dark shoes or sandals. **(NOT TRAINERS)**
- ★ Plain grey, navy blue, white or purple socks/tights
- ★ Splash suit for outside play (Foundation Stage Only)
- ★ Drawstring bag for spare clothes
- ★ Book bag

Please see the enclosed list of OWPS branded items available from the Uniform 4 All shop, Park Road, Peterborough. (The school office has a supply of book bags).

Most of the school uniform items can also be purchased (in the appropriate colours but without the school logo) from all the department stores and chain stores in Peterborough.

All items of clothing, including coats, **MUST** be labelled with your child's name. Sweatshirts and jumpers, in particular, are forever ending up in lost property. Without names, it is very hard to return them to their owners. We prefer uniform to be labelled with an iron on or sewn in label and handwritten labels tend to wash off.



### WHAT ABOUT JEWELLERY?

We do ask that children do **not** wear jewellery for school, as losses or breakages can be very upsetting and the school cannot take responsibility for these. Health and Safety regulations state that children with pierced ears must remove their earrings for PE and swimming, or the earrings should be taped over.

Most children with pierced ears avoid wearing their earrings to school on PE or swimming days. **If worn, earrings should be small, plain studs as hoops can easily be caught when children play.**



### Children's Voice

Every child belongs to a family group made up of children from Years 1-6. These families meet two or three times each term to discuss issues raised by the children or staff. Every child has a chance to give across their view and these thoughts and suggestions are recorded by one of the Year Six children in the group.

The family vote for one of the Year Six children to be their family group representative at the school council meetings and it is their responsibility to take the thoughts of their family to the school council meetings where final decisions are made.

As well as allowing the children to influence changes in the school, they get to form bound with other children in different year groups.





## Children's Records

The school maintains comprehensive records of children's progress which are available for parents to view by appointment.

We pride ourselves upon our professional knowledge of each child and often teachers will use children's records as the basis of discussions on consultation evenings.

At the end of each school year parents receive a written report highlighting achievements during the past year.



## National Curriculum Assessments



All pupils are assessed against National Curriculum targets during Year Two and again during Year Six.

The results of these assessments form part of our annual report to parents.

We assess children's progress throughout the year and communicate this at our Parent Consultation Meetings.

## Policy for Charging for Events



The Governing Body will levy a charge to parents for the following:

1. Board and lodging.
2. Specialist music tuition.
3. Educational activities wholly or mainly outside school hours.
4. Breakages or loss of school equipment.

Any charges will be remitted in full if a family is eligible for free school meals.

Voluntary contributions will also be requested towards swimming and special activities/outings.

After a great deal of consultation with the parents and carers of children at the school, we aim to plan a WOW event each term to help bring the topic to life. Our parents have told us that they are happy to pay up to £10 per term for these events.

To make organising these events easier, we ask that parents pay £30 at the start of the year to cover the cost of the three WOW events.

Again, after consulting with parents, we have introduced an electronic payments system called ParentPay which allows parents to pay for all events, including school meals, via a computer or smart phone.

## Leave of Absence

In line with Government policy and advice, we take a tough stance on absence during term time. The following is an extract from our Leave of Absence Policy which can be found on our website.

### Absence

Children are expected to attend school for the full 190 days of the academic year, unless there is a good reason for absence.

There are two types of absence:

- Authorized (Where the school approves pupil absence)
- Unauthorized (Where the school will not approve an absence or no reason has been given for an absence)

There may be occasions when a child has to miss school – for example if he or she is unwell. Any other absence should be kept to an absolute minimum. **In particular, parents and carers should avoid taking their children out of school during term-time in order to go on holiday.**

Every half-day absence from school is recorded as either authorized or unauthorized which is why information about the reason for each absence is always required. If a child is ill, parents and carers are asked to inform the school **by 9.30 am** on the first morning of the absence.

There may be other occasions when absence will be authorized. These include:

- **Unavoidable** medical / dental appointments (we expect you to make routine medical appointments out of school hours or term time)
- Days of religious observance
- Exceptional family circumstances (see below)
- Approved sporting activity
- Approved Attendance activity (e.g. examinations, school trips, visiting new school)

If parents and carers wish for their child to be absent from school for such an occasion, they are asked to complete a 'Request for Leave of Absence' form and return it to the school. The Headteacher will complete the reply slip to inform them as to whether the absence has been authorized.

If parents or carers wish to make a request for authorization of a term time holiday because they feel it is exceptional circumstances, they are asked to put the request in writing to the Headteacher, stating the reasons why they need to take their child out of school. An appointment will then be made to see the Headteacher to discuss the request.

### Lateness

School begins at 8.50 a.m. and all pupils are expected to be in school for registration at this time. Any child arriving after the ten minute registration period should enter school via the main entrance reporting to the School Office. If accompanied, a parent or carer should give a reason for the lateness, which will be recorded in the register. The child will then be sent to their classroom. If a child arrives more than 20 minutes after the close of registers (i.e. after 9.20 a.m.) they will be recorded as an unauthorized absence for that session if the lateness cannot be satisfactorily explained.

Children who are consistently late are disrupting not only their own education but also that of others. Where persistent lateness gives cause for concern further action will be taken. Children who are entitled to school transport will not be penalised if the bus or taxi arrives late.

### **Family Holidays During Term Time.**

Parents and carers should avoid booking family holidays during term time. Under policy guidance provided by the Local Authority requests for leave of absence for holidays in term time cannot be granted except under **exceptional circumstances**.

Exceptional circumstances could include:

- ★ A parent, grandparent or other close relative is seriously ill and the holiday proposed is likely to be the last such holiday,
- ★ There may have been a significant trauma in the family recently and the Headteacher might consider that an immediate holiday might enable the child concerned to cope better with the situation,
- ★ A family trauma or bereavement,
- ★ Or the holiday might be a unique, one-off never-to-be-repeated occasion which can only take place at the time requested.

The “financial advantages” and “family commitments” reason for a request would not be accepted under these criteria for permission.

In considering whether or not to authorize leave for a family holiday, the School will consider each case individually, taking into account a child's overall attendance and the reason for the holiday.

### **Checklist**

Leave will **not** be granted as a rule if:

- ★ The application was not made by a parent with whom the pupil normally resides.
- ★ Attendance is under 95% for the previous 20 weeks
- ★ The request was received during the first four weeks of the current academic year
- ★ The pupil's level of attendance for the previous academic year was less than 95%
- ★ Leave of absence is at a significant time in the school year e.g. during an exam period; SATS assessment or internal school assessment period.
- ★ Leave of absence request is for more than 10 school days.
- ★ Leave of absence has already been taken during the current academic year.
- ★ Legal proceedings are being instigated by Peterborough City Council.
- ★ A minimum of 4 weeks notice has not been given.

Unaccounted absence, recurring absence and extended periods away from school could result in the need to re-apply for a place in school.

Parents do NOT have any right to leave of absence during term time and if their request is refused the absence will be unauthorised. Where an unauthorised absence of **five consecutive days (10 sessions) or more** occurs in an academic year, this could result in legal action being taken by the Local Authority or a Penalty Notice being issued. Penalty Notice fines are £60 per child, per parent, which if unpaid after 28 days rises to £100 per child, per parent.

Parents should note that if the period of absence requested is authorised, the authorised dates should be adhered to. If your child is absent immediately prior or immediately following the

authorised dates the additional absences will be recorded as **unauthorised** which will lead to the ENTIRE period of absence being unauthorised.

The school appreciates that there is the possibility that a family may make more than one request for a term time leave of absence during a child's complete academic career at the school under the criteria of exceptional circumstance.

When a family makes a 2<sup>nd</sup>, 3<sup>rd</sup>, etc leave of absence request in a 2<sup>nd</sup>, 3<sup>rd</sup>, etc year, the school will consider granting the request as long as it fulfils the 'exceptional circumstances' criteria and is for five days or less. (subject to fulfilling the Attendance Policy Criteria outlined in the above Checklist)

### When things go wrong!



No matter how hard we try, there may be times when you are worried or concerned and there will certainly be occasions when we make a mistake – we are, after all, only human. Please come and see us - we will be pleased to see you and will do whatever we can to move things forward.

If you would like to talk to a member of staff privately then it is best to make an appointment, although the Head Teacher or a member of the Senior Management Team is usually available when the matter is urgent.

If you are not satisfied after these discussions then a formal complaints procedure exists. You have the right to complain about the Curriculum (including RE.) to the Governing Body. A copy of the regulations is available on request from the school office and is available on our website.

### When things go right!

We hope that there will be many occasions when you are pleased with your child's experience at school. Please come and see us — we will be very pleased to see you!

We welcome the opportunity to pass things on to those who have earned it! All too often we only speak out when things are less than ideal.

It is important that you let your child know when you are pleased. The school operates a policy of discussing progress and achievement with children and your support is an important aspect of this.

We celebrate children's achievements on a regular basis. Each child has the potential to have actions or achievements celebrated individually, in a school assembly and also with our community through our newsletter.



*"Orton Wistow is just fantastic!" – Parent*



*"Primary education is a vital stage in children's development, laying the foundations for life. But it should also be a hugely positive, rich experience for all children in itself."  
(Excellence and Enjoyment)*

During a child's education at Orton Wistow he / she will encounter a variety of experiences. The curriculum of the school is divided into the following categories:-

English	History	Physical Education
Mathematics	Geography	Technology
Science	Art	Religious Education
ICT	Music	PSHE
		Modern Foreign Languages

Much of our work with children follows cross-curricular themes which are planned by our teachers in teams, taking into account the stage of development of individual children. Our curriculum strategy follows closely the regulations of the National Curriculum in such a way that children achieve their maximum potential.

As a School, we were inspired by the Excellence and Enjoyment document and a wish for our pupils to experience a "Connected Curriculum" which:

- ✧ Is broad, rich and inspiring
- ✧ Makes meaningful links between separate curriculum areas
- ✧ Builds on the children's prior understanding and draws upon their skills
- ✧ Allows the children to learn according to their preferred learning styles
- ✧ Allows flexibility for children to shape the direction of their learning
- ✧ Is clearly based on first hand experience
- ✧ Allows children to become better learners
- ✧ Enthuses and engages children and teachers
- ✧ Improves standards
- ✧ Strengthens inclusion.

The school curriculum is enriched by a broad range of first hand experiences which include theme days, guest speakers and visits to places of interest. Staff, children and parents all rate the curriculum highly.

*"The curriculum is good. It appeals to pupils because it builds in their interests and curiosity, through research on themes like Vikings and natural disasters. Cross-curricular links are well-established, for example, by the use of information technology to research history and thematic experiences like International Week and Big Art Week."  
Ofsted 2011*





We firmly believe that children gain a great deal from these first hand experiences. A number of after school and lunchtime clubs operate for those pupils who wish to take advantage of them, for example; choir, recorder, tri-golf, football, netball, creative dance and sewing.

We consult with parents about the type of extra-curricular trips they would like us to provide their children and also the cost. At present we aim to undertake one curriculum enrichment activity per term at a cost of up to £10.

*"I am extremely pleased with the school standards and the way that the individual teachers go that extra mile to ensure that the children in their class are kept interested in lessons."*  
Parent

## English



We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Reading is a skill which allows access to all other areas of the curriculum and consequently we give it a high priority. Children will take part in shared, guided and individual reading sessions. As they get older they will be encouraged to read independently and quietly for a sustained period of time during a daily Quiet Reading session. Children are encouraged to read at home and to help you we provide a message system between home and school. Our teaching has a strong phonics base (we use letter sounds) and young children will use a scheme to help them learn their sounds.

Reading books are colour coded to allow children an element of choice of reading material while also ensuring that they are selecting books of an appropriate level. We make use of a number of core reading schemes. When children are confident and competent readers they have a free choice of books from the library. We try to ensure the children read a range and variety of texts including fiction and non-fiction books.

Writing in school is taught in units that cover different styles of writing. Each unit ensures that children are taught the key features of the genre and the appropriate skills to write in this style; this includes grammar and punctuation skills. Much of our children's writing takes place as part of work in other areas of the curriculum and is an opportunity to make use of the skills that they have learnt.

Speaking and listening skills are also given a high proportion of time and thought. We believe that our pupils should be able to express themselves clearly to a variety of audiences while also having the ability to listen to others.

## Mathematics

At Orton Wistow Primary School, mathematics is taught through units of work, in line with the National Numeracy Strategy. Pupils are taught the seven strands of:

- ✧ Using and applying mathematics
- ✧ Counting and understanding number
- ✧ Knowing and using number facts
- ✧ Calculating
- ✧ Understanding shape
- ✧ Measuring
- ✧ Handling data



In Key Stages 1 and 2, pupils participate in daily Numeracy lessons. These start with an oral/mental activity, followed by interactive whole class teaching with small group, paired or individual activities. Plenary sessions are used to review learning and identify next steps. As well as the discrete numeracy lessons, pupils will also experience mathematical activities and practise their acquired skills in other subjects across the Curriculum.

We encourage our pupils to enjoy maths through the use of differentiated activities, which develop their skills. Opportunities are given to the children to use and apply Maths in practical tasks and to develop flexible and effective methods of computation and recording.

*"My son's literacy and numeracy skills are developing well,  
which I believe is testament to the quality of the teachers and support staff who have  
worked with him throughout the year."*

*Parent*

Through our teaching of mathematics, we aim to provide children with the skills that they will need in the future and also the ability to make use of their skills in every day situations. Children will be taught ways of communicating, describing patterns, to interpret, to predict and to explain their findings.

## Science

In Science we look at a variety of topics on a two-year rolling cycle, which we link to different topic areas.

In Key Stage 1 children start by looking at how they can '**change**' some **materials** by squashing, bending, twisting and stretching them. They are encouraged to examine a range of everyday materials, talking about their similarities and differences and sorting them based on their properties.

They also begin to think about why certain materials are chosen for specific purposes. They look at **electricity** and learn to recognise items that use electricity before moving onto making simple circuits to light a bulb.



The children explore **forces and motion** and learn to recognise pushes and pulls as examples of simple forces. We teach the children about **light and sound**. They learn to identify different light and sound sources and discover how sound travels. When the weather is warmer, they go outside and investigate **living things in their environment** as well as looking at other life **processes**.

**In Key Stage 2**, the children return to many of the topics and build on their understanding by exploring them in more depth. They begin to use more scientific vocabulary to explain what they observe and the results of their investigations.

At both Key Stages, scientific investigations are at the heart of the children's learning and they are given opportunities to ask questions and decide how to find answers. By Key Stage 2, the children are encouraged to plan their own investigations, decide what to do, what kind of evidence to collect, select appropriate equipment and ensure that their test is fair. They are then responsible for obtaining the evidence and presenting their results in tables, graphs, diagrams and drawings to communicate their findings.

## ICT

At OWPS we are steadily moving towards embedding ICT across the curriculum, giving opportunities for children through the school to use their ICT skills in a variety of ways.

Recent investment in a wireless network and new Server have allowed us to create a more stable and reliable school network and the addition of 48 netbooks and 20 iPads have already made a significant impact. Each classroom has three desktop computers that can be used by individuals, pairs or groups during the school day. The school has a good bank of software and hardware resources.

Foundation Stage children have constant access to a variety of ICT equipment including computers, tape players/recorders, beebots (vehicles that can be programmed) and digital cameras.

During Key Stage 1 we are ensuring the children are being equipped with the basic knowledge and understanding of the subject to allow them to succeed during ICT lessons and be confident at using the technology available to them within the school environment. Through Years 1 and 2 they will spend time on several areas of the subject including word-processing, graphics, presentation, control modelling, Internet and digital photography.

Whilst in Key Stage 2 the children will revisit these areas of ICT and cover more advanced skills. Their ICT lessons will often be linked with the topics they are covering elsewhere in the curriculum. The teaching and learning in ICT will take into account the previous assessments made on the children's ICT skills and allow for progression and consolidation where needed.

As the children show they are capable of using specific programs or hardware confidently and independently they will be given opportunities to use them in other subject areas.





## History

In History we aim to deliver a practical, fun curriculum which is both creative and cross-curricular. History is taught across all Key Stages and teaches the skills of historical enquiry and analysis. The children are encouraged to 'find out' about different periods of time in British history and also have the chance to study an Ancient Civilisation.

The Foundation Stage and Key Stage 1 look at a gentle introduction to chronological skills when they talk about family generations and 'a long time ago'. They find out how people might have lived in an age without computers and television and handle artefacts of old toys and games. The Key Stage 1 team teach history through exciting topics such as pirates and castles and take the children on a learning adventure.

Children in Key Stage 2 explore British history and the elements that have moulded the British people, such as invasion and war. They look at periods like the Tudors and the Victorians and their effect on British society. The eldest children have the chance to study an ancient culture and are always amazed at the sophistication of such civilisations such as the Greeks and the Egyptians. Their learning journey also involves an extended historical project or choice that they have chance to present to their peers in many different forms.

To ensure that the children have as many opportunities for first hand learning and experience, we endeavour to visit all sorts of different places of interest, museums, castles, stately homes, re-enactment days and any place that will further the children's love of anything historical. Visitors and History Days are always an eagerly awaited event where the children can dress up and really tread in the footsteps of those in history!

## Geography



In Geography, we encourage children to ask questions about their local environment, and to look closely at and different geographical features. We invite them to share their opinions about places and communicate their ideas in a range of different ways.

At Key Stage 1 children look at another locality, in contrast to Orton Wistow and they find out how different places are connected to other places in the world and look for similarities and differences. We also help them to develop their geographical skills by exploring a range of sources including globes, maps, plans, photos, videos and texts. In addition, we help them to recognise changes in the environment and discuss how environments can be improved and sustained.

In Key Stage 2, we build on the children's learning by looking at the wider world. The places studied are linked very much with our topic work. We also like children to undertake fieldwork activities, where they are encouraged to draw/collect/record evidence and draw conclusions about what they see.

We teach them to use appropriate geographical vocabulary and encourage them to describe and make comparisons between places. We help them to recognise how they can improve/damage an environment and show them how decisions about places can affect the quality of people's lives.

## Art



We believe that every child should be taught art and design as a continuum through their years at Orton Wistow. Each child should have the opportunity to experience different methods and use a variety of mediums. Art is an important aspect of societies both past and present and children's work should be given worth as a vehicle of communicating ideas, feelings and meanings.

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the

world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

At Orton Wistow we plan a range of appropriate learning experiences across all ages and abilities. The children will be taught progressive skills in drawing, painting, modelling, printing and textiles and use these skills in imaginative and cross-curricular art projects.

## Music

Music is an important part of school life and the school benefits from a new music room, containing a selection of tuned and percussion instruments.

During Key Stage 1, children are given the opportunity to listen and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs.

During Key Stage 2 children sing songs and play instruments. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

Pupils have the opportunity to learn an instrument through the peripatetic music teachers who visit the school each week. There are also opportunities to take part in 'extra curricular' activities, such as the school choir and recorder groups.

## PE



Children at Orton Wistow take part in two hours of quality PE each week. We have an indoor session where we learn Gymnastics and Dance skills.

During outdoor games sessions we learn different ball skills and team games. We also have professional coaches that come and teach skills in activities such as tennis, tag rugby and multi-skills.

In the summer we also participate in Athletic activities in preparation for our annual Sports Day. All children in Lower Key Stage 2 have swimming lessons at a local pool.

We also offer lots of fun sport based clubs at lunch times and after school such as Creative Dance, Football, Multi-games, Tri-golf and Athletics.



## Design and Technology (DT)

In DT we use different media such as clay, fabric or wood to design and create an object that is fit for a purpose and usually relates to our topic work. Evaluation is an important element of DT and children are encouraged to evaluate their own work and identify any design or skills weaknesses and decide what they need to do in future to improve.

DT also encompasses food technology teaching children about healthier food options, health and safety and recipes from past and present using basic cooking skills.



## Business and Enterprise (B&E)

During the school year, children are encouraged to develop their B & E skills across the curriculum. These include team work, communication and entrepreneurial skills. Years 5 and 6 have a B & E week where they plan and run stalls to raise money for different projects within the school.

The school undertakes B & E weeks and aims to include external businesses from around Peterborough.

## Religious Education

The school is not affiliated to any particular religious organisation and aims to provide children with a range of experiences that would enable them to understand the views and beliefs of others.

Our curriculum focuses mainly on learning about Christianity, but also includes learning about other World faiths. We also place equal emphasis on what the children can learn from the religions we study.



We organise visits to various religious buildings in Peterborough so that the children can have first hand experiences of these faiths and we encourage visitors from various faiths to come and talk to the children about different aspects of their faith, such as the role of a priest in his or her parish.

Parents have a right to withdraw their child from both Religious Education and acts of Collective Worship. Any family who are considering this should discuss the matter with the Head teacher in the first instance.

*'The school's consistent emphasis on attitudes, called dispositions, which enhance learning in personal, social and health education impacts well on pupils' spiritual, moral, social and cultural skills.'*

*Ofsted 2011*

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



We see Personal, Social, Health and Citizenship Education (PSHE) as being at the centre of the teaching and learning of our pupils. It has a positive influence on the ethos, learning and relationships in the school and therefore receives the full commitment of the school community as a whole.

The areas included in PSHE are, Self Esteem, Sex and Relationship Education (SRE), Drug Education, Personal Safety, Relationships and Healthy Lifestyles. These relate to the broader areas of our school life such as Spiritual and Moral development, Equal Opportunities, Behaviour Management, Health and Safety as well as the Healthy Schools Initiative.

We make use of dedicated sessions per week which are purely devoted to this aspect of our curriculum when teachers will explore feelings, relationships, expectations as well as how to keep safe. We are committed to teaching through the SEAL (Social and Emotional Aspects of Learning) which is supplemented by lessons on Keeping Safe and Keeping Healthy.

The school takes a firm stance on issues of honesty and bullying and constantly reinforces its PRIDE code. We ask that parents take time to go through these with their children regularly.

## Modern Foreign Languages

At Orton Wistow we pride ourselves on offering a rich and varied curriculum. We have been teaching French throughout the school, as part of our enriching and creative curriculum for a number of years.

We take advantage of language specialists in our school, such as foreign language students and members of our own school community who are able to speak other languages.

This gives the benefit of not only teaching a language as a discrete subject, but allows the children to have the opportunities to find out about the different cultures. This year we have also introduced Spanish as well as a Latin club.

Modern Foreign Language have always been well embedded in our curriculum. To enable teachers to teach effectively and children to learn in a practical way we have invested in different ICT packages and training to allow non-specialists to deliver varied, challenging and fun lessons.



## Special Educational Needs

At Orton Wistow, we aim to identify difficulties and barriers to learning as early as possible, to ensure the best possible outcomes for the child. We recognise that children identified as having additional needs may require extra provision within the curriculum to enable them to make progress, whether their needs are academic, behavioural or medical. Wherever possible, we aim to include children in any decisions that are made and give them ownership of their learning.

All children are taught within their peer class group with learning outcomes differentiated to accommodate the range of needs within the classroom. If appropriate, supplementary programmes are used to provide more focused, targeted support whilst also giving the children access to a broad, rich curriculum. This additional support is most often delivered by a Teaching Assistant on a one-to-one basis or within a small group.

We strongly believe that close partnership with parents is imperative if we are to fully meet the needs of our children and strive to develop mutually supportive relationships. This is a two-way relationship and we encourage parents to share information with us which may assist us in effectively support the child in school.

At times, it may be necessary to access a range of external educational and medical professionals who are able to assist us in assessing children's needs and providing specialist recommendations to support children's development. This is always done in consultation with the parents.

## Homework

The amount of work children are asked to do at home increases as they grow older. Homework tasks may include times tables, completing project work or specific homework sheets and activities which relate to the work in class that week or term. Your active participation will often be needed. Reading and/or discussing texts at home with your child is very important and should be done regularly.

## Global Dimensions

In recent years we have made enormous progress in developing the Global Dimensions element of our curriculum as we believe that this benefits children significantly. There are eight strands to Global Dimensions:

- ✧ Diversity
- ✧ Global Citizenship
- ✧ Conflicts Resolution
- ✧ Social Justice
- ✧ Values and Perceptions
- ✧ Sustainable Development
- ✧ Interdependence
- ✧ Human Rights

We benefit from strong international links and have partner schools all around the world. Our teachers have visited Malawi, Ghana, China, Italy, Hungary and Poland and we have hosted a visit for staff and pupils from our partner schools in Italy, Hungary and Poland and have already made two reciprocal visits with adults and pupils.



## Sustainability

We believe passionately that it is important for children to grow up with an understanding of how we can best protect our world. Our new building includes many environmentally friendly design features which the children are made aware of.

In the past we were nominated for a National Teaching Award as a Primary School with a well developed Sustainable Curriculum and Ethos and were delighted to receive a Distinction in this category. The Teaching Awards uses as a guideline the '8 doorways to sustainability' as outlined by the DfE. These are:



- ✱ Food and drinks
- ✱ Buildings and grounds
- ✱ Energy and water
- ✱ Inclusion and participation
- ✱ Travel and traffic
- ✱ Local well-being
- ✱ Purchasing and waste
- ✱ Global dimension

