



Caring, sharing and learning together

Dear Parent

It is my pleasure to introduce you to Chawson First School. May I offer a warm welcome to you and your children. We are proud of our school and are confident in presenting this prospectus to you which will provide a useful source of information and can be a point of reference during your children's time with us. The prospectus is designed to give you a flavour of life at our school, together with the underlying beliefs and principles.

When visiting the school, the positive ethos is evident as soon as you arrive. Our school strives towards providing a happy, caring environment where the children feel confident and secure. We offer a broad curriculum enabling children to develop positive self-esteem and to experience success.

We want our children to be purposeful, thoughtful and happy in their work with a keen awareness of the rights and responsibilities of themselves and others. Our ambition is for them to be eager to learn, proud of their successes and determined to do their best in whatever they do. We encourage the children to be caring and sharing, as are the staff and we all enjoy learning together.

You are welcome to visit by appointment or at one of our open days. If information is required in another format e.g. Braille please let us know.

Thank you for taking an interest in our school. The staff and I look forward to your association with this school and foresee it to be a happy one.

Helen Wallace
Headteacher

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SCHOOL STAFF 2014 - 2015

| | |
|---------------------------|------------------------------|
| Headteacher | Mrs H Wallace |
| Deputy Headteacher | Miss N Peck |
| Special Educational Needs | Miss K Nicholls |
| Additional Support | Mr G Small |
| Foundation Stage Leader | Mrs K Lavender/Miss K Trevor |

Reception Teachers

Mr C Kelham
Miss K Trevor

Teaching Assistants

Mrs T Purser (Nursery Nurse)
Mrs D McKee and Mrs R Martin

Year 1 Teachers

Mrs J Thornton
Mrs K Lavender
Mrs J Parker and Mrs H Jones

Teaching Assistants

Mrs J Lush
Ms N Spearing and Mrs D Bradley
Miss T Hoban

Year 2 Teachers

Mrs S Roberts
Mr G Small
Mrs N Mill and Mrs D Smith

Teaching Assistants

Mrs K Langridge
Mrs J Forte
Mrs J Hall

Year 3 Teachers

Mrs L Wood
Mrs Webb and Mrs J Smith
Mrs G Woodcock

Teaching Assistants

Mrs A Nicholson
Mrs J Groves
Mrs S O'Hara

Year 4 Teachers

Mrs J Herbert and Miss K Nicholls
Miss A Hulse
Miss E Collins-Browne

Teaching Assistants

Mrs J Wood
Mrs S Jenkins
Mrs L Sproule

Learning Support Staff

| | |
|-----------------|----------------|
| Mrs D Bradley | Mrs J Drury |
| Mrs S Sharp | Mr M Davis |
| Mrs H Hadley | Mrs C Owens |
| Mrs G Gadd | Mrs G Harrison |
| Mrs V Simpson | Mrs C Jukes |
| Mrs H Rogers | Mrs R Jones |
| Mrs S Forrester | |

School Business Manager

Finance Assistant

Ms M Clarke
Mrs H Harrison

School Administrator

Clerical Assistant
Lunchtime Co-ordinator

Mrs S Brooker
Mrs K Beecroft
Mrs C Owens

Caretaker

Mrs J Pinnington

2014 - 2015

WORCESTERSHIRE COUNTY COUNCIL
CHAWSON COMMUNITY FIRST SCHOOL

HEADTEACHER: HELEN WALLACE BEd (Hons) NPQH

WYCH ROAD
DROITWICH SPA
WORCESTERSHIRE
WR9 8BW

Tel 01905 773264 - Fax 01905 775641

E-mail: office@chawson.worcs.sch.uk

Website: www.chawson.worcs.sch.uk

AGE RANGE - Four to nine years

CURRENTLY 385 CHILDREN ON ROLL

CHAIR OF GOVERNORS - Jon Hoare

DIRECTOR OF CHILDRENS SERVICES - GAIL QUINTON
WORCESTERSHIRE COUNTY COUNCIL
CHILDRENS SERVICES
PO BOX 73
WORCESTER
WR5 2YA
TELEPHONE 01905 763763

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HOLIDAY DATES

2014 - 2015

| AUTUMN TERM 2014 | |
|-------------------------|--|
| Commences on | Tuesday 2 September 2014 |
| Half term | Monday 27 October - Friday 31 October 2014 |
| Commences on | Tuesday 4 November 2014 |
| Ends on | Friday 19 December 2014 |
| SPRING TERM 2015 | |
| Commences on | Tuesday 6 January 2015 |
| Half term | Monday 16 February - Friday 20 February 2015 |
| Commences on | Monday 23 February 2015 |
| Ends on | Friday 27 March 2015 |
| SUMMER TERM 2015 | |
| Commences on | Tuesday 14 April 2015 |
| May Day Bank Holiday | Monday 4 May 2015 |
| Half term | Monday 25 May - Friday 29 May 2015 |
| Commences on | Monday 1 June 2015 |
| Ends on | Friday 17 July 2015 |

TEACHER EDUCATION DAYS -

Monday 5 January 2015

Monday 13 April 2015

Monday 20 July 2015

Thursday 3 September 2015

Friday 4 September 2015

Monday 2 November 2015

Monday 4 January 2016

Monday 6 June 2016

GOVERNORS

The school's governing body meets at least once per term as a whole group and also has regular meetings of its committees. These are:

- Every Child Matters Committee
- Finance Committee
- Personnel Committee

The governors welcome parents' views or comments on any school issue. Any letters to the school governors should be delivered to the school office. Chawson First School's governors are:

Every Child Matters Committee

- Janine Burton
- Dawn Reohorn
- Katie Dean
- Karen Nicholls
- Helen Wallace Headteacher

Finance Committee

- Kamaldeep Rai
- Stuart Roberts
- Clare Bishop
- Helen Wallace Headteacher

Personnel Committee

- Michelle Wood
- Trudy Purser
- Jon Hoare
- Gail Blake
- Helen Wallace Headteacher

| | |
|-------------------------|--------------|
| Chair of governors | Jon Hoare |
| Vice Chair of governors | Dawn Reohorn |
| Associate governor | Nicola Peck |
| Clerk to the governors | Karen Powell |

All governors may be contacted via the school office

SCHOOL VISION

At Chawson we work in partnership with parents/carers and outside agencies so that all learners can become confident, motivated people in an environment where they feel happy, valued and respected. We believe learning should be fun and memorable so that children can develop knowledge and skills. We challenge all children through supportive and active opportunities. Our children should be able to reach their full potential so they can enjoy their journey of lifelong learning.

SCHOOL AIMS

1. We will offer a wide range of learning opportunities by providing a broad, balanced curriculum, responding to how individual children learn.
2. We will respect others, their ideas, cultures and beliefs.
3. We will provide a challenging, safe, caring environment where risk taking can be supported and children feel confident to have a go.
4. We will encourage perseverance, creativity, problem solving and enquiring minds.
5. We will encourage our children to take pride in themselves, to be polite and respectful and to become responsible members of our community.
6. We will develop positive partnerships with children, parents/carers, staff, Governors, outside agencies, volunteers and the wider community by valuing the contribution they make to school life.

SCHOOL ETHOS

Our committed staff strive towards providing an outstanding experience through high quality opportunities.

1. We value and nurture all children and work closely with parents/carers to ensure their children are happy in school.
2. We place a great importance on personal learning and assessment.
3. We teach through a cross curricular approach involving children in the planning; building on their experience and interests.
4. We provide exciting learning environments throughout the school.
5. To stimulate learning we use: first hand experiences, practical activity, learning through play, outside learning, visitors and trips.
6. Learning is developed through 'talk for learning', where speaking and listening skills are valued, children develop the ability to respectfully listen to others and ask and answer questions.
7. The children are encouraged to engage with their learning through a range of life skills such as creativity, empathy, resilience and cooperation.
8. We celebrate the children's efforts, achievements and perseverance both in and out of school.
9. We provide positive and constructive feedback.
10. We give clear expectations and help children evaluate their own learning and behaviour through the use of "steps to success".

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BEHAVIOUR

The children and staff have developed our school rules. They are displayed around school stating clearly what standards of behaviour are expected to enable every child to feel safe and happy.

Each child's class teacher is particularly responsible for dealing with any day-to-day issues which might affect a child. They are there to confide in, share hopes and fears with, liaise with parents if a child is unwell and to offer comfort should some problem at home, or at school, be upsetting one of their children. However, all staff, both teaching and non-teaching, share in the pastoral care of all our children. We are all there to help in whatever way is most appropriate.

The underlying principle is that all children are individuals who have rights but also responsibilities. Each needs to appreciate that their behaviour has consequences for themselves and also for others,

The principle is supported by an extensive rewards system under which good work, effort and behaviour earn stickers of various sorts. These are collected by the child and contribute towards an individual record of achievement updated regularly. Every week there are special assemblies during which individuals or groups are publicly praised for their contributions and certificates to take home are presented to those who have passed milestones in their sticker collections. In addition examples of particularly good work are shown to encourage others in their efforts to improve on their previous best - success in terms of overcoming difficulties, achieving higher standards or reaching own personal goals is celebrated by all.

These rules have been developed to provide a busy but caring environment protecting the well being of all. On occasions when a child does not act accordingly there are a range of sanctions that can be used. These will vary according to the nature of the misbehaviour and will usually involve loss of privileges. For example, unruly behaviour in the playground may lead to loss of some playtime; disruption in the classroom may mean removal of the child and completing the work on their own. Unacceptable work will be redone.

The School has a Positive Physical Interventions Policy.

BULLYING AND BAD LANGUAGE ARE NOT ALLOWED BY ANYBODY AT ANY TIME

The school has an anti-bullying policy which is used to deal with any incidents. These steps would involve class teacher, key stage co-ordinator, Deputy Headteacher and Headteacher at different levels of the process. In addition parental involvement will be sought if a problem is not resolved by the initial school procedures.

Children are encouraged to 'tell' if any sign of bullying (persistent and deliberately hurtful behaviour by another) appears. Parents are asked to contact the school if they have any concerns - which will be taken seriously and action in proportion to the problem will result.

Parents will be involved at an early stage in potentially serious or protracted incidents and the Headteacher has the right of exclusion although this should be rare and subject to safeguards in its application.

THE CURRICULUM

The curriculum at Chawson follows the New National Curriculum which consists of the following subjects for children in Key Stages 1 and 2.

Core Subjects: English (Literacy), Mathematics (Numeracy), Science, Computing

Foundation Subjects: History, Geography, Design Technology, Music, Art, Physical Education, Personal Health Social and Citizenship Education and Modern Foreign Languages (French)
Religious Education is also studied by all in accordance with the County agreed syllabus

The staff have drawn up detailed policies which are revised and updated regularly in a rolling programme; included in Chawson First School's Development Plan.

Each term contains a balance of subjects.

Chawson First School has developed its own distinctive curriculum to meet the needs of our children. Most curriculum areas are taught in a way as to emphasise the cross curricular links. The value of working in groups and talking about our learning is recognised. Children often go on school visits or visitors are invited into school to enhance their experience.

During their first year in Reception, progress is charted against the Early Years 'Development Matters' document which is explained and discussed with parents at parent evenings and parent information sessions.

Teacher assessments of each child's progress are an ongoing process in every class at Chawson. Teachers will report to parents if children are at, above or below the national expectation for their year group, at Parents' Evening and in the end of year reports. Children transfer to Middle School at the end of Year 4 and undertake Key Stage 2 Statutory Assessment Tests in Year 6.

Each subject area is co-ordinated by a member of staff. At times curriculum co-ordinators meet with other co-ordinators responsible for the same subject area within the Droitwich Pyramid of Schools. In this manner, First, Middle and High School staff are able to work towards ensuring continuity and progression with the curriculum for children from age 4 to 16.

Literacy

The ability to read and write underpins the whole curriculum and is given the highest priority. The aim is to make children fluent readers and writers with the ability to communicate effectively.

Writing is taught via cross curricular literacy sessions in which children will work as a whole class, in groups and as individuals. They will study a range of fiction, non-fiction and poetry. The writing process begins by reading examples of the text type they are learning about (e.g. instructions) and identifying the main features. Then they will look at the texts in more detail with a focus on

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vocabulary, connectives, openers and punctuation (VCOP). Next children will have time to plan their ideas before completing their final piece of writing. There will also be opportunities for editing and improving their work.

One of the main teaching strategies used is Guided Writing. This is where groups of children are identified through careful assessment to receive focussed teaching to help them overcome their barriers to learning. We also use video, pictures, drama and discussion to help children generate ideas for writing. Extended writing sessions are developed throughout the school to give children the opportunity to complete longer writing tasks.

When learning to read, children progress from practical reading activities based on letter sounds (phonics) and high frequency words in Reception to higher level reading skills such as inference as they move up the school. The children are able to see they are moving from 'learning to read' towards 'reading to learn'.

In Reception the Jolly Phonics and Letters and Sounds schemes of work are the basis of teaching phonics. In Key Stage 1 the pupils continue to progress through the Letters and Sounds programme, supported by the Ruth Miskin Read, Write Inc scheme. Phonics resources are also supplemented by Project X code books and Songbirds books.

In Key Stage 1 the main reading schemes used to teach reading in school are the Oxford Reading Tree and Project X schemes. These are supported by a range of other quality texts as appropriate.

In Key Stage 2 children continue to use the Project X scheme alongside a range of other stories, non-fiction texts, poems and plays.

At all ages the importance of individual progress is paramount and there is rigorous, ongoing structured assessment to help us meet individual needs.

'Learn with your child' mornings are held to explain how literacy is taught in school. Parents then spend time working with their children in the classroom to see this in practice.

Maths

The children will have a daily maths lesson in which they will work as a whole class, in groups and as individuals. The early emphasis is on counting, understanding and manipulating numbers with time spent ensuring mental skills are fully developed.

Reception children will have many practical activities to strengthen their reasoning, problem-solving and numerical abilities ready to begin the more formal recording processes. As children move through the school they will be expected to learn age appropriate number facts and tables. Also, as they grow older the emphasis will be on using their existing knowledge to tackle new concepts, problems and methods of working.

Children solve real life problems applying their number knowledge to the real world. Children's needs are met by being grouped within a class and they will also work in sets from Year 2 onwards. This enables a suitable pace to support and challenge all abilities.

There are many resources to enliven the teaching and learning of maths; practical maths activities are planned for across the school. The aim is to provide children with a confidence and enjoyment

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in their ability to use mathematical skills and concepts in all the areas they are needed. Both activities in school and homework involve talk learning. Homework often involves children explaining the methods they are using to family members or playing maths games.

Computing

This area builds on the objectives identified by the Computing section of the New National Curriculum. We also follow the ICT Progression for Primary Schools document recommended by Worcestershire County Council.

We have a purpose built computer suite which is equipped for whole class teaching and is used by all the children in the school. We also have 15 laptop computers which can be used by children in the classrooms.

All classrooms have an interactive whiteboard which enables teachers to make teaching stimulating and engaging for all. These are networked and linked to the internet so that there is access to a wide range of resources. Each classroom also has the benefit of a visualiser which allows objects, texts and children's work to be shared on screen with the whole class.

Computers are used to teach essentials such as word processing, data handling, presenting information and communication. They are also used to support learning in other areas of the curriculum, for example, through internet research, electronic atlases and historical simulations. In addition, children will have practical experience of a range of other equipment such as programmable floor robots, scientific log boxes and digital cameras.

The aim is to give children the knowledge, skills, attitudes and confidence they will need in a fast changing world.

Science

Teaching and learning activities relate to the programmes of study for Science set out in the New National Curriculum.

Children are encouraged to develop the scientific skills of investigation, experimentation, consideration of evidence and evaluation. They will develop these whilst studying the themes of the life processes of plants and animals, materials and their properties and physical processes including electricity, forces, light and sound.

The aim is to make learning memorable through practical experimentation and to encourage the children to be interested in finding out about the world around them. Outside learning, using the school pond and wider environment, is also often used to support enjoyment and understanding.

History

Our children will begin by having their sense of time developed.

Foundation - Younger children will look at the past in relation to their own lives and 'long ago'.

Key Stage 1 - They will be taught about significant events and the about the lives of significant people in the history of Britain. They will compare where events/times are, in relation to topics already covered.

Key Stage 2 - Older children will develop their understanding of chronological order through looking at dates further back in time. They will use different sources of information to learn about particular periods in British History and from other parts of the world.

Resources used will include actual and reproduction historical objects as well as visiting workshops and off-site educational visits.

The aim is for the children to use their interest to find about how our world evolved and how the past has made an impact on their lives today.

Geography

The children will be taught to look at their environment, locality, country and world using a range of skills and sources, including first hand observation and maps. They will learn key geographical terms to try and explain the complex factors that link places, and consider the effect people can have on their environment. They will be introduced to natural features and processes.

The aim is to give them a knowledge and appreciation of their world.

Art and Design

The children will have experience of a range of materials, tools, techniques and processes. They will be taught the many elements that contribute to a piece of artwork, and study work by famous artists. They will express and revise their ideas in different ways from observational drawing to computer packages. They will work on their own and with others, whilst learning about art in other times and cultures.

Music

The school follows the New National Curriculum. Children are given the opportunities to listen to, compose and evaluate a wide selection of music. They will be taught methods of notation and experience making music with a variety of instruments. There are choirs for younger and older children. Children will be able to perform in public, in class sessions, school assemblies and concerts for parents. Additional tuition is currently available for guitar and keyboard. All Year 4 children take part, as a class, in learning one different instrument over the year. At the end of each session with an instrument, a small concert to celebrate their achievements is held.

The aim is to give children an understanding and appreciation of the contribution music makes to life.

Design and Technology

The programme for this is based on the section for the subject in the New National Curriculum. Children will be taught how to plan, make and evaluate a wide variety of products. They will use a range of different tools suitable for their age, and materials that fit the task.

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Activities give children the opportunity to develop their higher order thinking skills and work practically.

The aim is to use skills and knowledge to refine and improve their work.

Physical Education

Children are taught to develop skills, actions and ideas whilst enjoying a full range of physical activities. These will include gymnastics, dance and games from an early age. Older children will also take part in team sports, athletics and swimming. After-school clubs are also organised and delivered to allow children the opportunity to further develop sport specific skills.

The school is part of a Droitwich cluster of schools who appointed a Cluster PE Coordinator to support teaching and learning. This is an aspect we are hoping to be able to continue. This enables us to join a greater number of festivals throughout the year for all ages. Subsequently, an increase in participation and enjoyment has occurred in extra-curricular sporting activities.

The aim is to encourage participation in the benefits physical exercise can bring.

Religious Education

The school follows the agreed syllabus for Worcestershire schools. The youngest children will explore important events in their own lives and the idea of religious events will be introduced. The principles of Christianity and stories from the Bible will be discussed and understood at increasingly deeper levels. Studies of other faiths will encourage respect for, and understanding of, other religions.

As well as the subjects undertaken, there are a number of other areas that children will encounter as part of their daily school life.

Personal, Social and Health Education

PHSE makes children aware of being healthy in mind and body, with a respect for themselves and the needs of others. It also involves being active contributors to decisions affecting school life via our class and school councils.

Modern Foreign Languages

Children will meet a number of languages as they move through the school but the main emphasis is on French. Languages are introduced during register times or as greetings around school. KS2 children have French lessons each week which are primarily based on the spoken language but will involve some written French as the children's confidence grows. Children are given the opportunity to appreciate stories, songs, poems and rhymes in French and play games to reinforce the target vocabulary.

Collective Worship (Assembly)

Assemblies take place everyday. These vary over the week but would include class assemblies, assemblies for different age ranges and the whole school. They will usually be led by the Headteacher or members of the Senior Leadership Team but a range of visitors from local

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churches also contribute. The children themselves lead assemblies and parents are invited to join them. The themes are based upon Christian principles and are reflected in the school prayer -

"Dear Father God, please help us to be kind, thoughtful and happy children today and every day"

Parents have the right to make other arrangements for this period and should discuss this with the Headteacher who will try to be as flexible as possible.

Sex Education

The Governors of Chawson First School are required to consider this important area of the curriculum. They have agreed that formal Sex Education should not form part of the curriculum at this time although this is currently under review. Teachers, however, will deal honestly with children's questions as they arise. In dealing with these matters staff will give due regard to the values of family life.

HOME LEARNING

All children in every Year group are encouraged to read at home. Reading is such an important part of learning. Children will bring home reading books which encourage them to read at a level appropriate to them. They will also bring home a library book which is entirely their choice. The library book maybe easy for them to read, something they feel familiar with (we all like to reread books at times!), or they may be very challenging, that they particularly want to read, and need support with.

Year R children bring home phonic sheets and handwriting sheets which encourage children to practice. Staff are very grateful to parents/carers for supporting their children with these sheets and extra activities can be made up at home from them to support learning further. Parents are encouraged to help their children stick their sheets into their home learning books.

Year One children bring home activities designed to develop the children`s thinking skills in both maths and writing. They give parents an opportunity to share learning experiences with their children and mostly support the class topics. In addition, your child`s class teacher may send home words and phonics to practise at home. Parents are encouraged to help their children stick their sheets into their home learning books.

Year Two to Year Four children have talk home learning for both maths and writing. One week it is writing, the next it is maths. Talk home learning is where children are encouraged to talk about what they are doing in school. It may range from sharing ideas about a story plan or explaining how to use a number line. Talking about their learning helps children to consolidate their understanding and is really important in helping them to progress.

Talk homework for maths has a dual purpose, one is to provide parents/carers with knowledge of how maths calculations are being taught in school (your child gets a chance to teach you!), the other is so children can explore maths without restrictions or worrying about making mistakes (this can often be the case with a sheet of sums that are either right or wrong). Maths home learning will often involve activities or games which children need to talk about and explain their reasoning. They may be asked to show someone at home how to use a strategy or to explain why they have chosen a strategy.

Talk homework for writing usually involves chatting through ideas for a piece of work children are going to do in school. By giving children this opportunity they are able to develop their thinking and explore more complex stories or detailed description. Children are able to experiment with their choice of words and talk about the effects they intend to create with the use of punctuation.

Year 1 to Year 4 store all of their talk homework in exercise books. Children are encouraged to stick their talk homework into their book weekly with their parents. Children can use pages in their books to make notes if they wish but these will not be marked by teachers. Talk homework is shared back in school through their written work or discussions in maths lessons. It is very clear to teachers who has been able to complete their talk homework and who may need more support, through these sharing times at school.

Topic homework is given to Year two children throughout the year. It is a chance for children to further extend their learning by researching the current class topic. This is a great way to develop your child's love for learning as well as a chance for the whole family to get involved in a joint learning experience. Children can, if they wish, record this in their homework books.

Project homework in Years three and four is a chance for pupils to explore their own ideas and creativity by producing something that represents what they have learnt in specific topics. Completed projects have reflected how creative our children and their families are! Children are encouraged to include writing in some form in each of their projects.

On your child's termly topic letter there will be a section on home learning. This will provide you with information including what homework your child should be bringing home and when it is given out/expected to be completed by.

SPECIAL NEEDS

- We consider that all children have educational needs but some may have special needs. Provision for these children is made by following the New Code of Practice which specifies a succession of measures to help.
- We have a clear graduated system of assess, plan, do, review for all children and ensure their needs are catered for through quality classroom teaching.

If a pupil is identified as having special educational needs, after discussion with parents, the child will be placed on the SEN register. Additional and different provision will then be put in place and an individual provision map will be written. This will identify specific targets to be met through daily teaching, small group or 1:1 activities which will be reviewed regularly.

If appropriate and the resources are available the SENCO will get support from outside agencies such as learning/behaviour support, school health, educational psychologist.

A small majority of children may need to be formally assessed and require an education, health and care plan which would detail specialist provision needed.

- At all levels the participation and agreement of parents is a fundamental principle.
- At Chawson First School the staff recognise a whole school responsibility for meeting the individual needs of children. We have a designated Special Needs Co-ordinator on the teaching staff and a governor with a particular brief for these children. Class teachers may, from time to time, use the staff representatives from these outside agencies as sources of more general advice to support their planning for their children. Our school SEN information report can be found on the website, detailing provision and further information on SEN at Chawson.

ADDITIONAL SUPPORT

The school analyses assessment data from across all age groups to identify vulnerable groups. The Additional Support Coordinator, responsible for monitoring and supporting Free School Meals Children, and the Assessment Coordinator ensure teachers are aware of and are supporting appropriately those children who are in the school's identified vulnerable groups. Provision maps are monitored to ensure good progress is made by these children.

The Additional Support Coordinator makes use of the Pupil Premium. Actions taken and resulting progress of Pupil Premium Funding is reported on our website and updated annually.

GIFTED AND TALENTED

We have a designated co-ordinator for children who have been identified as gifted or talented, which also includes the more able children. There is a register kept and monitored to check these children's needs are being met and rapid progress is being made by them. Teachers differentiate activities within lessons to ensure their needs are met. Activities organised by the pyramid schools often involve our more able children in a wide range of broader experiences.

EXTRA CURRICULAR ACTIVITIES

Children are offered a wide range of opportunities to join clubs which meet either at lunchtime or after school. Some of these take place regularly throughout the school year whilst others eg sporting activities or competitions might be seasonal. Children might find an interest or sport that becomes a life-long involvement. Activities include:

- Choir
- ICT club
- Hockey
- Football
- Journalism

Our children are enthusiastic participants in local school events such as football, rugby and cricket tournaments, dance and music festivals. Suggestions for future developments and offers of assistance would be welcomed as we are always aiming to extend the range of activities available for all of our children.

CHARGES FOR SCHOOL ACTIVITIES

Where activities form part of the normal school curriculum parents are under no obligation to make any payment. However voluntary contributions are invited to support a number of activities which enrich children's school life, for example, educational visits as part of their work in school, visiting theatre groups and musicians etc. If parents have any difficulty contributing towards an activity please contact the head teacher in confidence.

Please refer to the full Charging and Remission Policy.

The after school activities organised by outside bodies will have their own policies.

Wrap-around care, provided by outside bodies, have their own charging policies.

ADMISSIONS

Children are normally admitted to the self contained Reception unit at the beginning of the school year in which they become 5 ie they are 4 years old by 31 August in the year in which they are to start school. The children are placed in 3 classes according to age with a balance for gender.

Parents will need to make an online application as soon as possible by the closing date 15 January before a September admission. Visit: www.worcestershire.gov.uk/schooladmissions to make your application or telephone School Admissions on 01905 822700 if you need assistance. Advice on this is gladly given by the Headteacher or School Administrator.

Every year, currently in November and January, there are Open Afternoons for parents to meet the staff and see the facilities for themselves, but visits outside this are willingly arranged. We hope you will choose to let your child join our happy but purposeful school.

A pre-starting programme of visits for children and parents together with a structured induction period makes the transition to school a smooth process. The children move up to full time after a part time settling in process. When large enough numbers require in-school full time child care we try to provide it during this time through arrangements with our Wrap-around care provider.

LEAVERS

Children transfer to their next school at the end of Year 4 (in September after their ninth birthday). The local middle schools are Witton and Westacre.

Links to both of the middle schools, including pre-transfer visits and joint curriculum projects, exist to facilitate a smooth transfer of children and their records

THE ORGANISATION

In addition to the classteachers, there are three Key Stage Coordinators for Foundation (Reception), Key Stage 1 (Years 1 and 2 ie up to 7 years old) and Key Stage 2 (Years 3 and 4 ie up to 9 years old). With the Deputy Headteacher and Headteacher this provides a well structured basis to monitor all children's progress effectively. This is underpinned by weekly meetings at year group and whole school level.

Within each class the children will be taught by a variety of formal and informal methods; individually, in a group or as a whole class dependent on the task or subject. In addition, the older children, from Year 2, will be 'set' in Maths, to enable teaching and learning to be more sharply focused on ability and needs.

The school closely follows the demands of the National Curriculum for Years 1 to 4 and the Early Years Foundation Stage Framework for Reception.

To support children, teaching assistants in each class provide extra help for groups and individuals. In Reception this includes a Nursery Nurse while other years have assistants trained to deliver specific programmes particularly in key areas under the overall supervision of the classteacher. Experienced assistants are able to lead in particular areas.

The staff have an extensive programme of in-school and external training to ensure they remain up to date and enthusiastic about the provision the children enjoy.

THE BUILDINGS AND GROUNDS

Chawson First School has many first rate facilities. Indoors there are fifteen spacious well resourced classrooms, a library, computer suite, group teaching areas, mini libraries, a medical room, music room and two halls, both of which are fully equipped for physical activities.

Each of the younger age classes has its own toilet facilities.

Outdoors there are three playgrounds with outdoor play equipment, covered shelters, an environmental studies area, a sports field, a Forest School, an outdoor education site and many areas used for teaching.

The amount of available space means there is room for everyone although, to enhance this, break times are staggered to ensure that all the children can enjoy their choice of activities.

We are particularly pleased with and proud of our new entrance hall and library area. It provides a welcome and secure entrance to the school.

THE SCHOOL DAY

Hours

Foundation and Key Stage 1

Morning session 8.40 - 11.45am

Afternoon session 1.00 - 3.10pm

All classes have a morning and afternoon break

Teaching time (excluding breaks, snack time, registration and assembly) 21 hours

Key Stage 2

Morning session 8.40 - 12 noon

Afternoon session 1.00 - 3.10pm

All classes have a morning and afternoon break

Teaching time (excluding breaks, snack time, registration and assembly) 23.5 hours

Reception and Year 1 children can be accompanied to their playground at the rear of the site via the side path from the Wych Road entrance from where they will have direct access through their own classroom doors where the teacher will meet them at the start of the day. The access gate will be locked during the day. A teacher will be on duty in this area before school.

Years 2, 3 and 4 children should be taken on to the front playground where a teacher will be on duty. They will be taken in by their teacher at the start of the day and returned via the same entrance (these entrances are only able to be opened from inside during the day).

If your child is late for any reason you should take them to the school office from where they will be taken to their classroom. If you are unexpectedly late in collection then we will make arrangements for your child to be looked after in the classroom or entrance area according to age. Please inform the school as soon as possible if you are late and make alternative arrangements for your child to be picked up where necessary.

For added security there is a coded, remote entry system in operation and CCTV cameras cover all outside areas of the school at all times. Playgrounds are fenced off and gates are locked during the school day.

Breaktimes, Snacks and Drinks

Reception and Key Stage 1 children are given a piece of fruit every day; this is part of the Free Fruit Scheme. Children are encouraged to try all of the different types of fruit provided throughout the week. Key Stage 2 children are invited to bring in a piece of fruit or raw vegetable to eat during playtime if they wish.

Parents can order milk for their children at a cost through the 'Cool Milk' website - www.coolmilk.com

Children can have their milk throughout the day. Children under 5 are provided with milk for free.

Children in Year 1 - Year 4 are encouraged to bring a clear water bottle into school each day to drink from during lesson times. Children in Reception are provided with cups of water. Water is always available at drinking fountains throughout the school.

Lunchtime

Children are looked after by Lunchtime Supervisors and the lunchtime Co-ordinator. Children are able to play with a wide range of playground games with equipment supplied.

Our hot meal service is provided by Shire Catering. All Reception, Year 1 and Year 2 children are now provided with a hot meal each day as part of the new Universal Free School Meals scheme. Year 3 and Year 4 children can pay weekly at the beginning of the week to have a hot meal too. There is a choice of three meals each day. The caterers ensure that there will be at least two choices at the end of the sitting, so parents can look at the menu at home with their children and help them think about what they will choose each day. If parents of Reception, Year 1 or Year 2 would prefer for their children to opt out of the hot meal provided for their children, we would ask you to chat it through with staff and put it in writing to the Headteacher.

Parents can choose to send their children with a packed lunch. We would ask that this is a healthy packed lunch. It should not contain sweets, nuts, hot or fizzy drinks or anything else in glass containers.

SCHOOL UNIFORM

We have found that parents are appreciative and supportive of our school uniform, which gives a good impression, promotes pride in appearance, (and by association, in self and work) and makes life easier sometimes!

The list below is given as a guideline so that parents can choose for themselves the particular items and where to get them. Most children will be happy wearing a polo shirt and school sweatshirt.

Jumpers

Royal blue pullover
Chawson sweatshirt/cardigan
Royal blue cardigan

Shirts

Pale blue polo shirt
Pale blue shirt/blouse

Trousers

Grey shorts
Grey long trousers

Dresses

Grey pinafore dress
Grey skirt
Blue and white striped/gingham dress

Socks/tights

Grey, white, black or navy blue

Shoes

Black, brown or navy blue shoes
(no trainers or boots)

Ties

Chawson First School tie
(not worn by many children)

PE Kit

Black shorts
White t-shirt
Pumps
Trainers for outdoors on the field
Spare pair of white socks
Pump bag

Reception Children to bring wellingtons

We strongly recommend that all Reception class children wear a polo shirt in preference to a stiff collared shirt.

We follow the Worcestershire County Council Health and Safety Guidelines which advise that jewellery should not be worn during PE lessons. (Parents must provide micropore tape for PE lessons to cover earrings which cannot be removed, due to being recently pierced.)

Parents are asked to support the school in discouraging children from wearing makeup or jewellery in school. We rely upon your co-operation in not allowing children to bring valuable items such as expensive watches or fashion accessories into school. Children are expected to look after their possessions themselves.

Our philosophy here is that our children are valued for who they are not what they have got, although there may be times when they will be asked to bring items in for a particular purpose.

Our further advice is **"if they can lose it - label it"**. You can use a marker pen or sew nametapes on all items. Lost items can sometimes be found in our lost property baskets in each cloakroom.

Recycled school uniform is available in sales organised by the CFSA. The school office has a small stock of items with the school logo on to be purchased. Items can be ordered at the office.

Caring, sharing and learning together

HEALTH AND SAFETY

Illness

If your child is unable to attend school please phone the school on the day to leave a message. Please send in a letter, when your child returns to school, detailing why they needed to be absent. If your child becomes unwell during the day we will contact you or whoever you nominate. There is a medical room and qualified first aiders are on hand, but the best place for a poorly child is at home in familiar surroundings. You will be asked to supply a list of contacts before your child starts with us. If we are in any doubt e.g. a head bump, we will phone and/or send a note detailing the injury.

Absence

Our registers are regularly checked by staff in school who will follow up any irregular attendance patterns to see if there is any problem. The Headteacher may be able to authorise absence for some exceptional purposes for which an advance application form is available in the school office, although periods of absence inevitably affect a child's progress. Similarly, we monitor punctuality carefully.

Medicines

If your child needs any prescribed medication to be administered in school, please discuss this with office staff or the Deputy Headteacher. Staff will endeavour to give children medicine which needs to be taken four times a day. Long term needs, e.g. asthma inhalers can be accommodated; parents will be asked to complete a health care plan with the Deputy Headteacher to ensure the school is fully aware of your child's needs.

School Health Service

The school nurse will undertake routine health checks about which you will be fully informed in advance. Our school nurse is a regular visitor and parents can request an appointment for advice.

Family Support

The Early Intervention Family Support Service is an excellent service available to parents through discussion with the Headteacher. They also run a monthly drop-in session to which all parents are invited. Please ask the school office for the next date.

Appointments

You can arrange to collect/deliver your child for any medical appointments at an agreed time via the school office.

No Smoking Policy

Like all Worcestershire County Council establishments, the school buildings and children's play areas and all school grounds are no smoking zones.

Access

There is a pedestrian access to the school via Wych Road or Scholars Walk. You are asked not to bring dogs into the playgrounds. On site parking is limited and restricted to staff and official visitors. Out of school hours, e.g. evening functions, the playgrounds are available for parking.

Visitors

All visitors during the day are only admitted via the security doors at the main entrance and issued with a visitor's badge if they need to go beyond the entrance area. Any adults unsupervised with the children will have to undergo a DBS check via the Local Authority.

PARENTS

We see parents as partners with us in their child's education and try to have an open, honest and constructive relationship based upon our common goal of acting in the child's best interests. Parents are welcome to approach the school at any stage of the school year with queries relating to their child.

Class teachers are usually available just before school starts or at the end of the day. The start of school day is a time for urgent information, e.g. if the child might be upset. Other discussions e.g. follow ups to progress reported at parents' consultation evenings, may be more conveniently slotted in after school.

Please send any information for a class teacher at any other times during the school session via the office.

Parents will be formally invited into school regularly to meet the class teacher so that they are kept informed regarding their child's progress.

In the Autumn term, parents are invited to meet the new class teacher at 'coffee and chat' sessions. During the Autumn term and again in the Spring term there will be opportunities to check upon progress at a parents evening. In the Summer term parents are invited to discuss the end of year report if they wish.

Sometimes parents and their child's teacher will arrange to monitor some aspect of a child's progress through a series of meetings, notes or telephone calls. The important factor is that children should know that staff and parents are working together to achieve the best for the child. The school recognises the contribution which parents make to their child's education and undertakes to work closely with families to achieve the best possible outcome for each child.

During the Summer term, there will be the annual Open Evening when parents and grandparents, friends and neighbours will be invited to browse through the school to see the children's work on display. This enables families to obtain a wider view of school beyond their own child's classroom. There will also be a range of information and learn with your child mornings during the year to provide opportunity for parents to find out more about what and how their child is learning. Other events such as Homework show cases in Key Stage 2 enable children to share their work with a wider audience.

VOLUNTARY HELPERS AND OTHER ADULTS

Chawson First School has a strong band of helpers in school. Such assistance is invaluable. Chawson benefits from help given by families and friends. If you are interested please contact the office in the first instance; all offers of help are gratefully received. These volunteers are used in all areas but particularly in giving extra individual attention, e.g. by reading with children.

In addition, the school is in a "full partnership" with the University of Worcester to provide detailed and structured programmes for students training to be teachers.

Each year students from Droitwich High School and other local sixth forms/collages visit Chawson First School as part of their work experience. Other visitors include post-graduate students wishing to experience 'first school life' and nursery nurse students on placements to get experience of classroom routines.

NEWSLETTERS

To keep all parents and other parties up to date and informed about the many aspects of life in our thriving school there is a weekly newsletter. This is not only a diary of events and announcements but also a chance to air a range of issues. There are also newsletters and information from Chawson First School Association and the Governing Body during the year. These are also available on the website.

COMMUNITY LINKS

Chawson First School is situated geographically in the heart of a community and every effort is made to promote links between local people, organisations and the school.

The school premises are available for hire to maximise the use of the facilities outside the school sessions. Any funds raised from hiring are used to provide additional resources for the children. Groups whose activities will be of interest and benefit to the local community as well as Chawson First School children and parents include:

- ❖ Tae Kwon Do (children and adult)
- ❖ Dancing (adult)
- ❖ Football (children)

Chawson's children have usually experienced some type of pre-school provision such as nursery school, playgroup, kindergarten or day care. At present thirteen organisations are involved. The Early Years Partnership, involving all Droitwich First Schools and pre-school providers, meet regularly to ensure that the existing links are built upon.

There are occasions when the school receives support from a local organisation or business in the form of sponsorship, donations of goods or time. Likewise the children and staff at Chawson First School give help to others through special events such as Harvest Festival and Christingle, which raise money for local and national charities.

The schools most noticeable community link is the close relationships which exist with Kids First, who provide on-site child care starting at 7.30am with a breakfast club and finishing at 6.00pm - all year round including holidays. The school also has close links with Blue Giraffe who pick up children from our site at the end of each day.

Sporting links such as the popular regular visits of coaches from Kidderminster Harriers, Droitwich RUFC and Droitwich Cricket Club are developed whenever the opportunity arises. We also participate in several sports days developed in conjunction with the High School to use other resources more widely.

COMPLAINTS PROCEDURE

1. In the first instance complaints should be referred to the Headteacher.
2. The chair of the governing body should be the first person to approach only in cases which could involve disciplinary or legal action against the Headteacher.
3. Governors approached by a complainant should refer him or her to the Headteacher or chairman as in (1) or (2) above.
4. If discussions with the complainant and Headteacher are unsatisfactory, the complainant should be told of his or her legal right to make a formal complaint and how it should be made.
5. Formal complaints to the governing body should be made to the chair who should take care that no governor can be accused of prejudice by ensuring that:
 - ❖ An individual governor does not deal with the complaint
 - ❖ The complainant is quickly referred to the Headteacher (if procedures at this level have not yet been exhausted) or to the relevant committee
 - ❖ The governing body should set up a complaint committee when required which should consist of three untainted governors (see Worcestershire Children's Services Guidance July 2006).
 - ❖ The complaint is not reported to the whole governing body until it is resolved and then not in detail
 - ❖ All parties to the complaint are given a fair hearing
 - ❖ The decision of the committee is given in writing to the complainant
 - ❖ The complainant is told of any right of appeal if the decision is given against him or her.
6. Governors taking up a complaint on behalf of an individual or group should not take part in any formal hearing of a complaint or appeal against a decision made by the complaints committee.
7. Individual complaints should not be raised at a full meeting of the governing body, unless the meeting is part of the complaints procedure.
8. Occasionally, a complainant may remain dissatisfied, even though this procedure has been used through all its stages. However, it will not normally be possible to re-open the same issue. In such circumstances, the Chair of Governors will inform the complainant that the procedures have been exhausted and that the matter is closed.

This page is included as a legal requirement, but we would hope that the informal daily contact we welcome between parent and teacher and our other school procedures would resolve most situations before this is used.

CHAWSON FIRST SCHOOL ASSOCIATION

As a parent of a child in school you are automatically a member of the CFSA. The committee meets about once a month and plans a lively and varied programme of events. It is due to the success of the CFSA and the support which families and friends give, that the school has benefited in so many ways over the years. In recent years, they have purchased an outside stage area for Key Stage 2, a play train for Key Stage 1. The CFSA regularly subsidises library books, educational visits, Christmas parties and leavers presents.

Further to such material benefits, Chawson First School Association helps the school to create and maintain community links. Events such as the Christmas and Summer Fayres have become annual events enjoyed by all.

Together with the Christmas and Summer Fayres, their annual calendar has included children's discos, Fireworks Night and quiz evenings.

Elections of officers and committee members are held at the Annual General Meeting in the Autumn term each year. Dates of activities, meeting etc are circulated through regular newsletters and are displayed on the Chawson First School Association notice board.

THE CHAWSON FIRST SCHOOL ASSOCIATION 2014 - 2015 COMMITTEE

| | |
|-------------------------|---|
| President | Helen Wallace |
| Chair | Carole Taylor |
| Vice Chair | April Fern |
| Treasurer | Claire Parmley |
| Secretary | Julia Jones |
| Teacher representatives | Deputy plus one other staff member on a termly rota |

Kids First Ltd

Please allow us to introduce ourselves - we are Marie Harrison and Abigail Smith, the co-owners of Kids First Ltd. We have many years experience in childcare and are both qualified nursery nurses. We have been successfully running a breakfast, after school and holiday club at Chawson First School for the past 7 years.

When your child starts school in September, the first few weeks will be part time. To ease the stress of having to take time off from work or find someone to pick up your child , we at Kids First are offering childcare throughout this period. We provide a safe, caring environment together with lots of fun activities.

For information please telephone
07917 312054 or
07917 312035

Marie and Abby
Kids First Ltd

"Blue Giraffe"

After school and holiday care is provided in Droitwich by the Blue Giraffe organisation. A variety of sites are used to cater for the children of the district.

Blue Giraffe Children's Club aims to provide warm, safe, consistent and creative care for children at times before and at the end of each school day and also during the school holidays. Parents can work or train for work confident in the knowledge that their children are cared for in a safe and interesting environment.

A variety of stimulating child centred play opportunities is available. Planning ensures activities meet the developmental and individual needs of each child. Activities will be in arts and crafts, informal games, sport, drama, music, storytelling, reading, trips out, quiet activities etc. Children will also have the opportunity to improve their computer skills through the use of a PC.

Children attending the after school club are collected from school during school term time and escorted safely to the club where they remain until collected by a named adult. Refreshments eg toast, biscuits, drinks are provided but hot meals may be ordered for your child/children from the delivery service provided by outside caterers.

For all enquiries please contact

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Worcestershire
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