

# Cheswick Green Primary School



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**Headteacher: Miss C. A. Mason**  
**Chair of Governors: Mrs D Smith**



## Prospectus for 2014/15

*“The very best for all, in all we do, all of the time”*

# CONTENTS

## **1.0 Our School**

## **2.0 Our Aims**

## **3.0 Our Social Code**

## **4.0 Stages in Primary Education**

### 4.1 Our Curriculum

### 4.2 The Foundation Stage

### 4.3 Key Stages 1 (Infants) and 2 (Juniors)

#### 4.3.1 The National Curriculum

#### 4.3.2 Other Subjects in the School's Curriculum

## **5.0 Children who are Gifted and Talented and those with Special Needs**

## **6.0 Our Commitment on the provision of Equal Opportunities and on Disability**

### 6.1 Equal Opportunities

### 6.2 Pupils with Disabilities

## **7.0 Additional Opportunities**

### 7.1 Extra Curricular Activities

### 7.2 Educational Visits

### 7.3 Our Charging Policy

## **8.0 The Home-School Partnership**

### 8.1 Pupil Progress, Assessment and Reports

### 8.2 Homestudy

### 8.3 Home-School Agreement

## **9.0 Class Organisation 2014/2015**

### 9.1 The different Key Stages

### 9.2 The teaching Staff

## **10.0 How we use our Pupil Premium Allocation**

## **11.0 How we perform**

### 11.1 What OFSTED think of us

### 11.2 How we perform academically

## **12.0 People who work to support Our School**

12.1 The School Association

12.2 The Governing Body

## **13.0 Extended School Provision**

13.1 Before and After School Club

13.2 Holiday Club

13.3 Afternoon wraparound Care

## **Appendix 1: The Local Authority Admissions Policy**

## **Appendix 2: Our Home-School Agreement**

## **Appendix 3: Our Children's attainments at KS2**



## 1.0 OUR SCHOOL



Cheswick Green Primary School is a one-form entry Community Primary School catering for pupils aged 3-11. It was built in 1974 and the buildings are surrounded by a large playing field, a wooded area and two well-equipped playgrounds.

During 2012/13 the original school building was extensively refurbished and three new classrooms were added to replace all temporary accommodation. We now have ten classrooms, a well-stocked library area, a fully equipped computer suite, a children's kitchen, an Arts Studio and an Art Room. The opportunity was taken to design-in some "break-out" areas

where children can be taught in small groups. In addition, there is provision which facilitates learning outdoors.

The school building is modern, light and spacious. It provides a range of teaching and learning spaces equipped to meet the needs of pupils and teaching staff.

There are approximately 210 pupils on the school roll, and about 20 children attend the Nursery on a part-time basis. Our admission limit is 30 and children who are aged four by 31st August are eligible for admission in the September. The LA's policy for admission is given in Appendix 1

Parents considering Cheswick Green for their child's education are encouraged to visit the school where they will be made very welcome. A prior appointment would be helpful.

The school day starts at 9.00am and finishes at 3.30pm. However, there is a Before and After School Club which operates between 7:30a.m. and 8.55a.m., and also from 3.30pm. to 6.00p.m. In addition, the school offers Wraparound care for children aged from 3yrs. This runs from 12:00 to 3:30pm. More details of these facilities are given in Section 13.

At the end of their primary education the children transfer to their catchment Secondary School. For most children this will be Alderbrook School on Blossomfield Road. However, in the March of the child's final year at this school, parents will receive an offer of a place at the secondary school serving the area in which they live. Parents have the opportunity at that time to request a place at any other secondary school if they do not wish to accept the place that has been offered to them.



## 2.0 OUR AIMS

We want our pupils to:

- Respect themselves, respect others, respect all property, and respect their community and the World around them.
- Have a positive attitude that encourages self-belief and confidence.
- Achieve high standards in all areas of the curriculum.
- Respond to challenges and seize new experiences wholeheartedly.
- Take an active lead in their own learning and development throughout their life.
- Develop the spirit of enquiry leading to life-long learning.



Our School endeavours to be an inclusive school where all children are welcome irrespective of their individual needs. Any child with a disability will be treated no less favourably than his/her peers. Details of our arrangements for such children are given in Section 6.

Our school provides a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. The governors recognise that all staff and volunteers have a full and active part to play in protecting pupils from harm.

It is our policy to refer any concerns about the safety and wellbeing of pupils to the Children's Services' "Duty, Assessment and Referral Team". This is in line with the Local Safeguarding Children Board Procedures and national guidance.

## 3.0 OUR SOCIAL CODE

Our Social Code is based on mutual respect. Children are expected to show respect not only to the members of staff but also to each other and visitors. The school expects parents to provide the necessary support.

We believe that all our pupils should know that they will be listened to and that their opinions are important. To support the achievement of this, personal, social and emotional aspects of learning have high importance in all areas of our curriculum and are threaded through all learning.

All classes regularly take part in Circle Time. This is a group listening system designed to enhance children's self-esteem, promote moral values, build team spirit, and develop social skills. It involves all children and gives them equal rights and opportunities. It also offers children a practical opportunity to discuss concerns, practise positive behaviour, and work out solutions to problems. Circle Time gives a class the opportunity to share and celebrate the successes of class members as a whole, in small groups, and as individuals. Circle Time activities are used to develop whole school values. These are introduced through assembly.

As an extension to our Circle Time the children also have Class Council meetings every half-term. These meetings enable all our pupils to discuss issues that affect them as a class and set out action plans to make improvements. Selected members from every Class Council also meet regularly as School Warriors. Our School Warriors are encouraged to consider all aspects of school life, and the local environment, and work to make improvements for all pupils.

We believe in positive rewards and have developed the following:

- Zone boards on which children move from Red through to Diamond depending on their behaviour. Children who end the week on Gold or Diamond get 'Golden Time' usually on a Friday.
- Reward cards to enable children to collect their stickers and stamps
- A Headteacher Award sticker for exceptional effort
- Recognition of good work in a whole school assembly
- Merit certificates given to infants
- Star of the week, class award which is awarded in Friday's Business Assembly

We have also developed a scale of sanctions to be used if necessary:

- In the Classroom: verbal warnings and time out.
- Parents being called into school for a formal meeting to discuss ways in which behaviour may be improved.

- Additional sanctions may also be put in place to meet the needs of individuals or groups of pupils for short periods of time

A consistent approach to rewards and sanctions is followed throughout the school and by all the adults working with our children.

(See our Policy on Behaviour)

We do try to combine high expectations with a sympathetic approach. We encourage parents to inform us of any problems arising at home that could affect the behaviour of the child in school. The partnership between home and school is important and at Cheswick Green Primary School we work hard to establish strong partnerships built on respect and trust.





## **4.0 THE STAGES OF PRIMARY EDUCATION**

Our school consists of three stages of education:

### **The Foundation Stage,**

This comprises the Nursery (F1) and the Reception Class (F2).

### **Key Stage 1 (the Infants),**

This comprises Year 1 and Year 2

### **Key Stage 2 (the Juniors),**

This comprises Years 3 to 6

All children are placed in mixed ability classes determined by their age. Class sizes will vary with the numbers of children in each year group.

## **4.1 OUR CURRICULUM**

Our curriculum is integrated and enquiry-based. As much as is possible the requirements of the National Curriculum, which all children have to study, are woven into a main topic theme and all children are encouraged to ask and answer their own questions around the theme. This ensures that there are many connections in learning - and that learning is far more relevant and interesting.

Each term starts with a 'big opening' which might be a visit to a special place or a visitor may come into school. The term's studies end with a celebration of learning which is shared with parents. This might be a performance, an exhibition, the creation of a museum or even the opening of a restaurant.



A Lower Junior creative project linked to studies on Invaders and Settlers:  
"The Saxons".



We follow the principles of Building Learning Power. This means that we work to ensure the children in our care understand how they learn best and develop the habits of a good learner. Our children are taught four major learning dispositions: resilience, resourcefulness, reflectiveness and reciprocity. We firmly believe that there are no limits to extending learning power.

## 4.2 THE FOUNDATION KEY STAGE

The Foundation Key Stage begins when children enter school in the September after their third birthday and encompasses the nursery and reception years. It is a distinct stage in its own right and prepares children for learning in Key Stage 1. We have a purpose built Foundation Unit within the main school building which allows us to offer the flexibility of working Nursery and Reception children together or individually to suit the needs of all our pupils. This gives the best start possible for every child in our care.

The Early Years Foundation Stage seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.



### The Foundation Stage Curriculum:

Educational programmes must involve activities and experiences for children, as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop

their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.



- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



## 4.3 KEY STAGES 1 (INFANTS) AND 2 (JUNIORS)



A Key Stage 1 classroom



A Key Stage 2 classroom

### 4.3.1 The National Curriculum

*It should be noted that, although a new national curriculum will be taught from September 2014, pupils in years 2 and 6 will be taught the current programmes of study in English, Mathematics and Science. These pupils will sit the current Key Stage 1 and 2 tests respectively.*

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms only the academic part of the school curriculum.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage, and sex and relationship education to pupils in secondary education.

Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.



### 4.3.1.1 The National Curriculum Core Subjects

#### English

English is taught in a way through which children gain access to all areas of the curriculum. All planning is informed by the National Curriculum Programmes of Study. Every opportunity is found to provide the children with meaningful and enjoyable situations, especially through the integrated topics, in which they can use and develop the skills of reading, writing, listening, speaking, handwriting and spelling. Children are taught to write in a variety of styles, and for different audiences, through work which captures their imagination and extends their skills.

In Foundation, Key Stage 1 and Lower Key Stage 2 the children follow a regular structured programme of teaching using the Jolly Phonics scheme. There are 6 phases beginning with early speaking and listening skills, followed by the learning of the initial letter sounds and then progressing onto learning more complex sounds within words. The acquisition of these sounds within words assists the children in their ability to decode text when reading.

Children are taught aspects of grammar, vocabulary and spelling through the sharing of relevant and exciting texts. This is followed by appropriate group activities.

We use 'Oxford Reading Tree', as a reading scheme in the Infant Department, and this is supplemented with additional reading resources. The Juniors continue with this scheme and also use group and class-sets of reading books. All pupils are encouraged to borrow both fiction and non-fiction books from our well-stocked library.





## Mathematics

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- can **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Although there are elements of mathematics which link into our integrated enquiry - based topics much of the mathematics teaching within our school is taught independently of topic studies. We follow the programmes of study for mathematics to ensure pupils reach at least a minimum of their age expectations.

## Science

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and a conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop an understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.



We integrate science studies as much as possible into the integrated enquiry - based studies which take place within each year group. As the areas of study

within science are very specific there are occasions when science may be taught discretely as a mini science - based topic to ensure the age expectations are fully met.

Pupils are given the opportunity to work both in groups and by themselves on investigations which are aimed to develop their ability to solve problems, observe and interpret results, and nurture an enquiring mind.

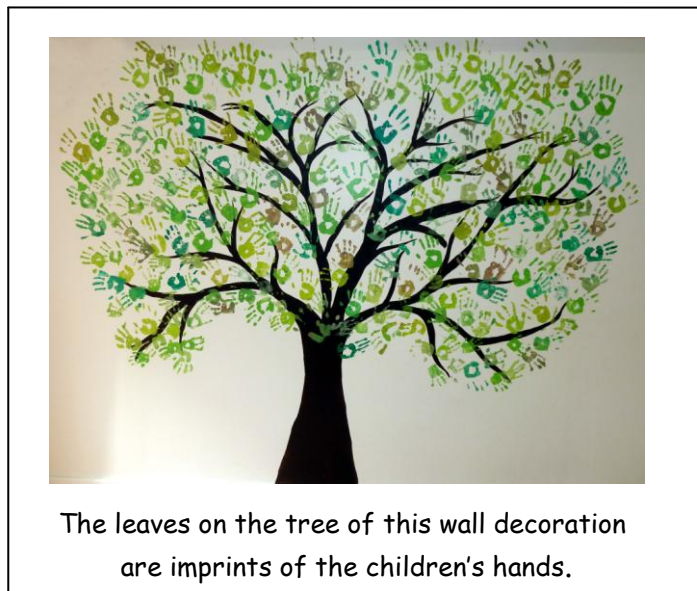
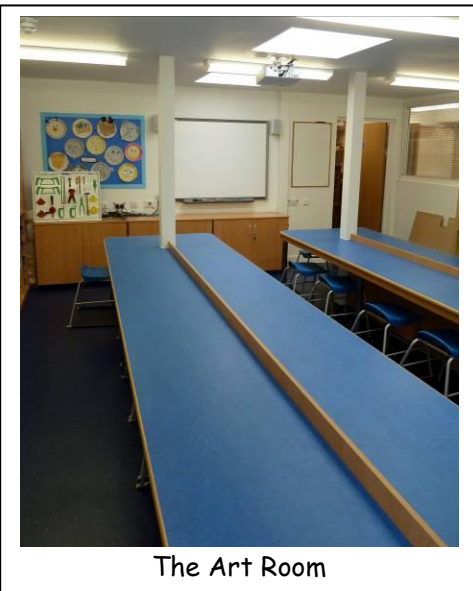
### 4.3.1.2 National Curriculum Foundation Subjects

#### Art

The creative arts are considered to be very important at our school as they give every one of our pupils the opportunity to express themselves aesthetically and creatively not only in art but also through music, dance and drama.

We have a dedicated art room and have an arts event once a term. We try to have special Arts events for the whole school when the children have the opportunity to work with professional artists. Parents are often encouraged to join their children in school for these special events.

The school achieved the "Arts Mark Gold" standard in 2010



#### Design and Technology

Pupils are provided with the opportunity to gain a wide range of skills and to apply and develop them in practical situations. The children are given design problems, linked to their main integrated topic theme, which requires them to plan, design and develop a solution. Pupils are encouraged to evaluate their own work and that of others. This is seen as a most valuable part of the design process.

## **History and Geography**

Both of these areas of study are linked directly to the integrated topics covered each term. Through a careful choice of topics we ensure a full coverage of the National Curriculum and a wide range of study which ensures that pupils learn about their local area, about the wider world and about history from Stone Age to Modern times.

## **Music**

Children experience creative music making in every year and this is seen as an important part of school life. We have a good stock of musical instruments to support our work.

We use the Local Authority Music Service to deliver 'Wider Opportunities' music lessons giving a whole class the opportunity to learn an instrument for a year. At present, all Year 4 learn to play a stringed instrument, Year 5 a guitar and Year 6 a woodwind instrument. As part of this scheme the children are loaned an instrument for a year.

## **Computing**

We recognise that computers play an ever more important role in modern society and that our pupils need to be familiar with them as they will undoubtedly play a key role in their future.

We have a very well-equipped computer suite and wireless netbooks and I-pads in addition to a wide range of software which is regularly updated to match the needs of the children and enhance the cross-curricular topics. The school is wireless enabled to provide flexibility.



The ICT Suite

All of our teaching areas have interactive whiteboards which are used by teachers to bring the latest technology into the classroom to enhance learning.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, to solve problems analytically
- are responsible, competent, confident and creative users of information and communication technology.

ICT is supporting the development of home school links through the use of Solihull Council's Extranet and dedicated safe online sites. Pupils are able to securely access both of these at home and at school.

All classes have their own Blog areas on the school website. These support learning.

The teaching of E safety is integrated into curriculum studies and is taken very seriously by the school. We also take part in E safety week every year.

### **Physical Education**

We encourage children to take part in all types of physical activities with enthusiasm and confidence. Children are encouraged to develop physical co-ordination, agility and a range of gymnastic skills and through dance.



We aim to provide a range of sporting opportunities for all the children during their school life. We run school teams in football, cricket, and netball, and have



taken part in the Borough Athletics competition. We encourage all children to play: clubs are of mixed gender.



Introduction to sports forms a significant part of our P.E. curriculum. We have excellent sports facilities on site. A large field supports two football pitches and in summer, a cricket pitch. We have links with Earlswood Cricket Club, and both Birmingham City and Aston Villa Football Clubs. We have an excellent selection of after school clubs which are run either by staff members or out of school providers. These include; Football, Athletics, Netball, Judo and Zumba.

We aim to give all children the opportunity to learn to swim at least 100metres. The Local Authority funds one year group (Year 3) for two terms.

### **4.3.2 Other Subjects in the School's Curriculum**

#### **Personal, Social, Health Education and Citizenship**

P.S.H.E. and Citizenship education is achieved through formal and informal learning and from relationships throughout the school.

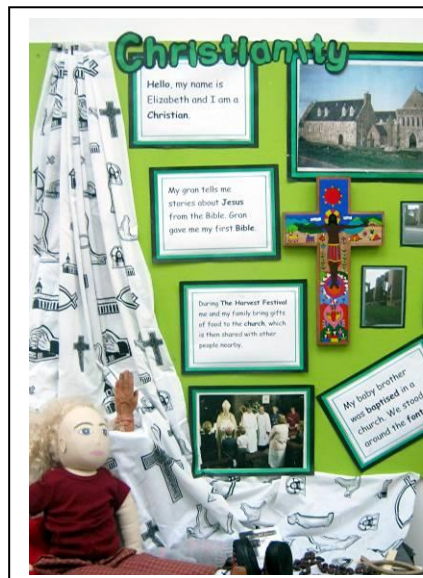
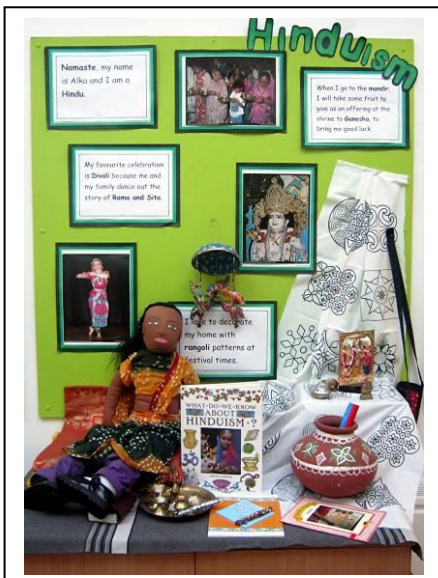
It is our aim:

- To promote the physical, social and mental well-being of all children, in accordance with their age, interests and abilities.
- To give the children the knowledge, skills and understanding and attitudes and values they need to lead healthy, confident and independent lives.
- To support pupils as they move from childhood to adolescence to become informed, active and responsible citizens.
- To help the children to understand and manage their emotions and to sustain worthwhile relationships.
- To promote the idea that all pupils need to value themselves and respect others, whilst appreciating difference and diversity.
- To develop children's abilities to contribute to their communities and participate actively in our democracy.
- To foster the children's awareness of their environment and the need to safeguard it.

## Religious Education

The children within our care should be able to recognise that there is a clear moral and secure code throughout all their experiences at school. Our aims are that each child will:

- Be familiar with Christian beliefs and values and have some knowledge of the beliefs of major World religions.
- Be tolerant of the religious beliefs and values of others.
- Become sensitive to the emotional, moral, spiritual, physical and intellectual needs of others as well as their own.
- Develop self-discipline and acceptable social behaviour.
- Acquire a set of moral values on which to base personal behaviour and to defend these values.
- Develop a caring attitude towards other people and the environment. Develop tolerance of others and ability to work alongside others to produce agreed results.



## Sex Education

This is taught within our integrated theme and is included in health education and moral/social issues which may arise during the topic.

The Upper Junior children cover a more structured and specific topic called 'The Real Me' This includes the changes which occur during puberty. Parents can be assured that the subject is handled with sensitivity and with a clear understanding of the feelings of individual children. Parents are consulted beforehand and given the opportunity to view the work being covered.



## Forest School

The school introduced the Forest School project to its Year 2 pupils during 2008/9 and it has continued since because of its high value and levels of enjoyment. This involves pupils having their lessons for one afternoon a week in a local forest or on the school site and 'The Mount', a wooded site of historical interest which adjoins the school. The lessons take place in all weathers with the children having appropriate clothing for the experience.



The Mount



## 5.0 CHILDREN WHO ARE GIFTED OR TALENTED AND THOSE WITH SPECIAL NEEDS

Lessons in school are differentiated so that children are not only supported in their learning, but also so that each individual child is stretched and challenged. Our integrated, enquiry-based curriculum encourages children to make decisions about their own learning and to develop an investigative approach to their learning. A wide range of resources and staff expertise is used to support all learning within the school. All children are encouraged and supported through the building of their learning power.

Many children who attend this School demonstrate particular talents in



Key Stage 1 teaching area for small groups

academic and/or creative aspects of their learning. Sometimes these talents become apparent through their work in school, attendance at school clubs or through out-of-school activities. We celebrate all achievements in our school and encourage all children in all they do.

It is recognised that some children may develop a special educational need during their school lives. Cheswick Green has a Special Educational Needs (SEN) Policy which details the additional actions that may need to be taken if required. Our policy fully reflects Department for Education

guidelines on good practice in Special Educational Needs.

Parents, teachers or the child itself may raise initial concerns about a child's progress. Detailed records on individual and group achievement are kept by all staff and children are regularly assessed to ensure any need for intervention is identified early. The school's Special Needs Co-ordinator and the child's class teacher write an Individual Education Plan in consultation with parents. Parents are always kept fully involved at every stage that follows. Advice, further specific assessments and support may be available in school or the school may access support from a wide range of outside agencies. The school's Special Needs Co-ordinator provides ongoing support and advice to parents and staff.

The information that we are required to publish under Section 317(5) of the Education Act 1996 is provided in our Policy on SEN.



## **6.0 OUR COMMITMENT ON THE PROVISION OF EQUAL OPPORTUNITIES AND ON DISABILITY**

### **6.1 Equal opportunities**

We will ensure that all pupils are encouraged to achieve their full potential irrespective of race, gender, social class, religious beliefs or disability.

### **6.2 Disability**

We will make reasonable adjustments to meet specific needs and to ensure that pupils with disabilities are not placed at an unnecessary disadvantage. The opportunity was taken to incorporate design features into the recent refurbishment of the school buildings which will ensure that the physical access to the main school building is such that people with disabilities are not needlessly impeded. This includes better access to all areas of the school, automatic lighting, acoustic panels and hearing loops in two classrooms.

We have agreed a Disability Equality Plan (available on request) which will ensure that anyone with a disability is not treated differently without lawful justification. (See our Policy on Disability and Equality)

## **7.0 ADDITIONAL OPPORTUNITIES**

### **7.1 Extra Curricular Activities**

A wide range of activities is organised by the school out of normal school hours and are available to a variety of different ages. The activities offered vary from year to year, but have recently included:

- Football (practices and matches for boys and girls)
- Cricket
- Athletics
- Netball
- Judo
- Dance and Drama
- Music
- Art
- Zumba

Outside organisations are used to provide the necessary expertise. All providers are fully vetted by the school and have the necessary police checks. Charges are made for some of these activities.

Parents are always asked to sign a consent form before children join a club.

As a school we take part in various events organised in the Borough. These have included Football, Cricket, Netball and Athletics tournaments as well as Borough choir and orchestral events.

## 7.2 Educational Visits

Educational visits are arranged to link with topic work and are seen as an important addition to the curriculum. They provide opportunities for the children to gain first hand knowledge and enrich their learning experiences.



A programme of residential visits is organised each year for the children in Years 4, 5 and 6. We aim to make these activities as varied as possible in order to appeal to all of our pupils. Year 4 usually has a short residential visit to Sherwood Forest in Nottinghamshire. Visits for Years 5 and 6 have included an outdoor activities week near Telford and a Youth Hostelling week in Yorkshire (shown in the picture above) during which the children went to many places of interest.

## 7.3 Our Charging Policy

We will never attempt to charge for those aspects of education which legislation specifies must be provided free. However, the school will charge for some activities which are known as "optional extras". Examples of these are listed in our Charging Policy.

## **8.0 THE HOME-SCHOOL PARTNERSHIP**

### **8.1 Pupil Progress, Assessment and Reports**

The National Curriculum requires teachers to assess their pupils by using attainment levels in the core and foundation subjects. Although we recognise the importance of assessment we are concerned that any assessments reported to parents should provide an overall picture of the child's development in all areas including and beyond the academic National Curriculum. Children are involved in the process through both self and peer assessment.

All the children in the school have clear targets for improvement and these are shared with parents at the Parent Consultation Evenings that are held in the Autumn and Spring terms. In the Summer term parents receive a detailed written report and the school has an Open Evening when children and parents are encouraged to celebrate the successes of the current year, and to consider targets for the coming year as well as meeting the class teachers for the coming year.

### **8.2 Homestudy**

We encourage all children to take part in homestudy activities which range from home reading, spellings and number activities to topic-based projects and investigations. The support we receive from parents is invaluable and we strive to work in partnership to develop a positive attitude towards learning and an enquiring mind that is eager and ready to learn about anything and everything.

Partnerships between parents and the school are highly valued and there is sound evidence that it gives substantial benefits to the children.

### **8.3 Home-School Agreement**

Parents are invited to sign a Home/School/Child Agreement when their child enters our school and every year thereafter. The agreement is included in the child's Home / School Diary. This agreement was devised by parents, children, staff and governors.

A copy of the agreement is attached as Appendix 2



## **9.0 CLASS ORGANISATION FOR 2014/2015**

### **9.1 The Different Key Stages**

As a single form entry school we have one year group for each school year. These year groups are paired to give the different Key Stages within the school.

FOUNDATION KEY STAGE  
Nursery (FKS1) and Reception (FKS2)

KEY STAGE 1 (KS1)  
YEAR 1 and YEAR 2

LOWER KEY STAGE 2  
YEAR 3 and YEAR 4

UPPER KEY STAGE 2  
YEAR 5 and YEAR 6

Classroom bases for these Key Stages are kept as close together as possible.

- The FOUNDATION KEY STAGE is located in the-Early Years Area
- KEY STAGE 1 is located in the Key Stage 1 Area
- LOWER KEY STAGE 2 is located in the Key Stage 2 Area
- UPPER KEY STAGE 2 is located in the Key Stage 2 Area

### **9.2 The Teaching Staff**

We have a team of dedicated and experienced teachers who provide an excellent teaching team.

Miss Carol Mason, Headteacher  
Mrs Lynda Choonpicharn, Assistant Headteacher and cover teacher  
Mrs Rachael Mitchell, Assistant Headteacher and class teacher  
Mrs Simone Seickell Assistant Headteacher and class teacher  
Mrs Sarah Arnold, class teacher  
Mrs Marnie Chana, class teacher  
Miss Rebecca Dawson, class teacher  
Mr Robert Edge, class teacher  
Mrs Emma Mackie, class teacher  
Mrs Louise Parker, class teacher  
Mrs Lindsay Turner, class teacher and SENCo

We also have a team of experienced Teaching and Learning Assistants who work with classes, groups and individuals. They support learning in a variety of different ways.

Mrs Debbie Arnold  
Mrs Angela Brookes  
Miss Jenny Charman  
Mrs Jane Cotterill  
Mrs Judith Gibson  
Mrs Abi Harrison  
Miss Melanie Hawkins  
Miss Jodie Hunt  
Miss Julie Kenyon  
Mrs Julie Olsen  
Mrs Clare Peltiez  
Mrs Sarah Quadri  
Mrs Dawn Rooke  
Mr Martin Seale



The Children's Kitchen

## **10.0 HOW WE USE OUR PUPIL PREMIUM ALLOCATION**

We received a Pupil Premium of £10800 in 2013/14. This was used to pay for:

- work in small groups with an experienced teaching and learning assistant, and, where more appropriate, 1-1 support. These initiatives were focussed on gaps in learning and were guided by our SENCO.
- Personal social support and mentoring provided by our trained Family and Child Mentor.
- Additional resources purposely acquired to meet a specific teaching need.

Detailed assessments have shown that pupil progress has been enhanced by these interventions.

In 2014/15 we expect to receive a Pupil Premium allocation of £26600 and we intend to adopt a similar strategy to improve the outcomes of the children.

## **11.0 HOW WE PERFORM**

### **11.1 What OFSTED thinks of our school**

The school was last inspected in March 2014. The Inspector reported that:

*“This is a good school.*

*“As a result of consistently good teaching, pupils achieve well. They make good progress throughout the school and attain above average standards in English and Mathematics by the end of Year 6.*

*“The proportion of outstanding teaching is steadily rising*

*“Behaviour and safety are outstanding*

*“The headteacher and senior teachers supported by the outstanding governing body manage the school well.”*

The full inspection report can be found on the school website

### **11.2 How we perform academically**

The latest figures available on our children's attainments at KS2 are given in Appendix 3



Key Stage 2 Outdoor Teaching Area



Outdoor Learning



## **12.0 PEOPLE WHO WORK TO SUPPORT OUR SCHOOL**

### **12.1 The School Association**

The School Association, (formerly known as the Parent Teacher Association) consists of parents and teachers, and organises events to raise funds for the school to support the education of the children. Cheswick Green School Association was formed in 1975. Parents are invited to join the Association and support the many and varied social and fund raising events throughout the year.

The aims of the Association are:

- to foster more extended relationships between parents, staff and others associated with the school.
- to encourage activities which support the school and advance the education of the pupils.

In past year the money raised has been used to provide playground markings for the KS1 and KS2 playgrounds

The Association also has a list of people who do not have time to join and come to the meetings, but are still willing to help at the events.

There are regular informal meetings where forthcoming events are planned in a relaxed atmosphere.

### **12.2 The Governing Body**

The governing body of our school comprises five elected parents, a teacher, a non-teaching member of staff, the headteacher, four Community Governors and three governors appointed by the Local Authority. All our governors can be contacted through the school office. In addition, the Chair of Governors can be contacted by email on [cheswickchair@gmail.com](mailto:cheswickchair@gmail.com)

There is at least one meeting of the Full Board each term. In addition, there are regular meetings of subsidiary committees which consider various aspects of school life, such as health and safety, finance, the curriculum, and, staffing issues. These committees have some delegated powers.

## **13.0 EXTENDED SCHOOL PROVISION**

### **13.1 Before and After School Club**



There is a before and after school club known as Cheswick Chimps, which is held in the Green Trees Centre, a separate building, within the school grounds. This club cares for pupils from the school from 7:30am until the morning session of the school begins, and from the end of the school's afternoon

session until 6.00pm. The children are offered a range of leisure and educational activities.

The club is open on every school day but the children are permitted to attend on an ad hoc basis.

### **13.2 Holiday Club**

Cheswick Chimps also has a holiday club. This runs from 8:00am to 6:00pm on published dates. The club offers a range of activities to suit all ages of children. This includes sports based activities provided by qualified coaches.

### **13.3 Afternoon Wraparound Care**

The school also offers Wraparound Care for pupils from the age of three years. This runs from 12:00 until 3:30 pm each school day in our Foundation Unit.

**We are required to make a charge for these extended school services.**

## **APPENDIX 1:**

# **The Local Authority Policy for Nursery and Reception Place Oversubscription in Community Schools**

### **Oversubscription criteria**

If a community school receives more applications than there are places available, places will be offered in priority order according to the oversubscription criteria.

**Priority 1a** Children in the care of a local authority (looked-after children)

**Priority 1b** Children whose exceptional circumstances can only be met by that particular school

**Priority 2** Children who normally live in the catchment area

**Priority 3** Children who would have an older brother or sister at the school

**Priority 4** Children who live closest to the school, based on the actual distance measured in a straight line from the child's home to school

Further details on admissions in 2014 - 2015 are available on the Solihull Council website at [www.solihull.gov.uk](http://www.solihull.gov.uk)



## APPENDIX 2:

### OUR HOME-SCHOOL AGREEMENT

The school has prepared a set of agreements which set out the desired intentions of the various sections of the school community to enable all parties to attain maximum benefit. It is hoped that parents and children will sign acceptance of the appropriate agreement but this is not mandatory

#### Agreement for Pupils

To help me do well at school, I will do my best to:

|  |   |  |
|--|---|--|
| Come to school every day unless I am poorly.         | Come to school looking clean and tidy.                                  | Share with others.                     |
| Enjoy school and help other children to do the same. | Look after our school and show respect towards everyone who works in it | Behave well and be polite and helpful. |
| Do the work I am asked to do at school and home.     | Bring all the equipment I need every day.                               | Follow our school rules,               |

Signed

Pupil

## Agreement for School

The school will do its best to:

- Care for every child's health, safety and happiness.
- Deliver a broad, balanced carefully planned curriculum that meets with the needs all our children and the requirements of the National Curriculum.
- Achieve high standards of work and behaviour at all times.
- Build good working relationships between home and school.
- Contact parents / carers as soon as possible if we have worries about a child's work or behaviour.
- Keep parents / carers fully informed about their child's progress.
- Welcome parents / carers into the life of the school and keep parents / carers informed on the work that is planned for their child.
- Provide a range of activities to enrich the experience of all the children in our care.

Signed

Class Teacher

Headteacher

## Agreement for Parents

To help my child to do well at school, I will do my best to:

- Ensure that my child attends school regularly and that absences are properly notified.
- Ensure that my child arrives on time and where appropriate is collected promptly at the end of the day.
- Support my child in their homestudy and wherever possible promote opportunities for home learning.
- Work with the school to ensure my child behaves well.
- Attend Parents' Evenings and discussions about my child's progress at school.
- Ensure my child goes to bed at a reasonable time on weekdays.
- Find out about my child's life at school.
- Ensure my child has the correct uniform and equipment for school.
- Talk to the school if my child is worried about attending school or if something happens to affect my child's learning.
- Reply to any school correspondence.
- Set a good example by treating all members of staff with respect at all times.

I agree to my child's photograph being taken and used within the school including on the school website and understand that my child will not be named on any form of publication without further permission from me.

I also understand that the school has a legal obligation to make a referral if they have concerns about my child's welfare.

Signed

Parent

## **APPENDIX 3**

### **DfE 2013 KS2 Performance Tables** updated: 5 Mar 2014

#### **Year on year comparisons**

| Percentage achieving Level 4 or above in reading, writing and maths | 2012 | 2013 |
|---|------|------|
| School  | 78%  | 86%  |
| LA  | 79%  | 83%  |
| England - All Schools   | 75%  | 75%  |

#### **KS2 test results and progress**

|   | All pupils | Low attainers | Middle attainers | High attainers |
|---|------------|---------------|------------------|----------------|
| Pupils eligible for KS2 assessment  | 21         |               |                  |                |
| Percentage achieving level 3 or below in reading, writing and maths                         | 0%         | SUPP          | 0%               | 0%             |
| Percentage achieving level 4 or above in reading, writing and maths                         | 86%        | SUPP          | 83%              | 100%           |
| Percentage achieving level 4B or above in reading and maths and level 4 or above in writing | 71%        | SUPP          | 67%              | 100%           |
| Percentage achieving level 5 or above in reading, writing and maths                         | 19%        | SUPP          | 17%              | 29%            |
| Percentage making expected progress in reading  | 90%        | SUPP          | 92%              | 86%            |
| Percentage making expected progress in writing  | 100%       | SUPP          | 100%             | 100%           |
| Percentage making expected progress in maths  | 95%        | SUPP          | 100%             | 100%           |
| Average point score   | 29.8       |               |                  |                |

## Value Added Measures

|                           | Measure | Lower CI | Upper CI | Coverage |
|---------------------------|---------|----------|----------|----------|
| KS1-KS2 Value Added score | 100.1   | 99.1     | 101.0    | 100%     |
| Reading Value Added score | 100.1   | 99.0     | 101.2    | 100%     |
| Writing Value Added score | 100.2   | 99.1     | 101.3    | 100%     |
| Maths Value Added score   | 100.0   | 98.8     | 101.2    | 100%     |

## Subject level results

|  | Reading test | Maths test | Grammar, punctuation and spelling test | Writing TA |
|--|--------------|------------|--|------------|
| Percentage achieving level 3 or below  | 0%           | 5%         | 14%                                    | 5%         |
| Percentage achieving Level 4 or above  | 95%          | 90%        | 81%                                    | 95%        |
| Percentage achieving Level 4B or above | 76%          | 81%        | 76%                                    | NA         |
| Percentage achieving Level 5 or above  | 48%          | 43%        | 52%                                    | 29%        |

More information can be found at

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=104074>