

Prospectus

2020/21



Wootton Lower School

Bedford Road
Wootton
Bedfordshire
MK43 9JT

Telephone: 01234-768239

Email: office@woottonlowerschool.co.uk

Website: www.woottonlowerschool.org

Harris Way
Wootton
Bedfordshire
MK43 9FZ

Telephone: 01234-768239

Email: office@woottonlowerschool.co.uk

Website: www.woottonlowerschool.org

Contents

1	Welcome
2	About Our School
4	Joining the School
6	The Governing Body
7	Other Information
10	Timing of the School Day
11	Before and After School Clubs
12	School Highlights
13	The Curriculum
20	Inclusion and Equality
21	Parents in Partnership
22	Essential Information



Welcome

WELCOME TO WOOTTON LOWER SCHOOL

The purpose of this prospectus is to provide information about our school. We hope that you will find it useful and informative.

In our school we aim to provide a happy, safe and stimulating environment where each child can enjoy learning. We hope to provide opportunities and experiences where each child can acquire knowledge, develop concepts, skills and understanding and lay the foundations for the future. Respect, care and courtesy for others, and self discipline are actively encouraged.

Our aim is that each child should strive for excellence and reach their full potential.

We believe that the ethos of our school is illustrated by this extract from the following poem:

Children Live What They Learn

If a child lives with tolerance

He learns to be patient;

If a child lives with encouragement

He learns confidence;

If a child lives with praise

He learns to appreciate;

If a child lives with fairness

He learns justice;

If a child lives with approval

He learns to like himself;

If a child lives with acceptance and friendship

He learns to love in the world.

Dorothy Law Holte

We look forward to welcoming your child into our school. We hope that your child will have a happy and productive experience at Wootton Lower School.

Mr Chris Tavener

Head Teacher



About our school

OUR VISION

Our highly committed and valued staff, working in partnership with parents, governors and all stake-holders will ensure Wootton Lower School is where:

- ♦ effective teamwork forms the basis of professional and motivated staff who always put children first
- ♦ a caring ethos nurtures positive relationships, with all equally valued, celebrated and proud of achievements
- ♦ an engaging, relevant and fun curriculum ensures children are well prepared for education, work and life
- ♦ a culture of challenge and high expectation is promoted to maximise individual potential
- ♦ an awareness of self, community and global issues fosters responsible behaviour with respect for all
- ♦ children are taught in a stimulating learning environment where high quality resources are paramount

OUR AIMS

Our aim is to create a caring community in which your child can feel happy and secure and where your child's intellectual and physical potential can develop to the full, thus equipping them for life in the modern world.

We aim to:

- ♦ provide a happy, safe and stimulating environment where each child can enjoy learning
- ♦ provide opportunities and experiences where each child can acquire knowledge, develop concepts, skills understanding and lay the foundations for the future
- ♦ enable all our pupils to develop into successful, motivated learners who excel
- ♦ nurture and develop every child to become responsible and caring members of the community
- ♦ work in genuine partnership with families and the wider community
- ♦ provide for every child an enjoyable curriculum in a high quality, stimulating environment
- ♦ challenge, support and develop our staff to create an outstanding team.

OUR VALUES

At Wootton Lower School we believe that values are a vital part of children's education. It is our belief that values determine our thinking and our behaviour.

Our twelve values are:

- ♦ Positivity
- ♦ Love
- ♦ Patience
- ♦ Hope
- ♦ Friendship
- ♦ Trust
- ♦ Humility
- ♦ Perseverance
- ♦ Honesty
- ♦ Respect
- ♦ Teamwork
- ♦ Courage



About our school

In September 2015 Wootton Lower School opened a second site within the village. The original school site on Bedford Road is where Year Two, Three and Four are based. Our Harris Way is where Pre school, Reception and Year 1 are situated.

In addition to opening the new site, extensive work took place to develop our original building. We benefit from a well-equipped library, a learning village, an outside classroom and a breakfast club and after-school club base. In 2019 an extension to the new site was finished allowing for more classrooms to facilitate our rising numbers.



On both sites we have extensive grounds with playing fields, all weather astro-turf games areas, adventure playgrounds and outdoor learning opportunities.



ORGANISATION

Children spend five years at Wootton Lower School.

Age		Stage
3-4	Pre School	Foundation Stage
4-5	Reception	
5-6	Year One	Key Stage One
6-7	Year Two	
7-8	Year Three	Key Stage Two
8-9	Year Four	

From this September we will have 16 classes plus a Pre School which offers part time places for up to 48 children. Reception now has 4 class with all other year groups having 3. Each class has a name with a “fishy” theme to coincide with our anchor!

Classes are reorganised annually. Care is taken to ensure classes are mixed in terms of gender, ability, behaviour, attitudes, confidence and special educational needs.



WHAT OFSTED HAD TO SAY...

“Pupils are pleased to share their work with visitors. Your efforts to encourage them to ‘aim high’ are effective. Pupils are very clear that they can achieve anything if they continue to work hard.”



Joining the School

ADMISSION ARRANGEMENTS

Children will be admitted into our Reception classes in the September following their fourth birthday.

Parents wishing their child to attend Wootton Lower School need to apply to the Schools Admission Service at Borough Hall. Information can be found on their website.

The school has an agreed admission number of 120 for Reception and Year 1 and 90 for all other year groups. Pupils moving into the catchment area outside the normal admissions round cannot be guaranteed a place if this would result in exceeding the school's standard number.

In any circumstances where the application of the above criteria results in a situation where there are more children with an equal right to admission to the school than the number of available places, the County distance criterion will be used as a "tie-breaker" to resolve the matter. If the number of places in a particular year group is not sufficient to meet the requests of all parents, then the following criteria will be applied (in the rank order shown) to determine how places will be allocated:

1. All 'looked after' children
2. Pupils living in the catchment area with siblings at the school
3. Other pupils living in the catchment area
4. 'Very exceptional' medical grounds
5. Other siblings
6. Any other children.

APPEALS

Every effort is made to make a place for your child in our school. However, where the applications exceed the admission number agreed with the local authority, there may come a point where a place cannot be offered. If a place is not available on application you have the right to appeal to the School Admissions Service at Borough Hall. Appeals will be heard by an independent panel. A guide to Admission Appeals can be obtained from the admissions team via the Borough website:

www.bedford.gov.uk/education_and_learning

STARTING SCHOOL FOR THE FIRST TIME

Starting school is a very important time for you, your child and the school. We all need to work closely together to make the transition smooth and rewarding.

Children entering the Reception unit in September will visit the school for a morning in July. The teaching staff will also visit the local preschool's to meet the children before they come to school. In addition, new parents are invited to an Open Evening.

The children make a staggered start from the beginning of the 2nd full week of term. During the first week there is an opportunity to have a home visit from the Reception Staff.

At Wootton Lower School we value the potential of home-school links and make every effort to involve parents in the learning and development of their child.

JOINING THE SCHOOL LATER ON

Sometimes children will join the school later on in their school life. We make every effort to make sure that they are welcomed, looked after and monitored so that they quickly make friends and can find their way around the school. Teachers will give children the time to settle in before making an assessment of their academic abilities. This assessment, together with records from their previous school, will enable your child to have the best start in our school. Parents and carers are asked to contact the school if their child has any difficulties settling in.



MOVING ON- TRANSFERRING TO MIDDLE SCHOOL

Children transfer from Lower to Middle School at the age of 9. This transfer takes place in September, provided that they have attained their ninth birthday by the 31st August. All children in the catchment area are allocated a place at Holywell Middle School, Cranfield. Transport is provided free of charge for children in the Wootton area. The children will visit their selected Middle School in the term prior to their transfer. Throughout the year they will also have opportunities to take part in activities at the Middle School as part of a familiarisation process.



The Governing Body

The Governors make decisions about how the school is run and they meet together regularly, at least once per term, as a full committee and also in smaller separate working parties and sub-committees .

Our Governing Body comprises parents, community members, local authority members and staff members. They are all responsible for a 4 year term of office and have legal duties, powers and considerable responsibilities.

Our Governing Body:

Helen O'Neal - Chair of Governors

James Turner - Vice Chair of Governors

Paul Woodman - Chair of the Resources Committee

Kerrie Gobindram - Chair of the Standards Committee

John Wheeler

Sarah Bartishel

Chris Tavener

Wendy Burnett

Leanne Grove

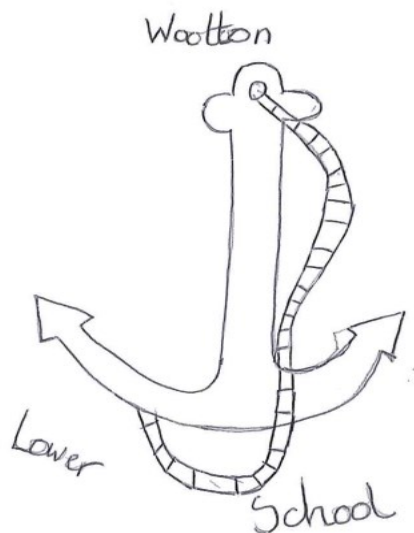
David Goodson

Ruth Rowse

Tony Ireland

Clerk: Alison Jackson

You can contact any of these Governors or the clerk via the School Office.



A

message
from our

Chair of Governors

The school's governing body takes a keen interest in all aspects of school life. Governors are accountable to the Local Authority for the overall performance of the school and for the effective use of its delegated funds.

We are responsible to parents, pupils and the community served by the school for the good education of the pupils and responsible also to the staff as good employers. Governors take these duties seriously. Regular visits to the school ensure that we have first-hand impressions of the feel of the school and the flavour of its work and also demonstrates to the staff that we are interested in what they do and that we understand their work. Individual governors have been encouraged to build specific links with a particular curriculum area, whilst there are also governors nominated to take a further interest in Special Educational Needs provision and in Health and Safety issues. Given the breadth of its overall responsibility and in the interest of efficient decision making, the governing body delegates certain business to sub-committees and these currently cover Curriculum, Finance, Personnel, Health & Safety and Buildings.

The governing body represents a cross section of the community and includes 4 members directly elected by parents. In all matters requiring the expertise of education professionals, lay members are of course able to seek advice from the Head Teacher and, if necessary, from the Local Authority.

If you need to know more about the school, then please feel free to contact any of us.

Helen O'Neal

Chair of Governors



Other Information

PARENT VOLUNTEERS

We welcome parents in to work alongside the staff in school and such involvement is invaluable for all concerned. There is an open invitation for parents and grandparents to let us know when they can come in and how they can help us. All volunteers working in school are required to have an enhanced Disclosure & Barring Service check (formerly CRB check) and references.

SCHOOL UNIFORM

We encourage all children to wear school uniform as it contributes the child's feeling of belonging to the school.

Girls

Grey pinafore dress, skirt or trousers
Red and white checked dress (Summer)
Red or white blouse/polo shirt
Red cardigan/jumper or sweatshirt

Boys

Grey shorts or trousers
Red or white shirt/polo shirt
Red jumper/sweatshirt
Grey socks

No trainers or shoes with large block heels please.

PE & GAMES KIT

It is important for pupils to wear the correct clothing for physical activities. For PE children should wear a white t-shirt, black or white shorts and well fitting plimsolls. For PE outside tracksuits may be worn.

Jewellery must not be worn for sporting activities and long hair should be tied back. If children cannot remove their earrings, these need to be covered with tape.

Sweatshirts, cardigans, PE t-shirts, caps, book bags and PE (pump) bags can be ordered online from:

www.brigadeuniformdirect.uk.com or

tesco.com/ues

It is essential that all clothing is clearly named, to avoid loss and confusion.

ART OVERALLS

We have some art overalls in school, but it is helpful if children have their own – an old shirt is ideal.

ILLNESS

If children are ill, please keep them at home and telephone the school at the start of their illness explaining their absence.

In the case of stomach upsets and sickness, please ensure that the children are kept away from school for at least 48 hours after the last episode.

Should a child become ill at school it is the usual procedure to telephone parents and have the child collected. It is important, therefore, to keep the school informed of changes in telephone numbers or the names of emergency contacts.

PUNCTUALITY

The school day begins promptly at 8.45am (Harris Way) and 9.00am (Bedford Road) and we ask that children arrive promptly to ensure a positive start to their learning. To allow a socially distanced drop off the gates at Harris Way are open at 8.30am and 8.40am at Bedford Road. Please ensure that your child is not late for school. Children who arrive late are asked to report to the school office on arrival. Any late attendance is recorded and reported to parents at the end of the school year. There is a staggered collection which will be communicated to you once your child has been allocated a class.



MEDICINES

If a child requires medication which has to be administered during the school day, parents should bring the medication into the school office and complete the school medicine record. The medication should be clearly labelled with the child's name, class, name of the medicine, dosage, when to be given and any other instructions. Parents are encouraged to request, where possible, that medication be prescribed in dose frequencies which enable it to be taken outside school hours. Cough sweets and throat lozenges should not be brought to school.

FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. If an accident requires hospital attention we will make every effort to contact parents. We ask parents to ensure that all contact details are kept up-to-date so we can contact you in an emergency. All injuries are recorded. A slip will be given to



WHAT OFSTED HAD TO SAY...

"Pupils enjoy coming to school. They typically say, 'We make lots of friends' and 'We are like family.' They are especially positive about the wide range of activities that take place outside lessons. Older pupils are looking forward to their residential trip."



Other Information

HEALTHY EATING

The school takes part in the National Fruit for Schools initiative. Children in Reception and Years 1 and 2 receive a piece of fruit each day, which is eaten in the class during a snack time or at playtime. Reception children have milk daily.



SNACKS

As part of our Healthy School policy children are encouraged bring in a snack of fresh fruit or vegetables to eat at playtime. Crisps, sweets, biscuits, harvest bars, pepperami sticks etc. are not permitted for reasons of dental health and levels of salt and sugar.

Due to a number of pupils and staff with an allergy to nuts and nut products **NUTS in any form are NOT ALLOWED in school including in packed lunches.** This includes peanut butter, confectionery etc.

WATER

Research shows that our brains need water to stay active and alert. All children are encouraged to bring water into school daily, in a named, spill-proof plastic bottle that they can take home at night and refill.

SCHOOL MEALS

All pupils in Reception, Year 1 and Year 2 are offered a free school meal. School meals are cooked on site everyday. A variety of dishes are offered which are planned to meet the Governmental standards for food in school. At least one portion of vegetables as well as fruit is included in every meal.

For children in Year 3 and 4 meals can be purchased for a small payment of £2.15. Payments must be made by cheque (Payable to Caterlink Ltd) or cash to the school office. Meals must be paid for in advance.

At the beginning of each term new menus are sent home. A copy of this menu is on display in the front office or can be found online at

<http://www.mycaterlink.co.uk/bbc/menus.php>

PACKED LUNCHES

If preferred, children may bring a packed lunch. We would encourage parents to send a packed lunch which meets the same nutritional requirements as the school dinners.

The standards are for lunches to include:

- ◇ a starchy food which is not cooked in fat, such as bread, chapatti, bagel, wrap, rice or pasta
- ◇ a protein food such as meat, fish, egg, cheese, pulses
- ◇ at least one portion of vegetables, e.g. salad items in a sandwich or rice salad or vegetable sticks.
- ◇ at least one portion of fruit including a dessert with fruit, fresh, dried or tinned fruit or fruit juice
- ◇ a dairy food, e.g. yoghurt drink, yoghurt or cheese.

In the interests of hygiene and safe storage, packed lunches must come in a rigid, sealed, named container. Water is provided or your child may bring a drink from home (no glass bottles, cans or fizzy drinks please). Ice packs are recommended to be included in the lunch boxes.

Due to a number of pupils and staff with an allergy to nuts and nut products **NUTS in any form are NOT ALLOWED in school including in packed lunches.** This includes peanut butter, confectionery etc.

FREE SCHOOL MEALS

If you consider that your child may be entitled to free school meals there are forms available at the school office. For further details contact the Free School Meals Administrator at Borough Hall on 01234 228948.



WHAT THE
CHILDREN HAVE
TO SAY...

"Our lessons are great and the teachers always make sure that our learning is fun! We have lots of exciting topics!" Roman, Year 2



Other Information (continued)

SUN PROTECTION

During the warm summer months all children should have a named summer hat in school, which they are encouraged to wear when playing outside. School hats are available online or you may provide your own. School staff are not permitted to apply sun cream to children, but we would ask that you apply long lasting sunscreen before school in sunny weather.

HOLIDAYS DURING TERM TIME

From 1st September 2013 new DfE regulations have come into force regarding leave of absence for children from school. The current law does not give any entitlement to parents to take their child away during term time. Any application for leave must be exceptional circumstances and the Head Teacher must be satisfied that the circumstances warrant the grant of leave.

TRANSPORT

As part of our School Travel Plan, developed in conjunction with the Local Authority, children are encouraged to walk, cycle or scooter to school. There are racks available at both sites for bicycles and scooters to be left during the school day.



TRAFFIC CONGESTIONS

Traffic congestion outside the school is a serious concern. This congestion presents risks to pedestrians and road users alike. Walking to school whenever possible is encouraged, as is parking considerably away from the school entrances. When collecting from Bedford Road there is a large car park at the Village Hall which has a direct and safe footpath through the recreational ground to school.

Parents must not use the staff car park at either site to drop off and collect children. Please note the parking restrictions outside both school sites. The Police make periodic checks.

SCHOOL HOUSES

We are mindful that by dividing the year groups across the two sites that some siblings will attend the same school but will be geographically apart. We aim to strengthen the family links by having four school Houses - red, blue, yellow and green. During the academic year these Houses meet on the same site for special learning days. The Houses rotate which site their learning days take place on so that all children will learn on both sites over the course of the year.

Sports Day is held on the Bedford Road site and will consist of two Houses at a time.

AVAILABILITY OF PUBLIC DOCUMENTS

Certain documents which relate to the school will be made available under the Freedom of Information Act, to parents expressing a wish to see them. The list currently includes:

- ♦ The School's Curriculum Policy statements
- ♦ All schemes of work
- ♦ County Agreed Syllabus for Religious Education
- ♦ Governors' Annual Report to Parents
- ♦ School Prospectus
- ♦ Any statutory instruments from the Department for Education
- ♦ OFSTED Report



Other Information (continued)

LOST PROPERTY

Naming all items reduces the risk! Any items of lost property are put in the lost property box - if your child has lost something please check there. Displays of lost property are made at the end of each term.

PERSONAL PROPERTY & JEWELLERY

Children in years 2-4 may bring a small, inexpensive named pocket-sized toy to use at playtimes. Please can these be named.

Jewellery should not be worn to school – this includes watches. However, children who have pierced ears may wear simple studs. The school cannot be held responsible for breakages or losses caused as a result of such items being brought into school.

PRE SCHOOL

We are fortunate to have a Preschool as part of Wootton Lower School. The Preschool is managed by Miss Wright, the Foundation Stage Leader, who leads the education of both the Preschool and Reception classes.

Preschool visit the Reception Classroom regularly. The Preschool has adopted many of the school Policies and Procedures to ensure a consistent approach as children travel through the school.

Admissions to our Preschool is managed by the school. Please contact the Harris Way office for more details. Please note Parents and Carers will have to apply to Bedford Borough for a place at Wootton Lower School and are not guaranteed a position in the Reception Class, even if they have attended our Preschool. The main school follows the Admissions criteria set by the Authority and spaces are limited to 90. If you have any concerns we encourage you to speak with the Foundation Stage Leader.



SMOKING

We operate a no-smoking policy. Smoking is not permitted anywhere within the school grounds.

DOGS

Dogs are not permitted on the school grounds except for assistance dogs.

MONEY

Please ensure that all monies sent to school are in a sealed envelope marked with your child's name, amount and the purpose of the money. Most payments requested by the school, for school visits or other educational activities are now made online. You will be sent details when payments are due. If you are unable to pay online, please speak to the either school office.

COMPLAINTS

Any complaints about school matters should first be discussed with class teachers or brought to the attention of the Head Teacher or Head of School. If the complaint is not resolved, a formal complaint may be made to the Governing Body and secondly to the Local Authority. The procedure to register a complaint is available from the school's office.

OUTINGS, VISITS & CHARGING POLICY

School trips or visits from educational organisations are arranged throughout the year to enhance the learning experiences of the children. Contributions to cover the cost of such trips and experiences, for example transport and admission charges, are requested from parents. Such contributions are voluntary and those pupils who do not pay will be treated no differently from those who have made a contribution. However, a proposed outing which receives inadequate financial support would have to be cancelled.

FAMILY SUPPORT

Please contact one of our Family Support Workers, Mrs Lawrence (Harris Way) or Mrs Urwin (Bedford Road), via the school office if you would like some advice on any aspect of parenting or childcare. Our Family Support Workers are there to help you and your children in any ways that we can.

USE OF CAMERAS

Photographs and video images of pupils and staff are classed as personal data under the GDPR. Using such images for publicity purposes will require the consent of the individual concerned or, in the case of pupils, the parents or carers. Consequently, images should not be displayed on websites, shared on social media, in publications or in a public place without such consent. The Governors have agreed that parents/carers may take photographs or videos of their children taking part in a school activity on the understanding the images will not be used inappropriately.



Times of the school day

Harris Way (R, Y1)		Bedford Road (Y2, Y3, Y4)	
OPENING FROM:	8.35am	OPENING FROM:	8.45am
START:	8.45am	START:	9.00am
LUNCH 1hr 15 mins		LUNCH 1hr	
END:	3.15pm	END:	3.30pm
WOOTTON PRE SCHOOL (HARRIS WAY)			
8.30am – 11.30am			
12.20pm – 3.20pm			

Early drop off at the free 'Sibling Club' on Bedford Road	Children with a sibling at the Harris Way site can be dropped off from 8.30 at Bedford Road. The 'Sibling Club' is supervised and the children will be taken to their classrooms at 8.50.
After-School club to run on both site	Both sites now provide afterschool clubs ensuring that all families have access to these facilities.

WHAT THE
CHILDREN HAVE
TO SAY...

"We love our lunchtimes. There's the lodge, the SMOOGA clubs and the new adventure play-ground. We have loads of fun!"



Before and After School



BREAKFAST CLUB

A Breakfast Club operates on both sites during term time. The clubs are run by our qualified teaching assistants.



AFTER SCHOOL CLUB

The school runs an after-school club on the Bedford Road site. The club runs from 3.30pm until 5.45pm.

The club is run by our after-school play leaders. The sessions run from 3.30pm–4.30pm and 4.30pm–5.45pm.

To access our Breakfast or After School Clubs, sessions need to be pre-booked and paid for online as spaces are limited. You will firstly need to register and forms are available from either school office. Once registered you will receive login details via text or email. Prices are available on request. If you have any queries please contact the school office.

LUNCHTIME CLUBS

Staff run a variety of lunchtime clubs which, throughout the year, include:

- ◆ Sewing
- ◆ IPad club
- ◆ Construction
- ◆ Times Tables Rockstars
- ◆ Gardening
- ◆ Dough club
- ◆ Computer club
- ◆ Minecraft
- ◆ Origami
- ◆ Card games
- ◆ Speed stacking
- ◆ Construction
- ◆ Bingo
- ◆ Tennis
- ◆ Chess
- ◆ Bug club
- ◆ Choir

EXTRA CURRICULAR ACTIVITIES

- ◆ Netball
- ◆ Basketball
- ◆ Multi-Sports
- ◆ Football
- ◆ Tennis



Highlights of 2019-20

VISITORS

Emergency Services - Police, Ambulance, Fire Service
PAT Dog
Local villagers come in for talks
Cooks from Caterlink making pizza and fruit kebabs with the children
Members of the Sikh community
Yoga Workshop
Our Curate
Nurse visit
Ice Cream man
World Book Day Play
Santander Moneywise Workshops



TRIPS

Woburn Safari Park
Cadburys World
PGL - Caythorpe Court Residential Trip
Dinosaur Land
Duxford Imperial War Museum
Faith Tour
John Bunyan Museum
Marston Forest Centre
Milton Keynes Theatre



CHARITY EVENTS

Children in Need
NSPCC fund raiser
Harvest Tea for Pensioners
CHUMS



OTHER EVENTS

Wootton's Got Talent
Book Week
Science Week
Christmas Performances
Food tasting from around the World
Ice cream making
Choir concert at the O2
Walk to School Week
Bike-it Challenge
Walks around the village
Visit Wootton Library
Sing on Concert
What I want to be when I grow up day
Great Britain Day
Creating Thomas Farriers Bakery
Re-creating the Great Fire of London
Heroes Day
Taking a "trip" to the rainforest

SPORTING EVENTS

Tag Rugby tournament
Quad Kids
Transfer events
Kwik Cricket
Tennis
Athletics at Redbourne and Wootton Upper School
Bikeability
Scootability
Balancability
Netball
KS1 Multi-Sports Competition



The Curriculum

The school curriculum comprises all learning and other experiences that we plan for all our pupils. The central aims of our curriculum are to work in collaboration with families and the local community to provide opportunities for all pupils to learn and to achieve; to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The curriculum of the school is organised so that children are stimulated, encouraged and challenged to develop their individual potential and personality to the full.

At Wootton Lower School our curriculum is constantly evolving to develop the skills needed for the children to become successful learners, help prepare them for life in modern Britain and empower them to achieve success in the future. Our aim is to deliver a dynamic and innovative curriculum that challenges, excites and inspires children to become successful and confident learners who achieve their best. The school follows the National Curriculum in Years 1-4 and in the Foundation Stage we teach the Early Years Curriculum. We deliver these through a "Creative Curriculum" approach with the intention of making the learning journey "enjoyable and memorable".

Each year group covers one topic per term. Topics are planned with a clear view of the knowledge and skills required. They are put into exciting contexts with meaningful cross curricular links. Skills-based learning is developed by linking subjects such as history, geography, art, design technology and music to the topic being studied. This allows children to make positive links with their learning. We also use every opportunity to make further links through reading, writing, maths, science, PE and computing where relevant. RE is often taught as a discreet subject to allow coverage of the main objectives and age appropriate skill development.

STUNNING STARTS AND FABULOUS FINISHES

Each theme is introduced through a 'stunning start', which is designed to engage children in their learning and finishes with a 'fabulous finish' to celebrate all that has been achieved in the topic.



WHOLE SCHOOL THEMED DAYS

Throughout the year, themed days are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include— Science Day, World Book Day, RE celebration days and Language Days.



PE & SPORT

We actively encourage our children to participate in as much sport as possible. We run a variety of after-school and lunchtime sporting clubs. We have sports and dance coaches who come in to support our delivery of the curriculum.

SCHOOL COUNCIL

Each class in Years 2 - 4 nominate 2 representatives (1 boy and 1 girl) to sit on the School Council. They meet frequently to discuss school issues and make recommendations to the Head Teacher.



The Curriculum (continued)

ASSEMBLIES

A rounded programme of daily assemblies help to promote pupils' spiritual, moral, social and cultural development and provide clear guidance on what is right and wrong. On a Friday there is a whole school Celebration Assembly. The children who are celebrated are then invited to have afternoon tea with Mr Tavener.



HOMEWORK

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Each year group has a regular pattern of homework. This includes reading, learning spellings, times tables and appropriate activities to support their learning. Time allocated ranges from 10–20 minutes per day.

PASTORAL CARE

The Class teacher is responsible for the pastoral care of the children in their class but all the staff have a personal interest in every child and everything concerning their general welfare.

In school we have Family Support Workers who are accessible on both sites. We have good liaison with Health Visitors and Education Welfare Officers.

OUTDOOR LEARNING

We value the benefits of outdoor learning. Children are stimulated outdoors where they can undertake a range of practical activities to support and enhance learning across the curriculum.

We have wonderful outdoor classroom settings on both sites .



THE LEARNING VILLAGE

At Bedford Road we have created a beautiful learning environment called 'The Learning Village' which has four air conditioned rooms with glass walls themed on the four seasons. It is where small groups of children work on specific targets.



Subject Statements

ENGLISH

English is a vital way of communicating in school, in public life and internationally. In studying English, pupils develop skills in speaking and listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

The effectiveness of literacy teaching determines the success of the whole curriculum. Language is cross-curricular - it is an essential element of learning in all areas of the curriculum. We follow the National Curriculum and believe the development of literacy skills is best ensured by providing a rich and varied linguistic environment.

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly and confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.

At Wootton Lower School our aim is not only to teach children the skills to read with confidence, fluency and understanding, but also to foster a genuine desire to read for pleasure and purpose. We want our pupils to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. All children are encouraged to take books home each evening to practise and reinforce the skills taught in school. Guidance is provided on how parents can best support their children's learning in this area.

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. We believe it is important that children see their writing as having purpose and that they regard themselves as authors of their work. Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised. Writing is largely taught through the topics so the children are immersed in an exciting theme, helping to generate ideas and enthuse them to write. We follow a cursive, structured handwriting programme which develops a neat, joined handwriting style for our children.

MATHEMATICS

Mathematics is essential to everyday life. Through teaching and learning in this area we aim to ensure that all pupils become confident and fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time.

Our teaching programme is based on the National Curriculum and sets out what children learn on a year by-year basis in the areas of:

- ◆ Number – place value; addition & subtraction; multiplication & division; fractions, decimals and percentages
- ◆ Measurement
- ◆ Geometry – properties of shape; position & direction
- ◆ Statistics

SCIENCE

Science stimulates and excites pupils' curiosity about events and things in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling.

Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living things.



WHAT THE
CHILDREN HAVE
TO SAY...

Everyone is always caring and kind in our school.
The grown ups will always help you and I never
feel lonely or sad.

Abigail Year 2



Subject Statements (continued)



COMPUTING

Computing prepares pupils to participate in a digital world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures.

At Wootton Lower School we acknowledge that computing and e-learning makes a massive contribution to all aspects of school life, for pupils, staff, governors, parents and the wider community, in this ever changing technological world. We believe that all children should be given opportunities to engage in a broad computing curriculum that ensures they are responsible, competent, confident and creative users of information and communication technology. We are well equipped with IT infrastructure including interactive whiteboards in all classrooms, laptop trolleys and iPads.

DESIGN & TECHNOLOGY

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

MUSIC

In Music children are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. The school provides opportunities for children to take part in a wide range of musical activities and performances. There are also opportunities for children to learn a musical instrument.

GEOGRAPHY & HISTORY

The teaching and learning of geography and history is through planned themes which are incorporated into an overall topic

Through the study of geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this they will be introduced to the techniques necessary to undertake fieldwork and geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and develop a range of investigative and problem-solving skills both inside and outside the classroom. As pupils study geography they encounter different societies and cultures. This helps them realise how nations rely on each other.

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they are encouraged to research, sift through evidence, and engage in active discussion - skills that will prepare them for adult life.

ART, CRAFT & DESIGN

Art, Craft & Design is a natural form of expression and can be a source of great pleasure. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. Pupils have opportunities to work with professional artists and crafts people. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.



Subject Statements (continued)

PE & SCHOOL SPORT

Physical Education is concerned with the promotion of positive attitudes towards physical activity and well-being. At Wootton Lower School children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual and team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit.

All children take part in a minimum of two hours of high quality PE and sporting activities each week. A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics, games and outdoor and adventurous pursuits.

Learning through co-operative and competitive activities helps to promote an understanding of interpersonal relationships.

Children have the opportunity to take part in sporting activities within the school, and with other schools, including local and county tournaments and competitions. Physical Education is enriched through a wide range of well-attended extra-curricular clubs and activities. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life.

All pupils in Year 4 have the opportunity to take part in a residential visit at an Activity Centre. A range of outdoor and adventurous pursuits are offered including abseiling, climbing, rafting, orienteering and archery. We value these opportunities for our pupils to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development.

In 2014 we achieved the Gold Schools' Sport Kite Mark.



RE AND COLLECTIVE WORSHIP

Religious education (RE) is not part of the National Curriculum but must be taught in schools by law. RE is taught in accordance with the Local Authority Agreed Syllabus.

RE is enquiry based and provides opportunities for all pupils, regardless of the personal background and beliefs, to explore questions, experiences and concepts related to identity and what it means to be human, whilst at the same time developing a good knowledge and understanding of the principal faiths in Britain. The syllabus promotes an inclusive and educational approach to RE, which is of increasing importance to help people understand modern society and critical issues in the world, as well as promoting understanding and respect. It enables teachers to develop key skills, attitudes and dispositions in their pupils, such as critical thinking, empathy and conceptual creativity, which will equip them better to be able to grapple with the questions that life throws at us.

A daily assembly is held which is an important part of our school day. Friday assemblies are special because we celebrate children's achievement both in terms of academic achievements and our school values. Parents have the right to withdraw their child from RE lessons and collective worship and should talk to the Headteacher if this is their intention.

PSHE

Personal, Social, Health Education and Citizenship is an important area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

As a values school much of our PSHE education is delivered through our values curriculum.



Early Years Curriculum



The Early Years Foundation Stage (EYFS) Framework, sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education. At Wootton Lower School we create a safe, nurturing environment with rich learning experiences so that every child can thrive.

Children will start in our Pre School and Reception having had a range of different experiences. Within the Pre School and Reception Year, learning experiences of the highest quality are planned, considering children's needs and achievements whilst ensuring the children make good progress. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments. The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive.

The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.

There are three prime areas which are:

- ♦ **Communication and Language Development** This involves giving children opportunities to experience a language rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- ♦ **Physical Development** This 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** This 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.

There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

- ♦ **Literacy Development** This 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** This 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** This 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** This 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.



Inclusion and Equality

EQUALITY

At Wootton Lower School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers who are connected with the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all of those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper. The achievement of pupils is monitored by race, gender, and disability and we use this to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

As a school we try to ensure that disabled pupils can play as full a part as possible in school life. We implement accessibility plans, which are aimed at:

- ♦ increasing the extent to which disabled pupils can participate in the curriculum
- ♦ improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ♦ improving the availability of accessible information to disabled pupils.

SAFEGUARDING

Wootton Lower School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent and supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- ♦ have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children have been appropriately checked for their suitability through the DBS procedure
- ♦ aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe
- ♦ develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- ♦ support children who have been abused in accordance with his/her Child Protection Plan
- ♦ establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

LEGAL REQUIREMENTS - Child Protection Referral Section 47 [1] of the Children Act 1989 gives the local authority a duty to investigate when it is suspected or found that a child is suffering or likely to suffer significant harm. The local authority will then make enquiries from other agencies to enable them to decide whether they should take any action to safeguard or promote the child's welfare. As a school we have a statutory duty to assist the social services departments acting on behalf of children in need or enquiring into allegations of child abuse. As well as this statutory duty we have a pastoral responsibility towards our pupils and we recognise that pupils have a fundamental right to be protected from harm. Children cannot learn effectively unless they feel safe and secure. We therefore have a child protection policy, which reflects both our statutory duty and our pastoral responsibilities. If we have a concern that a child has been abused or is at risk of being abused, we have a duty to refer this to social services. In making any referral, the school is not making any judgement, for example about individual parents or carers. It is for Social Care to decide whether there should be an investigation.

If you have any concerns about the well-being of a child please inform us in confidence immediately.



WHAT OFSTED HAD TO SAY...

"Pupils are proud of their school. They behave extremely well and are polite, thoughtful and caring. The school's nurturing ethos encourages pupils to mature into confident self-assured learners. They take care to present their work neatly and they work hard in lessons. The older pupils like their volunteering roles, especially when they go to help the younger children on the Harris Way site."



Inclusion & Equality (continued)

BEHAVIOUR

The behaviour within the school is the responsibility of all staff. The children are taught in a warm, caring atmosphere where they are positively encouraged to be well mannered, tolerant, considerate and self-reliant both in school and in the wider community.

The school behaviour policy is focused on encouraging and praising good behaviour, rather than just punishing the bad behaviour. Our behaviour system reinforces the following to the children:

- ◆ to be kind to everyone
- ◆ to always tell the truth
- ◆ to use kind words
- ◆ to always look after our school
- ◆ to always do as I am told
- ◆ to listen to instructions
- ◆ to try my best
- ◆ to treat everyone with respect

The children have the emphasis on self-discipline. Persistent bad behaviour is rare, we are pleased to say. When it happens, the child concerned is counselled and if necessary, loss of privileges will occur perhaps including loss of friendship time. Bullying in any form is not tolerated and a code of practice has been adopted.

The school does not tolerate racist, sexist or homophobic behaviour. Rather, our purpose is to create a learning community characterised by empathy, understanding and harmony across boundaries of race, ethnicity, gender and sexual orientation, where difference is recognised and respected. To this end we have policies in place to enable us to deal with racist, sexist and homophobic incidents. We seek to make children, staff, parents and visitors aware that racial and sexual harassment, bullying, abuse, graffiti and other racist, sexist and homophobic behaviour will not be tolerated. Any incidents of this nature will be recorded. The Governing Body will include the number of incidents in its Annual Report to Parents.

We ensure that all areas within the school environment are safe for children and young people and that tolerant and respectful relationships are promoted within the school community.

CATERING FOR THE NEEDS OF ALL CHILDREN

At Wootton Lower School we believe that every child is unique and special, and we aim to provide a broad and

balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as gifted and talented.

Children succeed highly at our school in many aspects. Excellence is encouraged and celebrated. The school enjoys a strong academic reputation. Children leave Wootton Lower School highly literate and numerate. Work is well planned, challenging and differentiated appropriately and the whole-school curriculum is planned to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to be independent thinkers and learners, and to have enquiring minds.

Where children are identified as needing additional learning or behavioural support, the school adheres to the Special Educational Needs and Disability (SEND) Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Educational Needs Register. With support from the Special Educational Needs Co-ordinator (SENCO), provision is carefully planned. Provision strategies to help support the child in class are discussed with parents regularly. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

The SENCO is responsible for supporting and monitoring interventions and pupils with Special Educational Needs. This monitoring is used to ensure systems are effective and impact positively on pupil progress.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school's website. If you have any concerns about your child, please see your child's class teacher or the SENCO, Mrs Wendy Burnett.



Parents in Partnership

We welcome parents and carers into Wootton Lower School believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many ways and is greatly valued. DBS checks are carried out on all adults working in school including regular volunteers.

If you are able to help, please talk to your child's teacher.

COMMUNICATION WITH PARENTS

We communicate with parents and carers in various ways, for example through our weekly newsletters, questionnaires, workshops and informal social events. All children have a planner which can be used as a form of communication between yourselves and your child's teacher. Parents are regularly invited in for open afternoons, and to Parents' Evenings each term.

Every year parents and children's families are invited to attend our Annual May Fayre and Sports Day as well as children's performances.

Staff will always be happy to meet with parents and carers to share any concerns.

The school has a Home School Agreement to support the partnership between home and school, and foster shared dialogue. Parents and others are involved in policy development through consultation and working parties. The School's website has a wealth of information including our weekly newsletters, class pages and copies of key policies. You can also follow us on Facebook to see photos of lessons, special days, sporting events and more.

PARENT TEACHER FRIENDS ASSOCIATION

The PTFA exists to support the life and work of the School and is open to all members of the school community. The Association provides invaluable support to the school through organising many social and fundraising events involving parents and the wider local community.

Money raised provides extra facilities and equipment for the pupils. The group holds regular meetings, with dates and details published in the weekly newsletter. The PTFA identifies long and short-term projects for its fundraising which enables us to buy resources to enhance pupils' school experience.

The PTFA needs the support of parents to ensure it is able to continue to enrich the lives of children. As a new member of our school community we hope you will be able to add your support to the work of the Association.



BECOME A GOVERNOR

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals who are elected, nominated or co-opted and are representative of parents and staff, the Local Authority and the local community. School Governors work with the Head Teacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term and committees meet in addition to main body meetings. If you are interested in becoming a school governor, please contact the Head Teacher to find out about any vacancies and ask for a Governor's Information Pack.





Essential Information 2020-21

CONTACTS

Address	Wootton Lower School Bedford Road Wootton Bedfordshire MK43 9JT
Address	Wootton Lower School Harris Way Wootton Bedfordshire MK43 9FZ
Telephone	01234 768239
Website	www.woottonlowerschool.org
LA Address	Borough Hall Cauldwell Street Bedford MK42 9AP

Headteacher	Chris Tavener
Harris Way Head of School	Wendy Burnett
Assistant Head	Emma Wright
Bedford Road Head of School	Leanne Grove
Assistant Head	Jack Dixon
Chair of Governors	Helen O'Neal

OTHER INFORMATION

Type & Age Range	Pre School & Lower School 3-9
School Hours	
Pre School	08.30am - 11.30am 12:20pm - 3:20pm
Harris Way	08.45am - 3.15pm
Bedford Road	09.00am - 3.30pm



