



PROSPECTUS

2023/2024

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MEMORIAL AVENUE, SHIPLAKE, HENLEY ON THAMES RG9 4DN

Welcome!

Headteacher:	Mrs Katherine Page-Howie MA Ed, BA (Hons), PGCE, NPQH
Chair of Governors:	Mr D Norman
Vice Chair of Governors:	Mrs J Chesters
Telephone:	0118 940 2024
e-mail:	office.3810@shiplake.oxon.sch.uk

We would like to take this opportunity to introduce you to our school. Shiplake C of E School is a popular Voluntary Aided Church of England school in the Diocese of Oxford. We are situated on Memorial Avenue and surrounded by attractive open countryside. Our present building was built in 1963, on the site of the former Victorian school founded in 1871. In recent years we have extended and altered the school to accommodate the increasing numbers of pupils on roll. Shiplake School serves the villages of Shiplake, Binfield Heath, Harpsden, Dunsden, Playhatch, Sonning Eye, Mays Green and Crowsley. Where numbers permit we are happy to accept children from outside our catchment area.

Prospective parents and pupils are always welcome and are strongly encouraged to visit the school. To help new pupils adjust to our school routine we suggest that they first visit the school two or three times and spend some time with the class teacher. The Admissions Policy for a Church Voluntary Aided school is drawn up by the School Governors.

There are currently 134 pupils on roll. Classes are co-educational and of mixed ability. Our SATS results are very good and we have high expectations of our pupils in all areas of school life. There are daily assemblies, regular school services at the Parish Church of St Peter and Paul and the vicar, Reverend Robert Thewsey, is a regular visitor to the school. We organise lunchtime and after school activities, run by staff and other qualified adults, and actively seek ways to extend the extracurricular opportunities we offer. Little Squirrels Nursery runs on our school site and we maintain close links with local secondary schools. We enjoy playing an active role in community events.

The Admissions Policy for this school is set out in full towards the end of this booklet. Advice on the application process can be obtained via the school office. Please telephone the school office to make an appointment to visit the school.

School Values

Our Christian Vision is : 'We will nurture each child and inspire ambition and excellence. We build our four pillars of excellence (faith, learning, innovation and community), on the firm foundation of our Christian values. We aspire to be compassionate, to demonstrate wisdom, celebrate equality, tell the truth and live in peace as children of God and as friends within our community. To go out into the world, with a love of learning, to innovate and serve our community strengthened in our faith'

We also value:

- high quality education
- a range of experiences
- high attainment and standards
- a learning environment and ethos
- all individuals
- the potential of all members of the school community
- diversity, tolerance and fun
- our environment.

School Aims

We aim to develop:

- a broad and ambitious curriculum which meets the academic, physical, social, spiritual and cultural needs of all pupils
- high standards of attainment
- high self-esteem and mutual respect

By establishing:

- excellent teaching and challenging learning experiences
- an ethos where learning is valued by all members of the school community
- opportunities for all individuals to contribute to school life
- a safe, attractive and stimulating environment
- effective partnerships



Our School Day

The school day

School hours:

Gates open for entry 8.40am

Morning: 9.00am – 12 midday

Afternoon: 1.15pm – 3.30pm

All pupils are expected to be at school before the start of each session but they should not arrive before 8.40am. **A Breakfast Club is available from 8am to 8.40am daily in the School Hall (further information provided on request).**

Parents are legally responsible for seeing that their children attend school regularly and punctually. In the case of absence, parents are requested to phone the office before school or email us. Parents who wish to collect children during school hours must seek permission from the Headteacher and inform the office. This also applies if the child is to be collected by another adult. Children will not be allowed to leave school during school hours unless accompanied by an authorised adult and with prior consent. During the mid-day lunch break children are supervised by Lunchtime Supervisory Assistants, along with other school staff.

In a normal school week there are approximately 23.5 hours of teaching time for Key Stage 2 and 22 hours for Key Stage 1, after deducting registration periods, break and lunch times and the daily act of collective worship.

As a school we value full attendance, therefore we will only authorise absence during term time in exceptional circumstances and usually after an interview with the Headteacher.

Midday meal

Midday meals provided by Food with Thought and are cooked on the premises at a standard charge set by the Authority (currently £3.00).

During the midday break the school provides facilities for pupils to eat food brought from home, without charge.

Children within Key Stage 1 (Reception, Year 1 and Year 2) are able to receive a free school dinner as part of the Universal Infant Free School Meal scheme. Additionally, certain pupils may qualify for free meals. Further information and application forms may be obtained either from the school or from the Chief Education Officer, Oxfordshire County Council.

Children may bring a healthy snack for morning breaks.

Travel to school

The County Council arranges and pays for travel to and from school for pupils who live in Lower Shiplake, Binfield Heath, Dunsden, Playhatch and Sonning Eye.

Further information may be obtained from the Oxfordshire County Council Home to School Transport department (01865 323500).

For pupils who do not qualify for free school transport, Oxfordshire County Council offer a paid transport place called spare seats scheme transport. Please contact the school office for further information.

Home/School Partnership

Homework

Homework can make a positive contribution to a child's progress at school. It can reinforce aspects of work covered at school as well as develop skills and attitudes towards independent learning and enquiry. We believe that it is advantageous for pupils to spend a regular but short time on homework activities, supporting the work they do at school. Homework also provides a valuable means of strengthening the partnership between pupil, teacher and parent to provide the best possible support for the child's learning.

At Shiplake, children are set regular homework that is appropriate for their age and ability. All children are expected to read at home each day. As children get older the amount and variety of homework will gradually increase. We ask parents to support their children in ensuring that homework is completed correctly.

Parent Teacher and Friends Association

An active Parent Teacher and Friends Association (PTFA) has existed at Shiplake for many years and has contributed immeasurably to the daily life of the school both financially and socially. It has helped to provide equipment and books and has financed projects. It organises many fundraising social events during the year. The PTFA also serves as a strong school/community link. All parents of pupils at the school are automatically members. The objectives of the PTFA outlined in the constitution are:

- (a) to engage in activities of all kinds benefiting the education and welfare of all the children attending the school and
- (b) to encourage co-operation and social contact between staff of the school, the parents and all others associated with the school.

The association is managed by a committee consisting of the headteacher, up to three members of staff and up to 12 parents elected at the AGM.

Communicating with parents

There are two termly parent/teacher evenings in the form of private interviews and an annual open evening. Parents should note, however, that the school welcomes communication from parents on any matter which might affect the educational or emotional progress of their child. Any problem can be discussed with the class teacher initially and then with the Headteacher if required. Parents are kindly requested to make an appointment.

The school welcomes and values parental assistance with practical activities helping in the classroom. Help from parents is also sought during special school performances, educational day visits and inter-school sporting events. Parents volunteering to help should speak to individual class teachers or the Headteacher. We do require all volunteer helpers to undergo a DBS check – this is organised via the school office on request. All visitors to school should call first at the school office and sign the visitors book.

Your Child's Health

How health is monitored

The child health service aims to provide the best possible advice on health matters to teachers, children, parents and everyone concerned with the welfare of schoolchildren. This school is included in the Oxfordshire Health Authority. The School Nurse, who is based at Wallingford Hospital, provides health advice and surveillance and runs Health Education sessions in school.

The School Nurse also provides training sessions for staff on emergency medication procedures. Professional advice can be obtained through the school on matters such as special needs, speech therapy and educational psychology.

Further information may be obtained from the Health Authority.

Medical matters

In the case of a child with a serious illness (e.g. food poisoning or an unusual contagious disease) parents should inform the school immediately. Parents are also asked to inform the school in the case of headlice, impetigo or other minor medical problems that can so easily spread amongst the children.

If a child suffers minor injury at school, basic first aid will be administered. In the case of a more serious injury or illness, the child will be taken to a doctor or the outpatients department of a local hospital in the absence of a parent but parents will be informed as soon as possible in the case of serious injury or illness. *It is essential that the school has up to date contact numbers for all parents for emergency.*

General medicines (such as paracetamol, anti-biotics, and anti-histamines) can be administered by school staff providing all the necessary consents are received. Please speak with the school office for further information. If your child requires medication for a life-threatening condition (such as anaphylaxis or diabetes) emergency aid can be administered by school staff (on a voluntary basis) **providing they have received the necessary training from the School Nurse.** Please contact the school office for further clarification. Children at school should never be in possession of medicine, tablets or drugs of any kind. There is no provision for pupils to stay indoors during normal dry breaks and lunch times unless specifically organised and supervised by the class teacher.

Voluntary Supervision

Parents are responsible for the safety of their children both in the playground and outside the school before and after school hours. For visits and activities outside the normal school day, additional parental consent will be sort.

Safeguarding Statement

Shiplake CE School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The Headteacher, Bursar and Key Stage 1 Leader are designated staff for Safeguarding and Child Protection. Our named Safeguarding Governor is Mrs Alison Stewart.

School Structure

Our Classes

There are seven single year group classes in the school. Teaching/learning is a combination of individual, group and whole class teaching. Teachers ensure learning experiences are matched to each child's ability through tracking and target setting.

Teaching Assistants are employed by the school, who sometimes work with pupils with special needs individually or in small groups. The school welcomes parents and other voluntary helpers willing to assist teachers in the classroom or to work with small groups of pupils in practical work areas. The contribution made by parents to the work of the school, for example with Art, Maths, Reading and PE is greatly valued by staff and children alike. All regular voluntary helpers require DBS clearance.

Guidance to pupils

The school is founded on a set principles and our rules are there primarily for the educational benefit, social development and safety of all pupils. The school asks for the support of parents to help maintain these standards:

(a) Educational

Pupils should come to school eager to learn and while at school they should take full advantage of the facilities and teaching available. They should not hinder the education of other pupils.

(b) Social

Whilst at school, children learn to live with others. Our Behaviour Policy is built on the principles of individual rights and responsibilities, as well as our Christian values. All staff work hard to foster an atmosphere of mutual respect. Pupils should understand that good social behaviour does count, that there are responsibilities to the community and they are expected to be courteous, well-mannered and to use basic common sense at all times. We wish them to learn to be a credit to themselves, their families and their school.

(c) Safety

In a building with so many children it is essential that there are certain safety rules. Pupils are required to walk everywhere indoors. They are warned against using the car-park/goods delivery area and entrance, and are corrected if playground areas, equipment, educational apparatus and furniture are misused. There are also safety rules governing physical activities, including swimming, and educational visits outside school. If teachers feel that dangers exist then pupils are warned and are expected to adhere to the rules. We would like to feel that pupils follow our guidelines with understanding and with a healthy respect for the standards we are setting.

Discipline

The school's aim is to exercise the degree of care and control over children which any reasonable parent would expect. Parents may be asked to pay the cost of repair or replacement for damage that occurs as a result of misbehaviour. This is very rare at our school!



Admissions Policy

Adopted by the FGB January 2023

'But all things must be done properly and in an orderly manner'
Corinthians 14:40

Shiplake Church of England (Voluntary Aided) Primary School **Admissions arrangements for September 2024 to August 2025**

Shiplake Church of England (Voluntary Aided) Primary School values highly its Christian ethos, its close links with local churches and the Diocese of Oxford. We provide a distinctively Christian, yet inclusive, environment in which each child is motivated to acquire skills for life and a love of learning. As a church school, we welcome applications from Christian families, and those of other faiths or none. We ask all parents applying for a place at our school to respect this ethos and its importance to the whole school community.

The governors have made every effort to ensure that these arrangements comply with the School Admissions Code 2021 and all relevant legislation, including that on infant class sizes and equal opportunities.

There are 28 places (the published admission number or PAN) available.

Admission arrangements to the Reception Year in September 2024

Pupils are normally admitted at the beginning of the school year (1 September – 31 August) in which they reach their fifth birthday. Parents whose child was born between 1 September 2019 and 31 August 2020 may apply for them to be admitted to the Reception Year in September 2024.

Parents of a child whose fifth birthday falls between 1 September 2024 and 31 March 2025 may defer entry until their child reaches compulsory school age (the term beginning in January or April after his or her fifth birthday). The school will hold the deferred place for the child (provided it is taken up during the school year 2024/25), although children may benefit from starting at the beginning of the school year, rather than part way through it.

For children whose fifth birthday falls between 1 April 2025 and 31 August 2025 (summer born children) parents can defer the date that their child is admitted to school but not beyond the point at which they reach compulsory school age ie when they reach their fifth birthday. They should apply in the normal way for a Reception place in September 2024.

Until the child reaches compulsory school age, s/he may attend part-time. If parents wish to exercise this right, they should discuss detailed arrangements with the head teacher.

Parents (see Note 1) wishing to apply for the Reception [Foundation] Year in September 2024 must complete the common application form provided by their home local authority (the home LA). The home LA is the LA in whose area the parents live at the time of the application. The form must be returned to that LA no later than 15 January 2024. Applications received after this date will normally only be considered after all those received on or before the cut-off date. Offers and refusals of places will be sent by the home LA on 17 April 2024.

Over-subscription criteria

Children with an Education, Health and Care (EHC) plan naming Shiplake CE Primary School will always be offered places.

If there are fewer applications than places available, all children will be offered places. If there is greater demand for admission than there are places available, the following criteria will be applied in the order set out below:

- 1 Looked-after children and children who were previously looked after, including those children who appear to have been in state care outside England, but ceased to be so as a result of being adopted. (See Note 2)
- 2 Families who have exceptional medical or social needs that make it essential that their child attends Shiplake CE Primary School rather than any other. These needs must be fully supported by written evidence from the appropriate professional person involved with the family. (See Note 3)
- 3 Children with a normal home address (See Note 4) within the civil parishes of Shiplake, Binfield Heath, Eye and Dunsden and Harpsden (including Mays Green and Crowsley) and with a sibling (see Note 5) on the roll of the school at the time of application or whose parent has accepted an offer of a place at the school and who is expected still to be in attendance at the time of entry to the school.
- 4 Children with a normal home address within the civil parishes of Shiplake, Binfield Heath, Eye and Dunsden and Harpsden (including Mays Green and Crowsley)
- 5 Children with a normal home address outside the civil parishes of Shiplake, Binfield Heath, Eye and Dunsden and Harpsden (including Mays Green and Crowsley) and with a sibling on the roll of the school at the time of application or whose parent has accepted an offer of a place at the school and who is expected still to be in attendance at the time of entry to the school.
- 6 Other children.

Proximity of the child's home, as measured by the straight line distance (see Note 6) between the home and the school with those living nearer being accorded the higher priority, will serve to differentiate between children in criteria 1 to 6 should the need arise. In the event that two distance measurements are identical, the school will use random allocation to decide which child should be offered the place. The process will be conducted in the presence of a person independent of the school.

All Other Admissions

Admission to the school during the school year depends on whether or not there are places available. Applications must be made directly to the Admissions Team at Oxfordshire County Council.

If there is a vacancy, and there is no child on the relevant waiting list with a higher priority (according to the over-subscription criteria 1-6 above), a place will be offered.

In-year admissions or admissions at the beginning of school years other than Reception will only be considered by the Governing Body up to half a term [using the three-term year] in advance of the desired date for entry. For example, for entry in January, the application will not be considered until after the October half term break.

If parents are moving house, the school will ask for evidence of the move when considering any application for a place. Documentary evidence in the form of a solicitor's letter to confirm exchange of contracts, or a rental agreement for at least a period of six months will be required (Armed Forces personnel and crown servants are exempt). If you are returning from elsewhere, to live in a home that you own we will require evidence to show that you have returned. We will also ask for evidence

that any previous house owned has been sold or is being sold. We would not accept an address where the one given is that of a second home with the main home being elsewhere. If there are two or more homes, we will check which is the main home, and may refuse to base an allocation of a place on an address which might be considered only temporary. Nor would we accept an address where the child was resident other than with a parent or carer unless this was part of a fostering or formal care arrangement. We would not normally accept an address where only part of a family had moved, unless connected with a divorce or permanent separation arrangement, in which case we would require proof.

Admission outside normal age group

Requests from parents for places outside a normal age group will be considered carefully, eg for those who have missed education due to ill health. Each case will be considered on its own merits and circumstances and a decision made based on what is in the pupil's best interests. It is recommended that parents discuss their wishes with the head teacher in advance of applying for a place. The governors may ask relevant professionals for their opinion. If a place in the requested age group is refused, but one in the normal age group is offered, then there is no right of appeal.

Waiting Lists

The school maintains waiting lists for those children who are not offered a place, and the parents ask for the child's name to be added to the waiting list. The order of priority on the waiting list is the same as the list of criteria for over-subscription and does not depend on the date on which an application is received.

Multiple births

In cases where there is one place available, and the next child on the list is a twin, triplet, etc., we would admit both twins (and all the children in the case of other multiple births) even if this meant exceeding the agreed admission number.

Fair Access

The school participates in Oxfordshire County Council's Fair Access Protocol. Children qualifying under the Fair Access Protocol may be offered a place even if there are no places available in the relevant year group and also take priority for admission over any child on the waiting list.

Appeals

Any parent not offered a place for their child at their preferred school has the right of appeal to an independent appeals panel. Details of appeals arrangements are available from the school, including the date by which an appeal should be submitted. In the event of an unsuccessful appeal against non-admission to the school, the school will not consider any further application for a child in the same school year (1 September – 31 August), unless there has been a material change in circumstances, for example a change of address which results in a move from outside the catchment area to inside it.

Further information

Further information can be obtained from the School Bursar (0118 940 2024 or office.3810@shiplake.oxon.sch.uk)

Notes

Note 1: "Parent" is defined in law (The Education Act 1996) as either:

- a) any person who has 'parental responsibility' (defined in the Children Act 1989) for the child or young person; or
- b) any person who has care of the child or young person.

If you are in any doubt, please contact the school for advice.

Note 2: By a "looked-after child" we mean one in the care of a local authority or being provided with accommodation by a local authority in the exercise of its social services function. Previously looked after children are children who have been adopted, subject to child arrangement orders or special guardianship orders. Adopted children are those for whom an adoption order is made under the Adoption Act 1976 (Section 12) or the Adoption and Children Act 2002 (Section 46). A 'child arrangements order' is one settling the arrangements to be made as to the person with whom the child is to live (Children Act 1989, Section 8, as amended by the Children and Families Act 2014, Section 14). A 'special guardianship order' is one appointing one or more individuals to be a child's special guardian/s (Children Act 1989, Section 14A). Applications under this criterion must be accompanied by evidence to show that the child is looked after or was previously looked after (e.g. a copy of the adoption, child arrangements or special guardianship order). A "looked-after child" includes any child who appears to have been in state care outside England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

Note 3: When applying under criterion 2 (exceptional medical or social needs), you must include supporting evidence from an independent professional person who is aware of the situation and supports your reasons for preferring Shiplake CE Primary School. This supporting evidence must clearly demonstrate why the school is the most suitable and must illustrate the difficulties that would be caused if your child had to attend another school. The person supplying the evidence should be a doctor, health visitor, social worker, etc. who is aware of your child's or your own case. The school reserves the right to ask for further evidence or clarification where necessary and may seek the advice of appropriate educational professionals where necessary.

Note 4: By normal home address, we mean the child's home address. This must be where the parent or legal carer of the child lives with the child unless it is proved that the child is resident elsewhere with someone else who has legal care and control of the child. The address should be a residential property that is owned, leased or rented by the child's parent/s or person with legal care and control of the child.

To avoid doubt, where a child lives with parents with shared responsibility, each for part of a week or month, the address where the child lives will be determined having regard to a joint declaration from the parents stating the exact pattern of residence. If the residence is not split equally, then the relevant address used will be that at which we are satisfied that the child spends the majority of the school week. Where there is an equal split or there is any doubt about residence, we will make the judgment about which address to use for the purpose of determining whether to offer a place. We will take into account, for example, the following:

- any legal documentation confirming residence
- the pattern of the residence
- the period of time over which the current arrangement has been in place
- confirmation from any previous school of the contact details and home address supplied to it by the parents

- where the child is registered with his/her GP
- any other evidence the parents may supply to verify the position.

We may ask for evidence of the normal home address in the form of a recent bill, for example, the most recent Council Tax bill, utility bill no more than three months old, a current TV licence, buildings and contents insurance, mortgage statement or rent book which shows the address concerned. Parents who are unable to provide this evidence should contact the school to discuss what evidence might be acceptable. If it becomes clear or if there is any doubt that the parents and child are not living at the address given on the application form, the school may seek further evidence. The school works closely with the LA to ensure that places are not obtained at the school on the basis of false addresses, and, in cases of doubt, will take steps to verify the information provided. If a place at the school is offered, and it later becomes clear that the offer was made on fraudulent or misleading information (e.g. a false claim to living in the catchment area), and the school has denied a place to a child with a stronger claim, the school will withdraw the offer of a place. The offer can also be withdrawn even after the child has started at the school.

If parents move house after the application has been made, but before any offer of a place has been made, the home LA must be informed.

If parents are moving, we will ask for evidence of the move, when considering any application for a place under the co-ordinated scheme.

We would not accept an address where the one given is that of a second home with the main home being elsewhere. If there are two or more homes, we will check which is the main home, and may refuse to base an allocation of a place on an address which might be considered only temporary. Nor would we accept an address where the child was resident other than with a parent or carer unless this was part of a fostering or formal care arrangement. We would not normally accept an address where only part of a family had moved, unless connected with a divorce or permanent separation arrangement, in which case we would require proof.

There are special arrangements for families of service personnel with a confirmed posting or crown servants returning from overseas. If the application is accompanied by an official letter that declares the relocation date, and if there is a place available, it will be offered even though there is not an intended address or the family is not yet living in the area.

Note 5: By sibling we mean a brother or sister, half brother or sister, adopted brother or sister, stepbrother or sister, or the child of the parent's/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling. It is helpful if parents make it clear on the application form where the sibling has a different family name. Where there is more than one sibling at the school, only the youngest should be listed on the application form.

Note 6: The straight-line distance used to determine proximity of the home to the school will be measured by Oxfordshire County Council LA's Geographical Information System.

M Harris

9th December 2022

To Admissions Committee : December 2022

Ratified by FGB : January 2023 meeting

Previous full consultation : Admissions policy 2018/19 (November 2016) – 7 year cycle

Academic Year 2022 – 2023 Assessment Data (Assessments undertaken during May 2023)

Key Stage 2 Headlines

Number in Y6 Cohort: 25

Test Results / Teacher Assessment	% of pupils working at the Expected Standard + (inc at Greater Depth)		% of pupils working at Expected Standard (inc at Greater Depth) RWM Combined	
	2022	2023	2022	2023
English Reading	91	92	80.65	92%
English Writing (TA)	84	92		
Mathematics	84	96		
SPAG	87	92		

Test Results / Teacher Assessment	% of pupils working at Greater Depth		% of pupils working at Greater Depth in RWM Combined	
	2022	2023	2022	2023
English Reading	39	80	9.7	16%
English Writing (TA)	16	16		
Mathematics	29	44		
SPAG	42	52		

	Cohort Average Scaled Score	
	2022	2023
English Reading	106	111
Mathematics	105	108
SPAG	106	109

Key Stage 1 Attainment:

Number in Y2 Cohort: 28

Teacher Assessment	% of pupils reaching the Expected Standard and at Greater Depth		% of pupils reaching Greater Depth	
	2022	2023	2022	2023
English Reading	94	89	38	32
English Writing	88	89	19	25
Mathematics	100	96	31	32

	2022	2023
RWM combined Exp +	87.5%	85.71%
RWM Combined GDS	6.25%	24.99%

Year One Phonics Screen:

Number in Y1 Cohort in 2023: 17

Year	2019	Nat	2022	Nat	2023	Nat
% Pass	100%	82%	95%	75%	94%	

Year Two Cumulative Phonics Screen:

Number in Y2 cohort in 2023: 28

Year	2022	2023
% Pass	100%	100%

EYFS:

Number in FS Cohort 2023: 14

Year	2019	2022	2023
% GLD	91%	66.67%	92.86%

Attendance Summary

The figures below cover the academic year 01/09/2022 to 31/08/2023

Number of pupils of compulsory school age on roll for at least one session	139
Number of pupils with at least one Authorised absence	123
Number of pupils with at least one Unauthorised absence	10
% sessions of Authorised absence	3.9%
% sessions of Unauthorised absence	0.1%

Term and Holiday Dates 2023-2024

Term 1

Monday 4th September to Thursday 19th October 2023

School closed Friday 20th October 2023 (Staff Inset Day)

Term 2

Monday 30th October to Wednesday 20th December 2023

Term 3

Monday 8th January 2024 to Friday 9th February 2024

Term 4

School closed Monday 19th February 2024 (Staff Inset Day)

Tuesday 20th February to Wednesday 27th March 2024

Term 5

Monday 15^h April to Friday 24th May 2024

Term 6

School closed Monday 3rd June 2024 (Staff Inset Day)

Tuesday 4th June to Wednesday 24th July 2024



1) The National Curriculum

Shiplake School provides a broad and balanced curriculum in line with LEA policy and national requirements. The National Curriculum sets out the statutory entitlement to learning for all pupils in years 1 to 6 and determines the content of what is taught and the attainment targets for learning. The National Curriculum is designed to ensure that all children develop the essential literacy and numeracy skills they need in order to learn, as well as to foster a sense of enthusiasm and commitment to learning.

Children are taught the core subjects of the National Curriculum (English, Mathematics, ICT and Science), and the foundation subjects (Geography, History, Design and Technology, Music, Art and Physical Education). Opportunities are provided for all the pupils to apply and develop their ICT capability to support learning across the whole curriculum. We also teach children Personal, Social and Health Education, linking in themes of Citizenship. Religious Education plays an important part in our pupils' education. Parents are entitled to withdraw their child from collective worship and Religious Education if this causes conflict with personally held beliefs. We will provide for children who are withdrawn in another part of the school. Parents who wish to withdraw their child should write to the Headteacher.

All the National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Across the two Key Stages pupils learn, practise, combine and refine a wide range of skills, some of which are subject specific and others common to many subject areas. The way subjects are delivered is designed to develop communication, number application, ICT, co-operation, self-motivation and problem solving skills. They also demand a number of 'thinking skills' such as processing information, reasoning, enquiry, creative thinking and evaluation. Gifted and talented pupils are continually being stretched and pupils with specific learning needs catered for. The principles of inclusion and of the value of cross curricular learning are essential elements.

Policies for each subject are continually updated to reflect changes in the National Curriculum such as the Primary Strategy and The Cambridge Report.

Sex and Relationships Education: The Governors and staff have agreed a sex education policy for the school. It has recently been reviewed. In Years 3 and 4 children learn about health, hygiene and their bodies. In Years 5 and 6 pupils watch videos and discuss issues about growing up with their class teacher supported by the school health nurse. The content of these lessons cover the physical and emotional changes that boys and girls undergo at puberty, considers morals involved and the value of family life. The resources used within these lessons are shared with parents for viewing before they are delivered to the children. Parents have the right to withdraw their child from these lessons except for those elements taught as part of National Curriculum for Science.

Reception Class

The four guiding principles shape the practice in the Reception Class;

- unique child
- positive relationships
- enabling environments
- children develop and learn in different ways and at different rates.

The Foundation Stage curriculum is based on the principle of providing a relevant and effective curriculum, where children learn through well organised, purposeful and structured activities that may be planned by adults or by the children themselves.

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The EYFS curriculum (statutory sept 2021) is divided into seven areas; three prime and four specific. The prime areas run through and support learning in all other areas. The prime areas are fundamental throughout the Early Years Foundation Stage (EYFS). The specific areas include essential skills and knowledge, they grow out of the prime areas, and provide important context for learning. Three Prime Areas: Personal, Social and Emotional Development. Communication and Language. Physical Development.

Four Specific Areas: Literacy. Mathematics. Understanding the World. Expressive Arts and Design. Every child has an EYFS electronic profile (Tapestry) which records their development and learning achievements throughout the Early Years Foundation Stage. This is recorded through the use of photos and short descriptions. The Learning Journeys also include information provided by parents on their child's achievements at home.

In the final term of the Reception year, an EYFS Profile is completed for each child. Each child's level of development is assessed against the seventeen early learning goals. The Teacher indicates whether children are working towards the Early Learning Goal (ELG) or have met the expected levels of development. The parents have access to the Tapestry profile outlining their child's skills and abilities in relation to the three key characteristics of learning; playing and exploring, active learning and creating and thinking critically. At the end of the year, parent's have an opportunity to download the complete profile to keep for their records.

2) The school curriculum

Values and aims

The Every Child Matters (ECM) Agenda underpins all areas of the school and its curriculum

- To develop within the school a happy, understanding Christian community, exercising concern and respect for others, whether at school, within the community or in the wider world.
- To increase a child's knowledge of the world and of his/her own responsibilities within it.
- To promote the self-development of children so that are able to become active, responsible, confident, independent, contributing members of society.
- To help children develop lively, enquiring minds, enabling them to question, argue rationally and explore, in order to understand the world they live in.
- To enhance children's skills and knowledge, and the moral awareness that they need for later adult life.
- To provide equal opportunities for all children.
- To review and refine practices through self-appraisal.

How we achieve these goals

To achieve these goals we:

- Provide a stimulating environment inside and outside the classroom to enrich and extend the curriculum.
- Recognise and provide for individual needs.
- Encourage success through initiative, imagination and motivation.
- See skills as tools with which we learn to act effectively.

- Provide continuity and progression in learning both within the school and on transfer to other schools.
- Value strong links with parents, Governors, the Church, the police, other schools and the wider community.
- Encourage parents to work closely with the school.
- Recognise the important role of the teacher as tutor, knowing the child as an individual, monitoring progress, interests and needs and offering formative guidance within a caring environment.
- Understand the relevance of experience to the child's personal fulfilment.
- Acknowledge the implications of rapid change in today's world including the need to manage increasing banks of information effectively.
- Keep a positive record of children's progress.
- Provide professional leadership that encourages sound attitudes and ideas.
- Present political issues in an unbiased manner.

Effective learning

- Learning is most effective when:
- Children are encouraged to think for themselves.
- Motivation is enhanced through active learning methods, drawing on children's experiences and interests.
- Children are encouraged to learn from each other.
- Studies focus on topics that are relevant to children's experience, ability, interests and aspirations.
- Children are encouraged to reflect upon their learning and teachers on their teaching
- No limit is accepted on an individual's potential.
- Parents are involved in their children's work.
- Classrooms provide a well-designed and stimulating environment with adequate resources.
- Studies are planned with regard for continuity and progression.
- Teachers are given the time and support to plan, prepare and evaluate the experiences they offer children.

Special Educational Needs and Disability (SEND)

Our Policy

All pupils at Shiplake School are entitled to a broad, balanced and relevant curriculum that is differentiated according to each child's particular need. The school is committed to developing the skills, knowledge and understanding of all our children. It takes account of the recent legislation and Government guidance and follows the Oxfordshire County Council Special Educational Needs and Disability Policy. The school policy for SEND pupils has been updated accordingly.

Definition

The school special needs policy provides the framework for us to meet the needs of all our children identified with special educational needs

A child has special needs if he/she has a learning difficulty that calls for special educational provision. Inclusive education takes account of differences amongst children and recognises that some will require additional support during their education. We are fortunate in having good access to outside agencies in order to support such needs.

Aims

At Shiplake School we aim to:

- raise achievement for all pupils with special educational needs and disability
- support the individual needs of our children within an educational community which supports excellence for all
- give children with special educational needs equal opportunities to take part in all aspects of the school's life
- meet the individual needs of all children to help them maximise their potential, encouraging both social and intellectual development
- value all students equally and foster high expectations
- involve the child in monitoring and reviewing their progress
- Provide a broad and balanced curriculum that is relevant and differentiated, and which demonstrates coherence and progression in learning
- target resources effectively to ensure high quality special needs and disability provision and purchase new resources as required.
- identify, assess, record and review regularly children's special educational needs
- work collaboratively with parents, outside agencies and other professionals in setting individual targets
- monitor the effectiveness of our special needs and disability provision.
- have a named Special Educational Needs Co-ordinator (SENCo), to concentrate on the needs of SEND pupils. Our SENCo is Mrs Katherine Page-Howie.

Results

The Governor supporting special educational needs and disability within the school is Mrs Judit Coulehan. She meets regularly with the Headteacher/SENCo (Mrs Katherine Page-Howie) to discuss issues of concern and holds an annual review of progress of all SEND pupils. This past year the majority of pupils made good or satisfactory progress.

Uniform, Games Kit and Activities

School Uniform

Boys

(Winter)

Grey trousers (long or short)
White or light blue shirt (long or short sleeved)
Royal blue tie (gold stripe in Yr. 6)
OR
Royal blue school polo shirt
Grey or navy socks
Royal blue school sweater
Black shoes

(Summer)

Grey trousers (long or short)
Royal blue school polo shirt
Royal blue school sweater
Royal blue fleece (optional) – for outdoor wear

Girls

(Winter)

Grey skirt, pinafore dress or school trousers
White or light blue blouse (long or short sleeved)
Royal blue tie (gold stripe in Yr 6)
OR
Royal blue school polo shirt
Royal blue school cardigan or sweater
White, grey or navy socks or navy or grey tights
Black shoes

(Summer)

Royal blue school polo shirt
Grey skirt or school trousers
OR
Blue and white check dress
Royal blue cardigan or sweater
Royal blue fleece (optional) – for outdoor wear

Games Kit

Infants

Infants follow their own programme of P.E, movement and games. Royal blue sports shirt with navy/royal blue shorts/skort should be worn. A royal blue and white Hoody is available for outside activities.

Juniors

Rugby, football and netball are played by juniors during the winter and cricket, rounders and athletics during the summer. Lessons often alternate between these traditional sports and “mixed group” activities playing other games.

Games kit (Juniors)

Football boots
Royal blue sport Tee Shirt
Trainers/plimsolls
Royal blue Hoody

Shin Pads
Navy/royal blue shorts/skort

Year 3 and Year 4 : Both swimming costume and cap are essential.

All clothing and footwear should be clearly named. A bag to carry P.E. clothing is a necessity. No jewellery, including earrings, may be worn for any physical activity.

Swimming

Year 3 and 4 classes use the Gillotts Sports Centre swimming pool during the year. A voluntary contribution toward transport costs is requested.

Educational visits

Arrangements are made regularly for day visits to places of interest in connection with work undertaken at school. Annual residential visits are arranged for Year 6 and Year 4 pupils. The costs of one day educational visits are usually met by voluntary contributions from parents or directly through PTFA contributions to the Special Purposes Fund.

Miscellaneous

Charges for school activities

The school's charging and remissions policy statement is available for reference at the school, together with the policy of the local authority. Parents can also access the document via the school website – www.shiplakeprimary.org.uk. It is essential that all parents make themselves familiar with the school policy.

Before School care – Shiplake Primary Breakfast Club

The school runs a daily Breakfast Club from 8am to 8.40am each day during term time. This takes place in the school hall and children attending can choose from a selection of breakfast options (cereal/toast/fruit) and then spend time with their friends playing board games, reading or playing table tennis! This club is run by Mrs Page-Howie and Mrs Harris. There is a charge to attend the club. Further information can be obtained from the school office.

Clubs and activities

Various activities take place in the lunch hour and after school such as football, yoga, Spanish and art clubs, sports practice, cycle proficiency training, inter-school matches and musical productions. **Please note - there are no facilities at school for looking after other children while their brothers or sisters attend after school activities.**

School Website - www.shiplakeprimary.org.uk

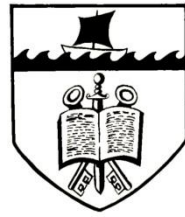
The school has developed a comprehensive website which contains a wide range of information about the school and its organisation, such as

- Admissions policies and procedures
- Free school meal eligibility and application forms
- Term dates for current and future academic years
- School uniform information and order forms
- Timetables for after-school activities
- Whole school curriculum maps (including homework grids and PE curriculum statement)
- School Governor information (including roles and responsibilities, Pupil Premium report and ParentView link)
- Parent, teacher and friends association news and updates
- Statutory school policy information
- Special Educational Needs and Disability (SEND) information
- On-line Prospectus

We also post copies of the regular school newsletter on the website to facilitate quick and easy access to important school information. To help parents who are not able to come into school to collect information on a regular basis, all school forms (except for absence during term time) can be downloaded from the school website.

The school also uses other social media platforms as a means of communication with parents and carers. This can be accessed via the school website 'follow me' icon on the home page.

The Story of Shiplake



Our history

The Parish's first Church school was built at Coppid Hall crossroads in Binfield Heath in 1847 "for the education of the poor". The premises were also used to provide night school education for those at work during the day. That school served the Parish until the 1870 Education Act which made school attendance compulsory. Larger buildings were needed and a new school was built on the present site in 1871. The first Inspector's Report, in 1872, was not complimentary: *"The education of the children seems to have been greatly neglected....With the exception of a few children in the second standard, hardly any can pass a satisfactory examination"*. The school was not granted a certificate that year! By 1874 Mr Brooks, the Master, did receive the vital certificate when *"Order seems to be duly maintained and there was a creditable display of needlework"* although children passed only *"very fairly"* in reading and *"arithmetic was unsatisfactory throughout"*. These and subsequent Inspection Reports make fascinating reading. Please compare this with our current Inspection Report.

The first Headmistress was appointed in 1940 despite the fact that the Managers *"unanimously and very strongly opposed filling the vacancy with a Headmistress, on the grounds that in a scattered parish such as Shiplake a Master has far greater influence with the boys than a woman, not only at school but in their games, gardening and other pastimes..."* During the war many families were evacuated to the area, with a big increase in the number of children in the school. Local residents remember overflow classes at the Memorial Hall with two shifts of pupils, half in the morning and the rest after lunch. By the late fifties the population was increasing rapidly and in 1963 the old buildings were demolished and the school rebuilt. Still, extra classrooms had to be added within a few years. Major extensions - a new hall and double classroom - were added in 1972. A Resource Centre was built in 1999 to house the library and ICT suite and a further new classroom opened in 2000. Three years ago, a corridor was added to the outside in KS1 and a class made from the old kitchen. Two years ago the whole outside area was redesigned and in 2011 a new resource space 'The Ark' was opened.

The last Ofsted Inspection was in March 2022, when the school was described to be 'a good school. It meets the needs of its pupils and serves the community well'. The report also noted 'pupils' enjoyment of school contributes significantly to their positive attitude towards learning and their high level of attendance'. Pupils' attitude in lessons was also commended when it asserted 'pupils respond well to challenge and work hard in lessons'. The leadership of the school was seen to be effective too. In December 2016 the school was graded to be 'outstanding' in its SIAS Inspection. The report asserted 'strong, focused leadership by the head teacher working in close partnership with governors, staff, parents and pupils has enabled the creation of a clear and vibrant Christian ethos which is at the heart of the school's life and work. The distinctly Christian vision and values, which are strongly promoted throughout the school, are clearly demonstrated in the exemplary behavior of the pupils and the care shown to all by the adults in its community' and listed the schools strengths to be 'a strong, distinctly Christian vision based on firm Christian values and created by all stakeholders, extremely strong leadership by the head teacher working in partnership with highly committed staff and governors, extremely well behaved and mutually supportive pupils and strongly supportive parents'.

Little Squirrels @ Shiplake Primary – pre-school provision on site

Little Squirrels@Shiplake Primary - Planting seeds for early learning
We want to sow the seeds to ensure each and every child has a lifetime love of learning!

Our aim is to develop children's confidence and curiosity in a happy, fun and nurturing environment. We offer a safe, happy and stimulating pre-school environment, in which children can learn through play and positively develop their social, emotional, physical and intellectual capabilities. Each child is valued and respected as an individual and we believe every child must have the opportunity to reach their full potential.

We accept children from 2 years to school age, supporting the development of all children.

Little Squirrels @ Shiplake Primary is managed by the Governors of Shiplake CE Primary School and in September 2022 they moved into their new room at the school.

Combining operations has proved to be a positive move, improving experiences and outcomes for children, as well as ensuring a seamless transition to the Reception class.

Little Squirrels have their own well-maintained garden, which has a willow structure and raised beds for planting and playing in. We also have immediate access to open countryside and woodland. The Nursery room provides a light, spacious and attractive environment for the children inside. The room is planned to maximise the children's learning experiences and there are two child-sized toilets, which help build confidence and independence. We have use of a fully equipped kitchen and there is a lobby with the children's cloakroom. We have use of the School Hall for our weekly PE sessions, enjoy weekly visits from our Year 2 class buddies, and join with the school for various special events, such as visits to Shiplake Church, parent performances and celebration parties.

If you would like to come and visit our setting, please contact Holly Ackroyd (our Nursery Manager) on 0118 940 2024 or via littlesquirrels@shiplake.oxon.sch.uk

Visit the Little Squirrels area of our main website for further information :
<https://shiplakeprimary.org.uk/classroom-corner/nursery/>



