Avishayes Primary School
& Early Years Centre
Academy Status

'Aim High, Achieve Together'

School Prospectus



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AVISHAYES PRIMARY SCHOOL
& EARLY YEARS CENTRE
Academy Status

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Dear Parent/Carer,

The choice of school for your child is a very important one. We hope that you find the information within this prospectus helpful. If you have not already visited our school, we would encourage you to do so, so that you can learn more about life at Avishayes.

All the staff at Avishayes bring great commitment and professionalism to their job of teaching and caring for children. If you decide to choose our school for your child, we look forward to working in partnership with you and hope that you and your child will be very happy and that they will be challenged in their learning.

Avishayes Primary School and Early Years Centre converted to Academy status in August 2011.This means that we are financially independent from the local authority, which gives us more freedom to make choices that will benefit our children and their education.

The autonomy afforded us through academic status means we are able to improve performance, reduce costs and maintain the school's reputation. We are able to be more flexible and responsive to the changing times and seize greater opportunities. This reflects our vision**: 'Aim High, Achieve Together'.**

As an academy, we aim to achieve progressive improvements in all areas of the school and challenge traditional ways of thinking on how we run our school and what it should be like. We believe that this will lead to improved outcomes for our children and staff.

Please contact us if you would like to arrange a visit to the school or if we can be of further help in any way.

Yours sincerely,

Clare Rinaldi — Headteacher

Barbara Dale & Alison Hawes — Co-Chairs of Governors

GENERAL INFORMATION

Mission Statement

At Avishayes we are determined to create an inclusive culture of learning where all children will aim high and be challenged to achieve to the best of their abilities. We aim to nurture a life-long love of learning by developing independent learners; to develop children's emotional health and empower our children to become respected citizens enabling them to make valuable contributions locally, nationally and globally.

Values, Aims, Beliefs. Aim High, Achieve Together.

At Avishayes we believe that all pupils can learn. We understand that learning requires hard work and commitment, requires a safe, supportive and stimulating environment, is most effective when meaningful connections are made and is best achieved through an active partnership between school and the community.

We aim to develop every child's potential to excel as well as to nurture a lifelong love of learning. Avishayes staff ensure that the pupil's voice is at the centre of all that we do and take regular opportunities to reflect and adapt where necessary so that we are providing a high-quality learning environment for each and every child. We aim to develop young people who are confident and curious about the world that we live in with the ability to ask probing questions and be brave in finding solutions.

They will engage with the familiar and be engaged by the unusual; be immersed in language and communicate in multiple languages; know how to practice, be resilient and challenged; to be proud of their local environment and think on a global scale; work individually and add their voice to the many; to accept help, give charitably and embrace altruism; to love difference, be different and stand up for the rights of others just because it is the right thing to do. We want them to be relentlessly creative, critically curious and to live ambitiously.



A very warm welcome to Avishayes Primary School!

We are passionate about offering children an exciting, stimulating and rich curriculum, based on real reasons for learning. We hope that you will share with us, the belief that every child should have the opportunity to meet their potential and develop the academic, creative, social and spiritual skills that will enable them to fulfil a happy and prosperous life.

Our school enables pupils from the age of 3 - 11 to meet the challenges of an education that will prepare them for life in the 21st century. We use a wide range of styles and resources to excite, motivate and challenge our young people to succeed.

'The school strongly promotes the pupils' spiritual, moral, social, and cultural development through a wide range of stimulating activities. This underpins the very supportive relationships between adults and pupils and between pupils that enrich their enjoyment and increased efforts in learning.' Ofsted May 2015



We aim to give every child, whatever their background or their circumstances, the support they need to be healthy, stay safe, enjoy and achieve through learning and make a positive contribution to society.

Leadership and management are good at all levels. Children in Nursery and in the Reception Class get off to a 'flying start'. OFSTED 2018

THE EARLY YEARS CENTRE – Rabbit Class and Owl Class



'Children benefit from the stimulating and exciting provision in the inside and outside learning environments.' Ofsted Dec 2018

Our Avishayes Early Years Centre provides a wonderfully stimulating, supportive and happy leaning environment for children. They learn through play and engage in adult-led and child-initiated activities. All children have opportunities to explore and investigate, developing their social, communicative, problem solving and creative skills both indoors and outside.

Every child is valued and we take pride in knowing our children well, taking time to observe how they play and planning activities with a secure understanding of each individual child's needs and interests.

Teaching builds precisely on children's needs in the Nursery and Reception Years. Transition from one class to the next in the early years foundation stage is highly successful. Ofsted Dec 2018

We care about children's 'Early Years' education and know that getting it right is crucial in providing the building blocks for their future. We believe it is important that children obtain the key essentials that will support them throughout their time in education. We are committed to maximising this stage by providing a skilled team and a child-centred curriculum that puts structured play at the heart of all we do.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The Early Years Centre classes follow the Early Years Foundation Stage Curriculum supporting the progress of the children's development. We invite parents/carers to meet with teachers daily as they drop their children off in the morning and pick them up at the end of the day. We have information boards, detailing the learning opportunities for the day. We believe that this partnership provides the best start for children and parents!

Early Years Foundation Stage – Rabbits (Nursery) and Owls (Reception)
This term is used to refer to the stages of children's development from birth to five years old.

Rabbits (Nursery Age 3- 4)
Children can attend Rabbits from the age of three. Our Rabbit setting offers a supportive combination of care and early education. It provides a seamless transition to starting school. All children in the term after their third birthday are entitled to 15 hours free each week during term time, which can be in any combination to suit you and your family, providing there are spaces in the sessions. 30 hours free child care is available for parents who qualify.

Session	Hours	Cost
am	9.00 am – 12.00 noon	£15.75
pm	12.00 noon – 3.00 pm	£15.75

Owls (Reception Age 4-5)

The Early Years staff work closely together to ensure every child's entry into school is as smooth as possible. The children in our Rabbit Class already benefit from being in the same setting as Owl class. The environment promotes the children's learning through independent and supported activities both inside and outdoors. Our learning environment enhances the children's prior experiences and their individual interests, ensuring that learning is purposeful and relevant to them.

STARTING SCHOOL

Children start school in the September of the academic year when they are five years old. It is a County Council requirement that parents provide a copy of their child's full Birth Certificate when they complete an admissions form.

Children in Owl Class (Reception) start school on a part-time basis for the first week of the term. This enables the staff to get to know the children and their parents/carers, establishing those all-important relationships. It also helps the children adjust to a new environment, feel secure and settle quickly. All our Early Years staff ensure that every child's needs are met using a personalised learning approach.

Children from other settings are also given the opportunity to visit Owl Class prior to starting in September.

During the term prior to your child starting in Owl Class, all parents are invited to a 'Starting School' meeting and Play-to-Learn sessions, where you and your child will have the opportunity to meet the Foundation Stage staff, play with your child in the setting and ask any questions.

The 'Play-to-Learn' sessions offer your child the opportunity to spend time in their learning environment with their new classmates and the staff.

Parents are also offered a home visit from our Early Years staff, which is a great opportunity for them to get to know you and your child.

SCHOOL UNIFORM

Our pupils are asked to wear a uniform:

- Red school sweatshirt/cardigan with logo
- White Polo shirt
- Black/grey trousers/skirt
- Red/white checked dress/grey shorts for the summer

PE:

- Black shorts
- Red Polo-shirt
- Plimsolls/trainers

Sweatshirts, PE shorts, t-shirts and book-bags are available from the school office at competitive prices.

To ensure the smooth running of our classes and to cause the least amount of stress (to all), we ask you to ensure that all your child's items of clothing are labelled clearly with their name, using nametapes or permanent marker pen.

The wearing of jewellery to school is not encouraged and children are asked to only wear stud earrings (one in each ear) if they have their ears pierced. For safety reasons, the children are asked to remove their ear-rings for PE. Tape needs to be provided by parent/carer for children who have a new ear piercing to cover the earring.

LOST PROPERTY

There is a central lost property basket in the School Entrance Hall by the school office. We encourage parents to label their children's clothes, especially jumpers. If your child loses an item, please talk to their class teacher as soon as possible.

OUR SCHOOL DAY

Nursery (Rabbit Class)
Morning - 9.00am – 12.00
Afternoon – 12.00 to 3pm
Reception (Owl Class)
Morning – 8.50am – 11.45am
Afternoon – 12.45pm – 3.15pm

Key Stage 1 (Dragonflies and Otter Class)
Lower Key Stage 2 (Hazel, Ash)
Morning – 8.50am – 11.45am
Afternoon – 12.45pm – 3.20pm

Upper Key Stage 2 (Beech and Willow Class)
Morning – 8.50am – 12.15pm
Afternoon – 1.15pm – 3.20pm

A member of staff is on the playground from 8.40am and teachers are on the playground at the end of every day as the pupils leave school. The Headteacher is often on either playground before and after the school day, if you would like an informal chat with her.

LUNCH TIME

Children have a choice of cooked meals served in school or a packed lunch from home. Hot school meals cost £2.85 and all tastes are catered for. The children eat in the hall in staggered sittings. Playtime is on one of the two playgrounds or on the extensive field/meadow in good weather.

Children in Reception, Year 1 and Year 2 receive Universal Free School Meals.

FREE SCHOOL MEALS

If you are in receipt of the following support payments, you are entitled to receive a free school meal for your child:

- Universal Credit
- Income Support (IS)
- Employment and Support Allowance (Income Related) - not Contribution related
- Income-based Job Seekers Allowance (IBJSA) - not Contribution based
- Guaranteed Element of State Pension Credit.
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit with an annual taxable income (as assessed by HMRC) of less than £16,190 as long as the family are not also in receipt of Working Tax Credit
- If you have recently become unemployed, but are still receiving Working Tax Credits, you may be entitled to free school meals. Please phone 0300 123 2224 for advice.

Please contact the school office in the first instance.

Even if you do not wish to take up your entitlement, please let us know that you are entitled, as a major component of our budget is based on the number of families entitled to free school meals.

Lunchtime supervisors and Teaching Assistants ensure that the children are looked after at this time of day and take good care that any disputes or fallouts are quickly resolved. From time to time minor accidents happen where first-aid needs to be given. If this is the case, your child will come home with a form to briefly explain what happened and how it was treated.

Your child is allowed to bring a drink bottle to school, but we do ask that this bottle contains **WATER ONLY** to help keep your child healthy.

CONTACTS

The office is open daily from 8.30am - 1pm and 2pm - 3.30pm. It is important that the school has a telephone number where you can be contacted during the school day in the case of an emergency, together with the surgery name and telephone number of your child's Doctor. If there is any change in this information, please notify the school office immediately.

Telephone: 01460 63050
Email : office@avishayes.co.uk
Web site : www.avishayes.co.uk

ATTENDANCE AND ABSENCE

We are required to set a target for overall absence. Some schools will also be required to set targets for pupil groups whose absence exceeds a given threshold (e.g. 'persistent absentees' with 10% or more absence). If a child's attendance falls below 96%, parents will be contacted if there is not a reasonable explanation for this.

If for any reason your child is unwell, please contact the school to let us know as soon as possible. If we do not hear from you, we will text/telephone you that morning to find out why your child is absent. On their return, please write a brief note explaining the reason for their absence, and any details the class teacher may need to know. If a pupil has 10 sessions (5 days) or more of unauthorised absence, the school can issue a Warning Penalty Notice, which could lead to a fine if there are further unauthorised absences.

HOLIDAYS

A list of school holidays for the current year is available from the school office and the web site. This list will help you to plan your own holidays to coincide with school holidays as far as possible, thus avoiding any loss of schooling for your child.

We are committed to providing the very best education possible for your child. There is a close link between attendance and progress. We are committed to both the Local Authority and local Chard school's agreement on parents requesting additional time for holidays outside the normal 13 weeks holiday across the year.

THE CURRICULUM

We work closely with the team at 'Lighting up Learning', who provide our teachers with CPD, coaching and planning sessions to implement their Curious City curriculum approach.

Our curriculum is closely linked to the National Curriculum, ensuring coverage and progression across the school. In addition to this, the curriculum is contextually relevant and it provides a framework for our children to be curious, ask questions and find solutions. Each enquiry starts with a question, children are then immersed in the learning and practise skills and develop their knowledge, before ending with a challenge and answering the question. We want our children to be engaged in their learning and we aim to always make the learning fun, relevant and with local links.

Our purpose is to connect learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens they must become. We will help them to be curious, ask probing questions and be brave in finding solutions. They will engage with the familiar and be engaged by the unusual; be immersed in language and communicate in multiple languages; know how to practise, be resilient and challenged; to be proud of their local environment and think on a global scale; work individually and add their voice to the many; to accept help, give charitably and embrace altruism; to love difference, be different and stand up for the rights of others just because it is the right thing to do. We want them to be relentlessly creative, critically curious and to live ambitiously.

Our intention is to create a culture of enquiry, curiosity and challenge that permeates both explicit and hidden curricula. The skeleton of curious and creative learning opportunities, progressively planned and matched to cognitive development, exposes learners to the wider world in carefully planned stages. The skeletons provide just enough guidance whilst

enabling our teachers to inspire learners with local people, places and stories relevant to the school's locality. The current structure also has plenty of room to respond to the ever-changing world. Enquiries are shaped by our school over time. Our curriculum will be unique but not isolated: we are part of a family of curious, enquiry-led settings and collaborate regularly at learner, teacher and leader level.

We implement the enquiry-led approach in several ways. Using seven themes that help to steer and give a particular flavour to an enquiry, learners seek answers to questions posed. The seven themes help teachers ensure that a broad range of perspectives are offered during a year, and that they understand the purpose of the enquiry. This helps create a balance of experiences each and every year and ensures a breadth of experience in every year group.

States of Being (below) enable learners to focus on and/or combine powerful knowledge in different enquiries. Each knowledge-engaged state symbolises an aspect of the curriculum, helping learners to master both the k*now of* and *know how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. As a result, whilst we have enquiry skeletons, we build on these responding to the needs of learners: as they get older, we help them cross-pollinate states. We want learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. We want our learners to see the interconnection between what they are learning in how this knowledge is applied. We explicitly teach children *how* to learn through our 5Rs.

Cognitive development aligned with enquiry-led learning



In a nutshell, enquiry-led learning provokes learners with **key questions** too big to answer in one go, but not so conceptually large that they cannot understand. The purpose is to guide learners through a scaffolded process, answering the big question with a piece of writing for example, performance or animation. As cognitive development, emotional literacy and language immersion underpin the Curious-city approach, as well as purposeful links to mastery-led learning principles and attachment theory, we recognise children's awareness of the world develops as they mature and that this has a significant impact on their ability to learn. Our job is to help learners make sense of the world, not just expose them to it.

More than the National Curriculum

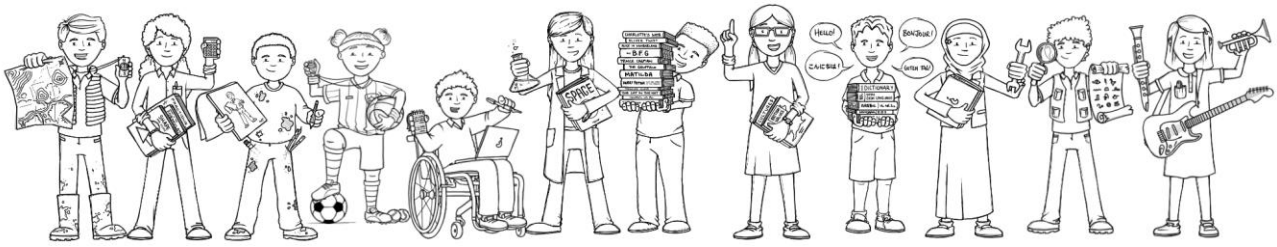
Lessons may also feel different in our setting from the norm. Think of a child's time in school as a continuum of experiences rather than a set of lessons. Sometimes experiences are short, sharp and immersive, other times they are light-touch events over a longer period of time. This is exactly what a curious, knowledge-engaged curriculum should be. The usual Author (literacy) and Mathematicians (numeracy) teaching sequences continue, enhanced by locally rich and relevant experiences through the inclusion of significant people, places and stories by weaving in faith, community and culture into enquiries. National Curriculum subject objectives from Science, History, Geography, Art & Design, Design and Technology, Music are woven throughout enquiries as seen on the *Whole School Enquiries Map.* Some subjects (renamed using the States of Being) are taught discreetly or by specialists, such as Foreign Languages, Physical

Education, Religious Education (Somerset Approach to Religious Education SACRE) PSHE and SMSC. Where possible links are made, but more often than not, they are stand-alone experiences.

The seven themes

Curious Giving	Curious Creativity	Curious Wild	Curious Moving	Curious Me	Curious Play	Curious Future

enable learners to become…



Geographers • Scientists • Musicians • Authors • Philosophers • Mathematicians • Artists • Engineers • Historians • Linguists • Athletes

The impact of Curious-city can be seen and heard as well as represented in outcomes. Impact can be seen through the floor books, displays and challenges the children produce. The process of enquiry, as well as final outcomes, are represented within class floor books; the journey of learning. In classrooms and in corridors enquiry working walls demonstrate the learning journey; States of Being characters should feature in books, classroom displays and visual timetables as well as our website and newsletters. Our learners and families also talk about the approach earnestly. We know that when inspectors have visited other schools, the Curious-city approach has been talked about as having a positive impact on learning; our setting is no different. We know that in time, it will affect our reading and writing outcomes as the contexts and purpose for being an Author, for instance, become stronger and stronger.

To find out more about our local, knowledge-engaged, globally connected, enquiry-led curriculum asks us about the deliberate action we are taking to shape our curriculum to meet the needs of our learners and community that we are proudly a part of.



Curriculum Webs are available each term on the school website, informing parents of the work their child will be doing and explaining how you can help.

Phonics

At Avishayes School we use a synthetic phonics scheme called Letters and Sounds which we supplement with resources from Read, Write Inc and Jolly Phonics. Letters and Sounds is a systematic and structured programme, resulting in rapid progression through sounds and blending. Children understand and enjoy the structure of the lessons. Each session is taught by an adult. Expectations are high and results are good. Pupils have the chance to not only read, but explore language through speaking, discussion and extending their vocabulary as well as written work in which they meet punctuation and grammar. Spelling is also covered as children meet different ways of writing the same sounds.

FOREST SCHOOL



Forest School is a unique way of building independence and self-esteem. It originated in Sweden as a way of teaching children about the natural world. The Forest School ethos focuses on developing emotional and social benefits of education. Learning and teaching strategies are used to raise self-esteem, develop confidence, independence and language and communication skills in a natural environment.

We work on the Avishayes school site but also use local woodland nearby. We go out in all weathers, exploring and learning about the seasons and environment changes. Suitable waterproof clothing is provided by the school so that children can get the most out of the messy opportunities!

The children take part in a range of activities, including identification of flora and fauna, problem-solving, games and sculpture. They are taught how to safely make a small ‘5 minute’ fire for cooking on as well as how to build a range of shelters using basic materials.

They are also taught how to use full-size adult tools such as saws, drills and pen-knives safely to make items such as toasting forks and tree 'cookies' (name plates made from a slice of wood and hung on a string)

An important aspect of Forest School is giving children an opportunity to take risks. However, an essential part of the Forest School Leader's role is to ensure that these risks are carefully assessed and monitored regularly. All the activities and sites used are carefully risk-assessed and you receive further information if we leave the school site. Health and safety issues are identified in risk assessments and children are made very aware of the expectations and boundaries.

All Forest School leaders are qualified in Outdoor Education First Aid.

RESIDENTIAL/EDUCATIONAL VISITS



We are committed to providing out-of-school learning opportunities for our children. Educational visits enable us to take children's learning on to a higher level and provide them with learning experiences that they will be telling their grandchildren about!

As well as the range of day trips which support the curriculum, we also arrange residential trips for children in Year 4 and Year 6.

The Year 4 trip 'Muck and Magic' lasts for two days. The children stay one night in accommodation at a working farm just outside Chard.



The Year 6 trip lasts for three days. The children spend two nights on Exmoor National Park and enjoy a range of activities, including tree climbing, orienteering and bush-craft, which all test their ability to communicate, negotiate and push themselves both physically and mentally and socially.

The curriculum provides stimulating activities for pupils to work towards the school's vision of 'Aiming High, Achieving Together.' Ofsted May 2015

COLLECTIVE WORSHIP

The aim of collective worship is:

- **to enable children to consider spiritual, moral and social issues**
- **to enable children to explore their own beliefs and those of others**
- **to encourage participation and response;**
- **to develop an understanding of the worship of a God**
- to develop a sense of awe and wonder

Parents may withdraw their child from Collective worship if they wish. This should be put in writing to the Headteacher.

COMMUNITY COHESION

Community cohesion lies at the heart of what makes a strong and safe community. It must be delivered locally through creating strong networks, based on principles of trust, and respect for local diversity, and nurturing a sense of belonging and confidence in local people. Effectively delivering community cohesion also tackles the fractures in society which may lead to conflict and ensures that the gains that communities bring are a source of strength to local areas.

PARENTAL HELP - EVERYONE HAS A SKILL!

We are very keen to encourage parents into school. Whatever your strengths, teachers are very grateful for help and children can only benefit from the additional support. We often invite parents into school to discuss various school issues. Details are sent out in our newsletter. We have a Volunteer Policy and application form, which can be collected from the main office. (All volunteers must receive an enhanced clearance from the Disclosure and Barring Service).

PROMOTING BRITISH VALUES

The DfE has recently reinforced the need

"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy. At Avishayes these values are reinforced regularly in the following ways:

Democracy:
Democracy is rife within the school. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The selection of School Council Representatives is based solely on pupil votes. Our school behaviour policy involves rewards which the pupils vote on as a class group.

The Rule of Law:
The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police

Fire Service etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:
Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safety, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and RSE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:
Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect and Responsibility' – the spirit of Avishayes and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:
This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and RSE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Pupil Discussions in particular show that this has been successful.

THE ROLE OF PLAY IN THE CURRICULUM

At Avishayes, we believe that play is an important part of a good childhood and also important in raising standards within the school. We have embarked on an ambitious programme to develop exciting play spaces that can be used throughout the school day, including an outdoor classroom for the Early Years, a wild life area with sensory garden, raised beds for planting vegetables and a Forest School site including a fire pit.

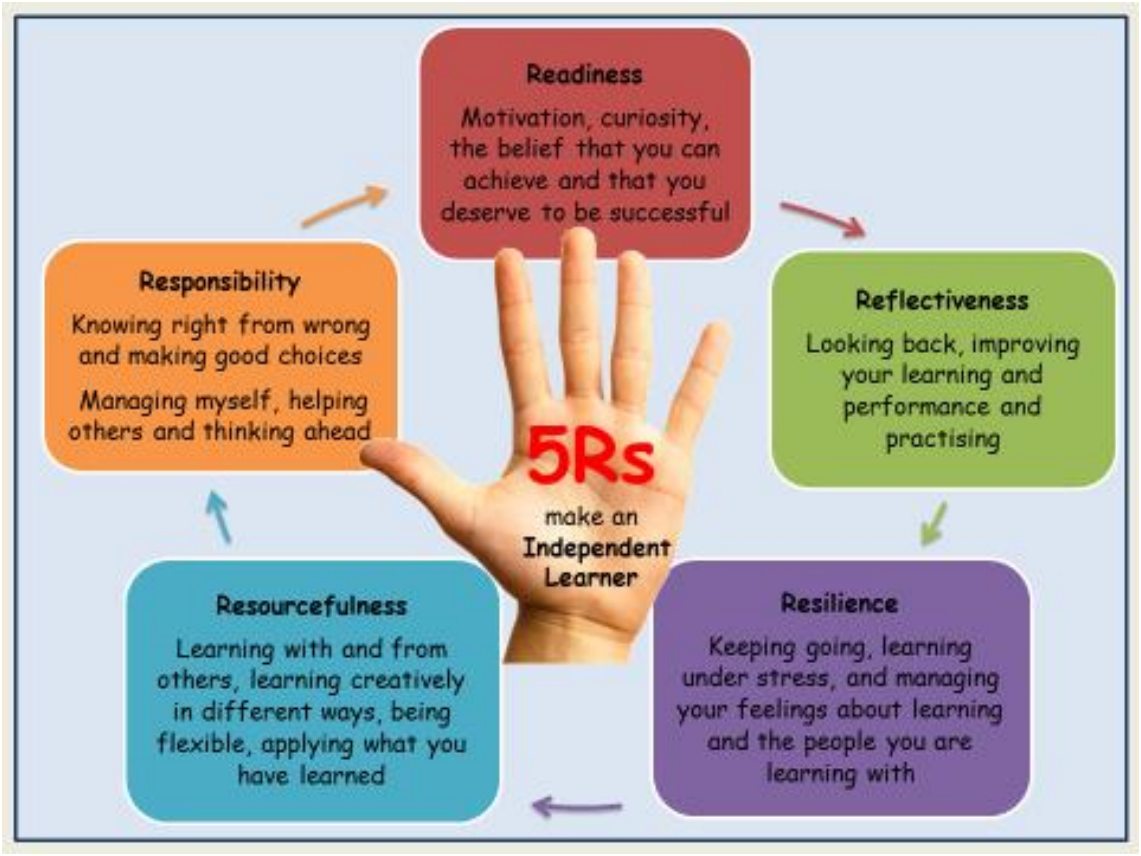
Teachers use the extensive grounds and play areas to integrate play within their lesson plans across the curriculum. We also work closely with children when developing new play areas and value their ideas. Their enjoyment at school is reflected in improved attendance and behaviour.





THE 5RS FOR LEARNING

At Avishayes, we believe that children learn best when they understand how to learn. We develop children's learning power to make learning more relevant and help them move from passive learners to active and independent learners.



HOME LEARNING

We believe that children benefit from home-learning. We also believe that this should be offered in a way that doesn't cause stress or difficulties at home. As a result, we have devised Pre-view Learning (Years 1 to 6) that support the learning in school and encourage a creative approach. Teachers are very aware that some children find learning at home difficult so we ensure that there is time for them or their parents to talk to the teacher if this is the case. Hearing your child read and practising multiplication tables and spelling are all areas that you can support your child with at home. If you have any questions as how to best support your child, their class teacher will be able to help. The school runs a Learning Club after school where children can be supported to complete their Home Learning.

READING BOOKS

The children are encouraged to take books home. We always foster a love of books and a keen interest in learning, which we hope parents will encourage at home too. We regard books as one of the essential tools for learning. There is also a computer bay in the learning zone for independent research as well as in every classroom. Children are able to access the computer suite at lunchtimes.

SWIMMING

Children swim in Year 3, Year 5 and in Year 6 in Chard. All pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

SCHOOL COUNCIL AND WELLBEING AMBASSADORS

We believe that everyone should have a voice. Two children from each class are chosen to represent the views of the children in their class as well as 2 children from Year 5 and 6 to be Wellbeing Ambassadors. The School Council is supported by a member of staff and the Wellbeing Ambassadors are supported by a team of adults from across the school and community as part of the Wellbeing Ambassadors Group (WAG). All classes have a School Council suggestion box where all children can make suggestions to the Council. The contents of the suggestion boxes are taken to the regular school council meetings and discussed.

What is the School Council?

- A structured, meeting time for discussion and decision-making.
- An opportunity for children to raise issues and concerns.
- An opportunity for staff to consult pupils on decisions which directly impact on them.

Why have a School Council?

- To help children develop responsible attitudes.
- To improve behaviour.

- To create a feeling of belonging, encourage listening to others and develop self-confidence.
- To improve pupil/teacher relationships.
- To give children hands-on experience of curriculum issues including PHSE and Citizenship.

How does the School Council work?

A member of staff leads the meeting. Children are encouraged to listen to each other, respond to questions and share their ideas with the group. The agenda will vary depending on issues which have arisen and upcoming events. The school council also work together to initiate and implement changes in and around the school. Some of these initiatives include:

- Organising whole school fund raising activities.
- Ideas and suggestions for signage around the school. Most recently the school council worked together to agree playground rules and how they would like these to be displayed. Following this meeting, the signs were ordered and are now proudly displayed on the KS1 and KS2 playgrounds. The school council also met with the PTFA and decided on which picnic benches and benches should be purchased for the school.
- How the curriculum is delivered. The children discuss the different ways that the curriculum is delivered; what they enjoy and what provides the best learning experiences for them.

Back in class, the school councillors discuss the issues that have arisen at the meeting and this is where they gather the opinions and views of all the children. It is the school councillor's responsibility to feedback these views when they attend the next meeting. It is through this process that every child in Avishayes has a voice.

SATs

In Year 2 and Year 6 children take SATs (Statutory Assessment Tests).

In Year 2 children take assessments which are used to inform their teacher assessment. Your child's teacher will share their progress with you.

In Year 6, the children are tested in a more formal way. They take tests in Maths and English. The children are tested on a range of skills and knowledge that have been learnt throughout their school career. We ensure that the children are well prepared for these tests, which might mean some extra homework in the build-up. We also provide a Parents Information Workshop to help you understand how you can help your child prepare and a Breakfast Club for the week of SATs. Pupil's results are published in July and then shared with parents.

In Year 4, children will be assessed on their fluency with times tables.

In Year 1, children take part in a Phonics screening, which identifies their progress in learning the sounds of letters. Those children who do not reach the required level in Phonics in Year 1 are retested in Year 2. At the end of Year 3, Year 4 and Year 5, the children take internal formal assessments. The results from these are good indicators of

progress and will be shared with you as a part of their end-of-year report. If you have any questions, don't hesitate to contact your child's teacher.

EXTRA CURRICULAR ACTIVITIES

We are committed to providing a range of opportunities for all our pupils. We provide a wealth of extra-curricular activities for children of all ages before, during and after school. We offer a diverse range that makes the most of our excellent resources and staff knowledge and expertise. Details of clubs on offer are sent out at the beginning of each term.

SPECIAL EDUCATIONAL NEEDS

'The leader of special educational needs and/or disabilities (SEND) ensures that there are precise interventions in place so that pupils catch up when they fall behind. As a result, pupils make strong progress in these intervention lessons.' OFSTED Dec 2018

At Avishayes, we make provision for pupils with a wide range of needs: learning, physical, social, emotional and mental health. We meet the needs of these pupils through careful planning of lessons, specific resources alongside our highly skilled team of teachers and learning support assistants. Our SENDCo (Special Needs Coordinator) work with parents, staff and pupils as well as other agencies, such as the Educational Psychology service, to ensure the best possible opportunities are provided for every child with special needs.

We do all we can to ensure that all pupils, regardless of any special need, are fully involved in school life. We have an excellent and proven record with our pupils who encounter some form of difficulty with their learning. We believe that the key to this is building a strong and trusting relationship with parents and professionals and really getting to know every child. We have gained accreditation for Dyslexia Friendly Status.

PUPILS WITH DISABILITIES

At Avishayes Primary School, we strive to ensure equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils with disabilities is monitored and we use this information to ensure inclusive teaching. We make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. If you have a child with a disability, please contact us and we will be happy to talk to you about what we can offer. We endeavour to accommodate any pupil, ensuring that they are fully involved in school life. Some examples of how we do this are:

- Promotion of positive attitudes amongst the whole school community
- Provision of specialist equipment to ensure participation in PE and swimming
- Accessibility to all areas of the school
- Provision of specialist furniture and equipment e.g. a writing wedge, lift, hoist
- Provision of fully equipped disabled person's toilet and shower
- Painted steps and drains to support the visually impaired
- Appropriate training for staff

EARLY YEARS ASSISTANTS & TEACHING ASSISTANTS

Our skilled team of Assistants offer a range of support to all pupils throughout the school. A major area of support is through targeted intervention at a range of levels to ensure that all children are able to access the curriculum and achieve what they are capable of. This includes groups which support physical co-ordination and the social use of language as well as individual programmes for children with special educational needs.

PARENTS AND CARERS

HOME/SCHOOL PARTNERSHIP AGREEMENT

An effective education is based on a good relationship between home and school. It values the ability of both partners to work together to support the child. We firmly believe in this, and always encourage parents to take a full and active part in their child's schooling.

When children start school, we ask parents to carefully read and sign our Home/School Partnership Agreement. It states our commitment to you and the commitment that we ask you to make for your child. It also asks children to take responsibility for what is expected of them to maximise their learning. We use an online portal called Tapestry Journal to support communication and assessment across the school. Parents are given an individual log in for their child and can see a fantastic range of activities that their child has been completing at school as well as write comments that the class teacher can view. Please ensure that you collect a permissions form from the school office when you start.

REPORTING TO PARENTS

At the end of each academic year, each child will bring home a written report. This will include information about the progress made and targets for the future. Parents are offered two consultation evenings throughout the year to discuss their child's progress in each subject.

PARENT/TEACHER/FRIENDS ASSOCIATION (PTFA)

Our PTFA is very active and raises valuable funds for the school through a range of activities, which enable us to buy additional resources for the children. The committee are always keen to recruit new members. Please contact the school for details if you are interested.

PARENT & FAMILY SUPPORT ADVISOR (PFSA)

We have two Parent and Family Support Advisors (PFSAs) who work with children and their families to support them in achieving their potential in school. This includes improving attendance, punctuality, providing parenting skill training and raising self-esteem. They can be contacted through the school office, the Headteacher or the SENDCo.

PARENT WORKSHOPS

We are keen to share your child's wonderful learning and offer you many opportunities throughout the year to view Home Learning challenges and take part in learning workshops alongside your child.

CELEBRATION OF LEARNING

Throughout the school year, we invite you and your family into school to celebrate your child's learning. This is also a great opportunity to meet your child's new teacher. We hold weekly celebration assemblies on Fridays at 9am and special half termly celebration assemblies.

HEALTH AND SAFETY

We aim to maintain a high standard of hygiene and children are encouraged to wash their hands after going to the toilet and before eating.
Inhalers which are sent to school should be clearly labelled with the child's name and instruction for its use should be given to the child's teacher.
We ask that parents DO NOT park in the school car park unless they are eligible to.
The whole school site in a non-smoking area.
Please don't bring dogs onto the site (guide dogs are the exception).
The school has a full Health and Safety Policy available on request from the office.

'Pupils say they feel safe in school and appreciate the way staff care for them so well.' Ofsted May 2015

MEDICINES IN SCHOOL - PRESCRIBED

The administering of medicine to a child is the responsibility of the parent. If the parent is unavailable during the day, then a medical form must be completed, giving permission for a member of office staff to administer the prescribed medicine. (We cannot administer medicines that have not been prescribed)

All medicines must be sent into the school office in the **original container** and should not be decanted into another container.

Medicines **MUST NOT** be kept by the child.
The medicine must clearly state the child's name and the exact dosages and timing required as well as the name of the medicine. Should the dosage of the medicine change, a new permission form will be required.
A Medicine Log is kept in the school office and must be signed by the parent at the end of the school day when the medicine is collected.

MEDICAL CHECKS

At some time during the Reception year, the school nurse will visit to check your child's eye-sight, weight and general development. Year 6 children also have their weight measured by the school nurse, which is a national initiative but not statutory.

During your child's second year of school (Year 1), their hearing will be tested. Parents may request a hearing test at other times if they have a concern. If any problems are detected during these tests, parents will be notified as soon as possible and referrals will be made to specialists.

As in all schools, outbreaks of head lice are all too frequent. Please check your child's hair regularly, and if you do suspect your child has head lice, please treat them with a product from the pharmacy or use the conditioner and wet combing method. If we discover a child has head lice, we naturally contact the parents and inform them.

ACCIDENTS IN SCHOOL

Accidents unfortunately happen in school from time to time. In the event of your child having an accident, you will be contacted and medical attention will be sought. A number of our staff are trained in first-aid. Details of any accidents are sent home with the child. Serious accidents requiring medical/hospital treatment are recorded. If a child has a bump to the head, you will be notified and they will be given a Bumped Head sticker, to ensure that they are monitored before they are collected.

POLICY INFORMATION

Copies of all policies are available on request from the school office and statutory policies are placed on the school website.

CHARGING POLICY

We do not charge for any of the resources or books that we use, however, from time to time there are additional charges where we require a voluntary contribution. Examples are:

- Educational visits off the site (*Excluding Residential Visits which are not voluntary*)
- Musical tuition
- Drama workshops/theatre visits
- Art or Design and Technology resources

While we cannot insist parents contribute, we ask that every effort be made. We take great care to ensure that the activities support your child's learning and keep costs to a minimum. However, if donations do not meet the cost, we may have to revise our plans.

BEHAVIOURS FOR LEARNING POLICY

Behaviour of pupils at Avishayes is very good and is often commented on by visitors. Children have many opportunities to play together and develop friendships. Our

Behaviour for Learning policy is regularly reviewed and is based on praise and reward systems as well as clear sanctions.

Sometimes children don't behave appropriately for some reason. If this happens, we ensure that you are informed and, if appropriate, asked to meet with the teacher, or a more senior member of staff. Our aim is to keep you informed so that, together, we can support your child in improving their behaviours for learning.
ANTI-BULLYING POLICY

Issues relating to bullying are discussed in every class as part of our and Sex and Relationship Education (SRE). Children are encouraged to tell an adult if they feel they are being bullied. We describe bullying as 'the premeditated and continuous act of aggressive behaviour to another person'. This can be physical or mental and involve great distress and anxiety for all concerned.

At Avishayes such behaviour is totally unacceptable. If you believe your child is in any way suffering from such actions, you should inform school immediately. We will listen carefully to any issues brought to us and act to stop any such behaviour. We never under-estimate the seriousness of bullying and the negative effects it can have.

SEX AND RELATIONSHIP EDUCATION (SRE)

Children receive Sex and Relationship Education (SRE) throughout their time at school. All pupils follow the science curriculum that explains reproduction in plants and animals. Other aspects are covered as part of our Personal, Social and Health Education (PSHE).
This is done in a very sensitive way that focuses on how happy and caring relationships are the key to fulfilment in life.

DRUGS, TOBACCO AND ALCOHOL EDUCATION

Our older pupils are taught about the benefits of common prescription and non-prescription drugs, along with a basic understanding of how substances and drugs such as tobacco, alcohol and caffeine effect the body. Our youngest pupils are taught how to be safe in the home. We teach that most drugs are designed to help us become well, but if mis-taken, can cause harm. We also discuss the dangers of addiction and how in particular cigarettes and alcohol can damage our health. With both these subjects, our priority is to inform and educate pupils in a caring way to prepare them for the challenges that they might face as adults.

SAFEGUARDING CHILDREN STATEMENT

The school Governing Body is accountable for ensuring effective child protection policies and procedures are in place in accordance with guidance issued by the Secretary of State, LA Guidance and locally agreed inter-agency procedures. A Safeguarding Children Report is provided annually by the Headteacher to all Governors and County. The Designated Safeguarding Lead (DSL) for the school is the Headteacher. The Deputy DSL is the Assistant Headteacher and School Business Manager.

HOW TO MAKE A COMPLAINT

We hope that any complaints parents may have can be resolved by the school. Therefore, in the first instance, these should be made to the Headteacher. In most cases, complaints can be dealt with at an informal level. However, if they cannot be resolved in this way, there is an agreed complaints procedure that should be followed. The school's complaints procedure is available on the school website or a paper copy can be requested from the school office.

ADMISSIONS POLICY

The Local Authority is the admission authority for the school and places are allocated in accordance with our Admission Policy. A copy of our admission arrangements can be found on the school website or a copy collected from the school office.

EQUALITY OF OPPORTUNITY

The staff all work very hard to ensure that all pupils are given the same opportunities and are able to access these. This is regardless of gender, race, religious background, financial circumstances or disabilities. We firmly believe that this is essential to promote a fair and just school. The school has an Equality Policy and Accessibility Plan, which are reviewed every three years. A copy of these can be obtained from the school office and are also available on the school website.

EMERGENCY CLOSURE OF SCHOOL

On very rare occasions, the school might have to close. The most likely reason for this would be due to snow or other adverse weather. If staff, who live some distance from school, cannot get to school, we may have to close.

If this is the case, we will do the following. Firstly, we will notify the local radio stations, Heart FM – formally Orchard FM (102.6FM) and The Breeze (105.6 and 106.6), who will announce that we've closed. It will also be on the front page of our school website. We will also post a board outside the school and the office will be staffed from 8am. If you have found out that the school has closed, we would be grateful if you could contact friends who have children at the school.

Privacy Notice
(How we use pupil information)

Why do we collect and use pupil information?
We collect and use pupil information under legal and statutory obligations within the Education Act 1996, The Children Act 2004; Education and Inspections Act 2006; Education Act 2011; and the Family and Children's Act 2014.
We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information
- Relevant medical information
- Special educational needs information
- Exclusions / behavioural information

Collecting pupil information
Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. To comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data
We hold pupil data for the periods of time as stated in the IRMS Records Management Schools Toolkit which can be seen at: https://irms.site-ym.com/resource/collection/8BCEF755-0353-4F66-9877-CCDA4BFEEAC4/2016_IRMS_Toolkit_for_Schools_v5_Master.pdf

Who do we share pupil information with?
We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority
- the Department for Education (DfE)

Why we share pupil information
We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.
We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements:
To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to https://www.gov.uk/education/data-collection-and-censuses-for-schools.

The National Pupil Database (NPD)
The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to https://www.gov.uk/education/data-collection-and-censuses-for-schools.

To find out more about the NPD, go to https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: https://www.gov.uk/data-protection-how-we-collect-and-share-research-data

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:
https://www.gov.uk/government/publications/national-pupil-database-requests-received

To contact DfE: https://www.gov.uk/contact-dfe

Requesting access to your personal data
Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the Headteacher.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at https://ico.org.uk/concerns/

If you would like to discuss anything in this privacy notice, please contact: Ian Gover, School Development Officer, Somerset LA – igover@somerset.gov.uk

The School has a duty of care to all of their pupils, and this care comes into being every day at the start of the school day and whilst the pupil is on school premises. In order to assist with this duty this school has made the decision to use a text messaging service to communicate more easily on a number of subjects involving their children, such as First Day Absence, Emergency Closure, Reminders of Holidays and Events.

To inform parents or designated carers of important issues the text messaging service will send a standard text message to the designated mobile phone number. Apart from the contact telephone number and the pupil's first name, no other personal data will be retained by the Texting Company.

If you require any further information please contact the school.

ADDITIONAL INFORMATION

THE GOVERNING BODY

The role of the governing body is to ensure that our school provides an effective education for our children and meets all the statutory requirements. This is a huge task, and our Governors are committed and hard working. The day-to-day management of the school is delegated to the Headteacher and the Governors act as 'critical friends' to support any school improvement. Governors come from many areas of our community; some are parents, staff and some are from local business or industry. If you are interested in becoming a Governor, please contact the Clerk to the Governors, Julie Chant, through the school office.

SCHOOL GOVERNORS

Alison Hawes (Co-Chair)
Barbara Dale (Co-Chair)
Clare Rinaldi (Headteacher)
Marion Dietz (Staff)
Laura Constable (Parent)
Anthony Gray (Community)
Richard Prosser (Community)
Laura Hicks (Parent)
Shirley Flannery (Community)

Clerk to the Governors
Jennifer Aplin



SCHOOL STAFF

Headteacher
Mrs Clare Rinaldi

Assistant Headteacher
Mrs Karen Coulson

SENDCo
Mrs Karen Coulson

Teachers
Mrs Nakita Harris
Mrs Carly Gay
Mrs Jen Watson
Miss Andrea Berry
Mrs Marion Dietz
Miss Inci Sensoy
Mrs Gina Lecompte
Mrs Lucy Whiffin

School Business Manager
Mrs Caroline Lambert

Administrative Assistants
Mrs Gemma Newbery
Mrs Jenny Aplin

Premises & Grounds Manager
Mr Simon Gilbert

HLTA
Mrs Natalie Beresford
Miss Amy Garland

Teaching Assistants
Miss Lucy Adams
Mrs Lorraine Allen
Mrs Rachel Bartlett
Mr Ian Dixon
Mrs Katie Newbery
Miss Cate Mullaney
Miss Zeta Lynch
Mrs Donna Pons
Mrs Vanessa Smith
Mrs Karen Wadham
Mrs Rachael Bowditch
Mrs Lisa Every
Miss Megan Stone
Miss Eleanor Cottrell

Lunchtime Supervisors
Mr Jeremy Bragg
Mrs Sharon Raffell
Mrs Michelle Thresher

Cleaners
Mr Jeremy Bragg
Mrs Sharon Raffell
Mrs Michelle Thresher
Miss Megan Stone