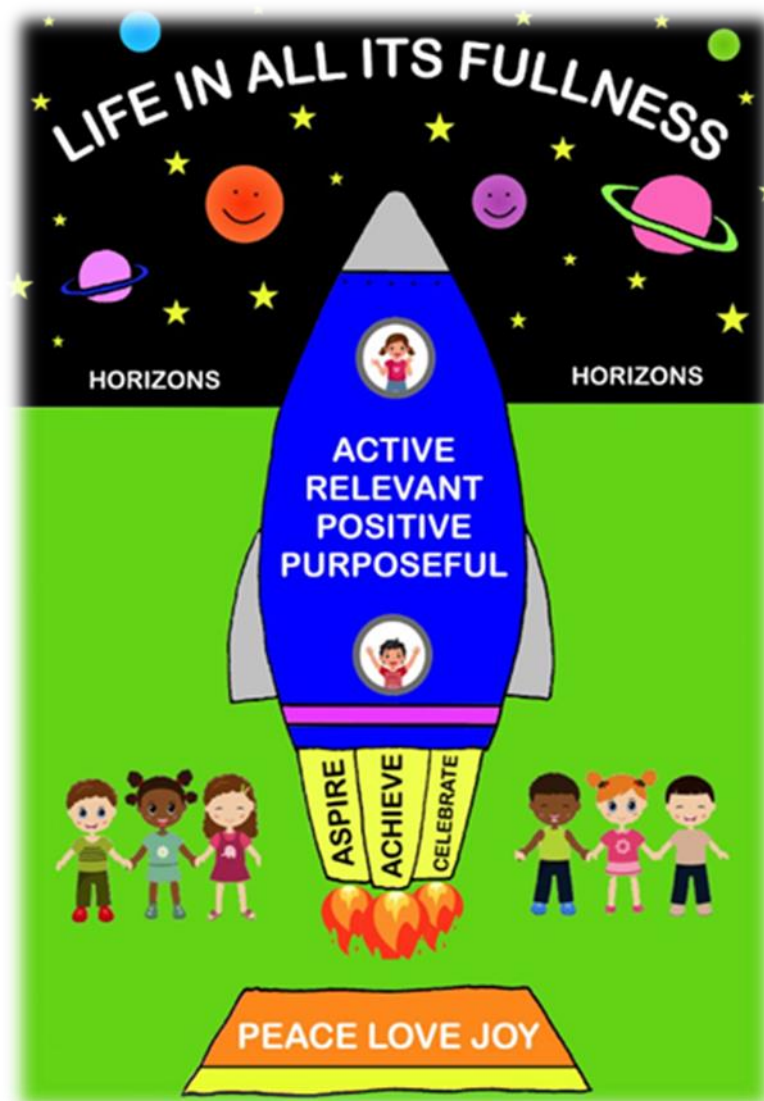


Stratford-sub-Castle
Church of England Voluntary Controlled Primary School
Established 1840



PROSPECTUS

2023 – 2024



www.stratford-sub-castle.wilts.sch.uk
e-mail: admin@stratford-sub-castle.wilts.sch.uk

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If you require additional information, please go to the school website or call the school office. See the school website for:

CURRICULUM INFORMATION, SCHOOL TERMS AND HOLIDAYS, CALENDAR OF EVENTS, SCHOOL PERFORMANCE DATA, POLICIES AND INSPECTION REPORTS.

www.stratford-sub-castle.wilts.sch.uk



WELCOME TO OUR SCHOOL

Letter from the Headteacher

Dear All,

It is my pleasure to welcome you to Stratford-sub Castle Church of England Primary School. A wonderful place to be! This is not just because of the idyllic countryside surrounding us, but also primarily because of the special people who make up the school's community and the sense of purpose we all share. I warmly invite you to visit our school. Just contact the office to make an appointment and I will be delighted to show you round the school personally.

As a Church of England School, we believe that all children are loved by God, are individually unique and that the school has a moral duty to help each pupil to fulfil their potential in all aspects of their physical, academic, cultural, social, moral, and spiritual 'life'. We also recognise our duty to try to remove any factor that may represent a hindrance to a child achieving '*Life in all its Fullness*'. We want all pupils to engage fully in learning in our safe and welcoming environment.

Our shared vision, 'Life in all its fullness', promotes human flourishing for all!

All schools are different and finding the right one for your child can be a daunting task. At our school, children learn and flourish in a setting shaped by Christian values. It is important to us to develop your child not only as a successful learner, but also as a fully rounded person. Your child's emotional and physical well-being is of paramount importance to us. We are proud to treat each of our pupils as an individual. **We want to motivate every pupil to be the best learner and the best person she or he can possibly be! We want every pupil to engage with life in all its fullness.**

Whether you are a prospective parent or a long-standing member of our school community, this prospectus will give you a *flavour of things* and provide you with some useful information about how our school is organised. It will also introduce you to the various staff members who work at Stratford. I am proud to be the Headteacher leading a dedicated team; a team committed to working with you to provide the best chances for your child; a team who really like children; a team that really enjoy their jobs because they want to and do make a difference!

I love my job because I feel that our learning community is:

- a place where children learn in a meaningful way and lead fulfilling lives in the present (e.g. now as a 9- year- old or a 5- year- old)
- a place where children are aware of their rights and responsibilities as a citizen of the UK and the world
- a place where children are prepared for their launch into the big wide world; motivated to continue learning, confident enough to be themselves, resilient to knock-backs and able to recognise and grasp all of life's wonderful and varied opportunities
- a place where, by respecting our differences and caring for each other, we show the world how humanity can live in harmony
- a community based on love, joy and peace, where problems are solved by talking and people are recognised for their strengths and helped to build up their weaknesses
- a place where parents and families feel welcomed and valued
- a school where we live life in all its fullness!

My team and I want **your child** to be happy and to learn. **We want all our pupils to be happy and to learn. To be happy in their learning. To be confident enough to admit when they 'don't know'! To be motivated enough to find out!**



The school dates from 1840 with additions in the 1970's.



Extensions also took place in 2011 and 2014.

In our efforts to achieve the *School Aims*, the staff and I rely on parents for co-operation and support. Parents and grandparents are always welcome at Stratford, whether simply for a quick chat, to help with activities and trips or to listen to children read. Your involvement is valued. It is a team effort and your child will benefit when we work together.

Your child is precious. YOU want the best for them. WE want the best for them. We view our school as a 'launch pad'. Let us work together to help your child really 'take off', so they are motivated throughout primary school and beyond!

Justine Watkins
Headteacher



Our OFSTED report 2022 says ...

'Everyone is proud to be part of 'Team Stratford'. The school sits at the heart of its community. Parents and carers are very happy with this inclusive school. Many cite how leaders go out of their way to help and support families. Staff and pupils alike buy into the school's vision: 'Live life in all its fullness'. School visits and visitors are interwoven into the curriculum. Pupils study a broad range of subjects and appreciate the exciting activities on offer.'

Our SIAS Report 2017 says....'this is a good church school'

'A number of letters were received during the inspection where parents praise the difference school makes to the lives of children, celebrating the quality of relationships with staff.'

'Skilled teaching assistants provide support that enables children to be successful and develop skills and attitudes to be a life-long learner. All children feel valued by the community. A purposeful and cohesive staff team work conscientiously to constantly improve teaching and learning.'

We are 'Team Stratford'... a Church of England Primary School



OUR SCHOOL ETHOS

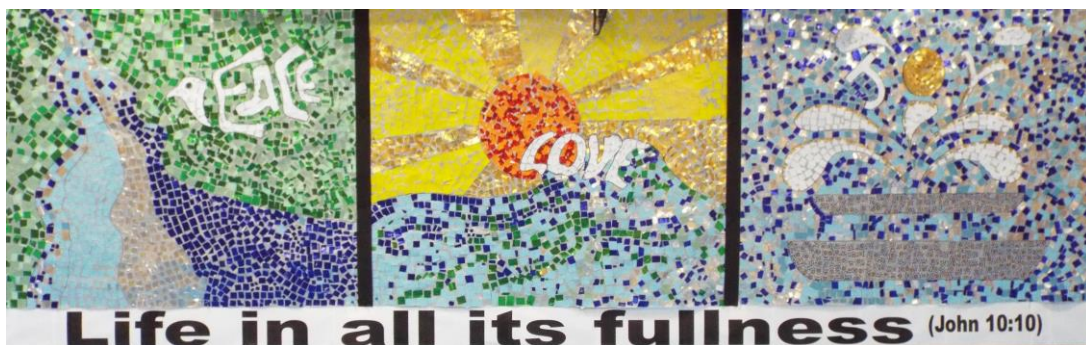
At Stratford-sub-Castle Primary School, our ethos provides the launch pad, and our curriculum is the fuel for learning! We want to launch our pupils into the 'Stratosphere' of possibilities, extending horizons!

Our school ethos is founded on the Christian values of PEACE, LOVE and JOY. These values underpin everything we do here. Our ethos is one where each person is valued for their 'uniqueness'. This means, that as individuals and as a community, we are able to flourish and live '*life in all its fullness*'.

Our curriculum has been designed to fuel ASPIRATION and ACHIEVEMENT and to foster the CELEBRATION of success in all its forms!

Our school aims are to:

- ensure that each person knows they are valued and supported, so that they can **achieve** their full potential; spiritual, emotional, social, physical and intellectual, in an ethos of Christian **peace, love and joy**
- broaden horizons and promote **aspiration**
- serve the whole community and warmly welcome children and their families whatever their faith, culture or means
- fuel and sustain every person's **love** of learning
- provide a happy, safe and stimulating environment so that each pupil has the opportunity to **achieve** and acquire skills and knowledge required for life now and in the future in a meaningful way
- create an **active, positive and purposeful** learning environment where effort, progress and attainment are encouraged, recognised and **celebrated**.



PEACE LIKE A RIVER * LOVE LIKE AN OCEAN * JOY LIKE A FOUNTAIN

We serve the whole community and welcome children and their families whatever their faith or belief. We join in an act of worship on a daily basis; any child may be withdrawn from this on parental request.

Every year, we worship in the Church for a Harvest Festival, Christmas Carol Service, Easter Service and Leavers' Service, (see School Calendar for dates and times).

We gather as a whole school community on a weekly basis. Friday's 'Smiley Face Celebrations' is a chance for us all to celebrate the achievements of the week.



OUR CURRICULUM

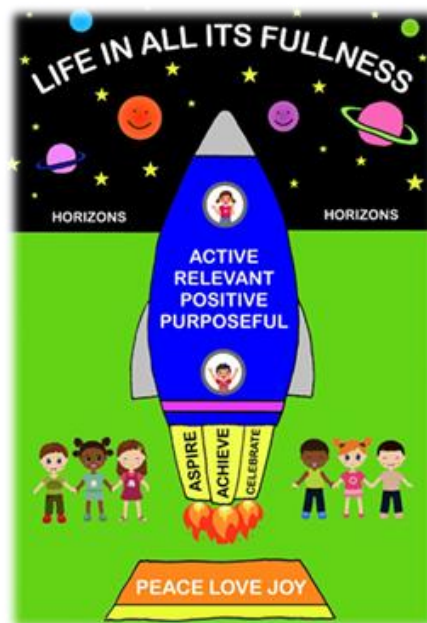
Curriculum Intention

Our curriculum intention is to fuel **ASPIRATION** and **ACHIEVEMENT**

and foster the **CELEBRATION** of success in all its forms!

Our curriculum has been designed to:

- build on the positive and 'lived-out' school ethos
- take advantage of the unique historical and geographical location of the school and to use its natural surroundings
- harness the resources we have in school and within the wider community (places and people)
- use the school's organisation (five classes each with two year groups and some cohorts split between classes) to full effect; so that pupils receive 'right-time provision'; revisiting and building on knowledge and skills in a coherent way, as they take their 'Learning Journey' through the school
- ensure that the 'EYFS Framework', 'National Curriculum', 'Wiltshire RE Syllabus' and 'Understanding Christianity' are implemented with rigor and that units of work are appropriately sequenced
- deliberately make links within and between subjects
- develop cultural capital: to ensure purposeful, relevant and active enrichment opportunities broaden pupils' horizons.



We believe:

- our school ethos based on Christian values provides our pupils with a strong moral, spiritual and emotional foundation upon which to build their lives
- in actively promoting and celebrating progress and attainment
- in providing a wide range of balanced learning opportunities so everyone can achieve
- that sports, music, drama, charity events, competitions run by community organisations, trips etc. all provide invaluable opportunities for each pupil to develop in a rounded way, enhance school life and fuel motivation and aspiration
- that positive behaviour as well as academic success should be celebrated
- well-balanced, happy children attend well, learn better, remember more and achieve more!

Curriculum Implementation

At Stratford-sub-Castle Primary School, we achieve our vision for the whole curriculum in a consistent and reflective way. Our approach is one of 'crafting' opportunities for learning, constantly adapting our provision to meet the needs and interests of our pupils.

Knowledge, skills and vocabulary are developed sequentially, over time and through the teaching agreed concepts. Progression is 'mapped out' coherently allowing for effective planning and assessment. Teachers plan units of work, which are 'blocked' to provide continuity of learning, to engineer the immersion of pupils in their studies, use resources effectively and to facilitate links within and between subjects. The key components of each 'Unit of Work' are regularly revisited and reviewed, to promote over-learning and embed knowledge, skills and vocabulary.

The Curriculum Map has been formed by looking at the requirements for each year group and key stage in the National Curriculum. This forms a two year rolling programme. (Please see the school website)

The curriculum is all the planned activities that we deliberately organise in order to promote learning, personal growth and development. It includes the formal requirements of the EYFS Framework, National Curriculum, Wiltshire RE Syllabus and Understanding Christianity, as well as, the range of extra-curricular activities which the school provides. These enrich and extend the experiences of our pupils, broadening horizons!

The curriculum also includes the *hidden curriculum*, or what pupils learn from the way they are treated, treat each other and expected to behave. We deliberately teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

The curriculum is underpinned by the values that we hold at our school. These include *Christian Values* and *British Values*.

To deliver our curriculum we...

- provide all our pupils with the opportunities to learn and achieve within and beyond the National Curriculum
- encourage all within the school community to be motivated, confident and active learners
- work in partnership with parents
- develop links with the Church and wider community
- learn to learn (Learning Power!)
- provide challenge with support
- cater for different styles of thinking and learning
- encourage learning and understanding through being active (thinking is active!) and by providing 'authentic' learning experiences
- promote positive self-image and high self-esteem
- provide regular opportunities for review and reflection
- actively listen to children
- provide timely and accurate feedback to learners
- encourage pupils to question and think critically, and make informed choices
- nurture an awareness and understanding of their own and other cultures, religions and beliefs
- nurture a sense of personal and social responsibility
- encourage our pupils to be emotionally literate; to solve problems and 'move on' with their lives
- provide opportunities for creative experience
- nurture a sense of awe and wonder in the world around us
- encourage our pupils to approach life with an open, flexible attitude and a sense of humour.

Educational Visits & Visitors (Broadening horizons)

At Stratford-sub-Castle CE Primary School, we value the importance of first-hand, 'authentic' learning experiences. The aim of educational visits is to enhance the pupils' learning for deeper understanding.

Educational visits range from 'Welly Walks' around the local area to trips further afield such as London (V & A Museum and Science Museum). Every two years, pupils from Years 5 & 6 take part in a residential trip to Braeside in Devizes, Wiltshire.

We also invite visitors into school to lead sessions. The aim of welcoming visitors into school is so that they may share their knowledge, skills, experience and expertise with our pupils first-hand.

By the time pupils leave the school, they will have **increased their cultural capital by visiting:**

- an art gallery
- a museum
- a library
- a theatre
- a cinema
- a variety of places of worship
- London
- a residential centre
- a walk in the countryside
- Salisbury market
- Stonehenge
- Old Sarum
- Salisbury Cathedral
- Five Rivers Leisure Centre
- Salisbury City Hall



Pupils visiting The V&A Museum and Science Museum in London.

By the time pupils leave the school, they will have **increased their cultural capital by taking part in:**

- a choir
- church services
- community events and commemorations, including ANZAC Day
- class assemblies
- a theatrical performance
- a competitive sport
- an art competition
- a handwriting competition
- a story writing competition
- after-school clubs
- Bikeability (cycling safety programme)

Home Learning (HOMEWORK)

Individual class teachers set home learning. It is the class teachers' responsibility to ensure that both parents and children understand the learning to be completed at home. The Headteacher informs parents of the home learning routine in writing at the beginning of each academic year.

Why do we give home learning?

- to develop your child as a learner; learning does not just happen at school!
- to allow your child to practise basic skills; reading, spelling and recall of number facts
- to develop self-discipline, organisational skills and persistence
- to encourage your child to take some responsibility
- to allow pupils to pursue their particular interests and personal aspirations
- to prepare your child for the future.

Class teachers will ensure that:

- spellings and times tables are checked before children take them home
- a child's Reading Record is monitored regularly
- each pupil in Y4, Y5 and Y6 is provided with a book for the *Termly Topic*. Younger pupils are provided with a book at their request
- when the usual routine is disrupted (e.g. trips), home learning is given out/handed in on the nearest possible day to the usual timetable
- demands on pupils are monitored, so that they are as even and balanced as possible.

Children are expected to:

- read 5 times per week
- learn spellings and times tables in a way that suits their learning style
- take responsibility for learning.

Parents are asked to support their children by:

- making it clear to their child that they value 'learning'
- encouraging and praising children when they have made progress
- reading with/to their child daily
- helping to learn times tables and number facts.

We celebrate learning and effort by:

- stickers for spellings – achievement
- stickers for good practise skills when learning spellings
- stickers for reading 5 times in a week
- reading awards and certificates
- stars in the 'Planets Booklets' (number facts)
- certificates for Termly Topics.



Exhibition of Termly Topics (Theme: Architecture)

By the time our pupils leave us...

When we launch our pupils into the big wide world, we want our pupils to possess a 'tool-box' of knowledge, skills and attitudes; so that they are able to live fulfilling lives both in the present and in the future, achieving **'life in all its fullness'**.



We want our leavers to have within them a strong sense of self, whilst also having a sense of community and social responsibility; so that they are equipped to be active global citizens; working for **'life in all its fullness'** and connected to the world beyond the horizon.



For more information regarding the curriculum go to
www.stratford-sub-castle.wilts.sch.uk

SCHOOL GOVERNANCE



Governors are one of the largest volunteer forces in the country and have an important part to play in raising school standards. The role of the governing board is key to the effectiveness of any school.

School governors provide strategic leadership and accountability in schools. Governors appoint the head teacher and deputy headteacher. It is governors who hold the main responsibility for finance in schools. It is governors who work with the headteacher to make the tough decisions about balancing resources.

Each individual governor is a member of a governing board, which is established in law as a corporate body. Individual governors may not act independently of the rest of the governing board; decisions are the joint responsibility of the governing board.

The role of the governing board is a strategic one; its key functions are to:

- set the aims and objectives for the school
- set the policies for achieving those aims and objectives
- set the targets for achieving those aims and objectives
- monitor and evaluate the progress the school is making towards achievement of its aims and objectives
- be a source of challenge and support to the headteacher (a critical friend).

Almost anyone over 18 years of age can become a governor. There are no particular qualifications or requirements, other than a willingness to give time to the role and a capacity for working with other people. There are different types of school with different categories of governor.

Our school is a voluntary controlled school, which means we have the following categories of governor:

- Parent
- Staff
- Foundation
- Local Authority
- Co-opted

The type of governor anyone becomes depends on his or her situation; however all governors have the same roles and responsibilities once part of the governing body.

<u>Category of Governor</u>	<u>Our Governors 2023 / 2024</u>
Parent	Nicola Clare, Andrew Mintram & Rhodri Morrison (Vice Chair)
Headteacher and Staff	Justine Watkins & Hannah Crook
Foundation	
Local-authority	Angela Britten (Chair of Governors)
Co-opted	Carol Long, Lloyd Turner

For more information about the governance of our school, please go to the school website.

www.stratford-sub-castle.wilts.sch.uk



ADMINISTRATIVE INFORMATION



Contact details

Headteacher/SENDco:	Mrs Justine Watkins
Senior teacher:	Miss Hannah Crook
Administrative/Finance Officer:	Mrs Jenna Tiley
Receptionist /Administrative Assistant:	Mrs Mel Munt
Chair of Governors:	Miss Angela Britten

Stratford-sub-Castle
Church of England Primary School
Stratford-sub-Castle
Salisbury
Wilts
SP1 3LL

Tel: 01722 327227

www.stratford-sub-castle.wilts.sch.uk

e-mail: admin@stratford-sub-castle.wilts.sch.uk



Pupil Admissions

The school follows the Local Authority procedures for admissions. This policy gives children entitlement to three years of infant education. A school place is available for all children from the September after their fourth birthday. All children may attend full time (09:00 – 15:00). If parents wish their child to attend part time (09:00 -12:05) or to defer entry until later on in the academic year for which admission is sought they must arrange this with the school.

Go to www.wiltshire.gov.uk for advice and common application forms.



MEMBERS OF STAFF: 2023/2024



Headteacher/ SENDco (Special Educational Needs Co-ordinator)	Mrs Justine Watkins
Senior teacher	Miss Hannah Crook
Teachers	Mrs Andrea Pittaway Mrs Emily Richards Mrs Jenny Rudman Miss Kat Smith Mrs Jodie Waters Mrs Jane Wilson
Office Support Staff	Mrs Jenna Tiley (Finance, Personnel and Administration) Mrs Mel Munt (Reception and Administration)
Teaching Assistants	Mrs Rachel Diserens Mrs Jeanette Ford Miss Jeanette Hardiman Mrs Tara Nicholson Mrs Lucy Ray Mrs Alison Smith Mrs Nicky Watson Mrs Caroline Webb
Midday Supervisors (Please note we also have TAs on duty at lunchtime).	Miss Jay Barnes Mrs Sarah Crumbie Miss Julia Jarrett
Staff not employed directly by the school	
Catering Staff (HC3S)	Mrs Ed Gillingham Mrs Natalie Wells
Cleaning staff (Spotless LTD)	Mr Nigel Pragnell Mrs Linda Williams



SCHOOL ORGANISATION



Typical Number on Roll:

148 in September 2022

Age Range:

4 to 11 years old

Early Years Foundation Stage (Reception Year)

Key Stage 1 (Years 1 & 2)

Key Stage 2 (Years 3, 4, 5 & 6)

Time of Sessions:

Phase	Morning Session 1	Break Time	Morning Session 2	Lunch	Afternoon Session
EYFS	09:00 – 10:25	10:25 – 10:45	10:45 – 12:00	12:00 – 12:45	12:45 – 15:00
Key Stage 1 (Y1 & Y2)	09:00 – 10:25	10:25 – 10:45	10:45 – 12:00	12:00 – 12:45	12:45 – 15:00
Key Stage 2 (Y3 – Y6)	09:00 – 10:25	10:25 – 10:45	10:45 – 12:20	12:20 – 13:00	13:00 – 15:00

Doors to the school open at 08.40. Please ensure that your child is in school on time; being late upsets children and it's not a good start to the day! Children need time to say hello to their friends and organise their things. All children who come to school after 09.00 are requested to report to the school office as soon as they arrive.

Responsibility for the supervision of children is accepted by the school, from 20 minutes before school begins in the morning. Before this time, supervision cannot be guaranteed. When the doors open at 08:40 children may go to their classrooms and organise their belongings so they are ready for the day.

The school day finishes at 15:00. Parents are requested to meet their children outside the school buildings on the playgrounds.

Classes: 2023 / 2024

PPA cover for teachers is provided by Mrs Emily Richards and Mrs Kay Bridson.

<u>Class</u>	<u>Teacher</u>	<u>Year Groups</u>
Butterfly Class	Mrs Jodie Waters	EYFS/Year 1
Owl Class	Miss Kat Smith	Year 1/Year 2
Robin Class	Miss Hannah Crook	Year 3/Year 4
Woodpecker Class	Mrs Jenny Rudman/ Mrs Andrea Pittaway	Year 4/Year 5
Fox Class	Mrs Jane Wilson	Year 6

Class Sizes:

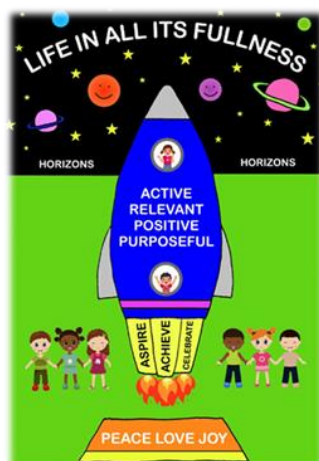
Class sizes vary year to year but range at present between 27 and 32 pupils.



WORKING TOGETHER FOR YOUR CHILD

You are 'mission control' and we are the 'engineers'!

Let us work together for lift-off!



Uniform (our team colours)

We rely on you, as parents, to ensure that your child wears the school uniform. Children really dislike being different and enjoy feeling part of the "Stratford Team"!

Uniform Requirements

The required school uniform is as follows:

School sweatshirt

White polo shirt or collared shirt

Grey or black trousers or shorts / grey or black pinafore dress or skirt

Blue / white checked / striped dress or skirt (summer/ hot weather)

We encourage the wearing of grey, black or white socks, or dark tights.

Shoes/sandals and clothes must be practical and safe.

P.E. Uniform

Plain white t. shirt or school logo white t. shirt

Plain dark shorts

Dark track suit trousers/ leggings

School P.E. hoodie or school jumper (in cold spells)

Plimsolls / trainers

Swimming

Trunks or full costume (bikinis are not allowed)

Towel

IT IS ABSOLUTELY ESSENTIAL THAT ALL CLOTHES ARE LABELLED.

Lost Property

A 'Lost Property Basket' is located in the 'Glass House' entrance in the new block.

Purchase of school uniform with Stratford-sub-Castle Primary Logo

The school has signed up to the My Clothing Uniform service.

Please visit <https://myclothing.com/collections/stratford-sub-castle-ce-vc-primary-school-28020> to view our uniform, size guides etc. Order online and items will be delivered to your home.

PE hoodies may be purchased from the school office and paid for on ParentPay.

Appearance

Children should be smart, clean and safe at all times.

Hair: Long hair must be tied back for health and safety reasons.
This is essential during PE lessons but is encouraged in all activities.

Jewellery: Pupils may wear watches and a small pair of studs for pierced ears (in ear lobes only). Nose studs and other types of body piercing are not allowed. No other jewellery is allowed. In order to comply with L.A. Health and Safety guidelines, pupils are required to remove earrings for PE activities. If children cannot remove them, they are asked to cover them with tape.

Make-up: The Governors believe that any form of make-up or hair colouring is inappropriate for this age group. Nail varnish may not be worn.

Pastoral Care

We are concerned as much for the personal and social development of your child as for his or her academic progress. We want your child to develop into a rounded and well-balanced person. We aim to combine high expectations with a sympathetic approach. **If problems occur, PLEASE come and talk to us, we are always ready to listen. Quite inconsequential things to adults can become major worries to little ones – if worries or problems are “nipped in the bud”, they don’t become HUGE!**

We would ask parents to help us: a new baby in the family, a sudden bereavement or family upset can all cause your child to act differently in school, just as worry over schoolwork or falling out with a friend can cause problems at home. Please let us know if anything occurs at home which might affect your child’s work or behaviour at school. Similarly, we will contact you at an early stage if we have any concerns.

Home / School Contact

Face to face

Parents may arrange to visit the school at any time to see work in progress but if you wish to discuss any matter with the Headteacher or a member of staff, it is advisable to make an appointment. The best time for an informal chat with your child’s teacher is immediately after school. The morning is also a good time for quick chats with your child’s teacher. However, if you would like a longer chat, please do not hesitate to make an appointment to see them after school – please do not feel you have to wait until a Parents’ Evening!

Clip boards / Drop Box

The clipboards are situated outside the school office and are available for non-confidential messages (to save time in the morning). For example, if someone different is collecting your child from school this is the ideal way to let us know. The drop box hangs on the school fence near the daily information board. It is there as a means of returning reply slips etc. quickly. In other words, not queueing at the office!

Newsletters / Website

You will be kept informed of forthcoming events by means of newsletters. These are e-mailed out to parents on an ad hoc basis (when we have something to say!). Should you require a paper copy then please let Mrs Munt in the office know, she will be happy to help you. You may also check the school website as current letters are always posted there!

www.stratford-sub-castle.wilts.sch.uk

E-Mail and Text Messaging System

We are able to send messages, information and alerts home to parents via e-mail and text messages. Please remember to let us know when and if your contact details change.

Parents Evenings

Stratford- sub- Castle Primary School holds three Parents' Evenings during the academic year. These are usually held in **October, March and July**.

We invite your child to attend these meetings with you because they are the most important person involved in their learning. However, we leave this to your discretion and fully understand if you would prefer to talk to us without your child listening to the conversation.

Whether or not your child comes with you to the Parents' Evenings, talk positively to your child about what the meeting is for, what is said and the information that comes from it, including areas that she/he needs help with.

The first two Parents' Evenings are slightly more formal. The first one takes place in the hall and the second one online. You will be given an appointment to talk to your child's teacher.

As appointment slots are approximately 10 minutes long, these parents' evenings are not the best time to raise specific worries or concerns that you have about your child that you would like to talk about in some depth. For one thing, there isn't the time available, as teachers must keep on time for other parents following you. If something is bothering you, always ask for a private appointment time after the school day.

The third Parents' Evening is held after you have received your child's written annual report and provides you with a less formal atmosphere to tour the school. As well as, allowing you to meet your child's teacher and to see the work they have displayed on the walls, it provides you with the opportunity to meet your child's next teacher and visit his or her new classroom.

It is extremely useful for your child and his/her teachers if you are able to attend as many of these meetings as possible. Children do best when parents and teachers work together, understanding what each is trying to do to help the child move forward in their learning.

Remember we value communication with you. Please pick up the phone or come and talk to us at any time if you have concerns or questions. You do not have to wait until a Parents' Evening.



Attendance

We regard attendance as being an important issue. This reflects our view that education is crucial to every child. We are committed to helping our pupils understand that:

- learning is important
- regular attending, being punctual and arriving in a state of readiness for learning is valued
- hard work, commitment and perseverance is rewarded
- excellent attendance and punctuality is something to aspire to
- he/she is missed – when they are not here
- problems leading to non-attendance are taken seriously – we do listen!

The Legal Framework

Legally parents must ensure that their children are educated. For most parents, this means registering their child at a school, and ensuring their regular attendance. Failure to do so can result in prosecution. Authorised absence may include late arrivals, illness, interviews, sporting activities, examinations, family funerals and in exceptional circumstances family holidays all of which should be supported (where possible) by a written explanation for the absence.

The Government has issued clear guidelines with regard to family holidays during term time. The school must follow this guidance. **'Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances.'** Head teachers should determine the number of school days a child can be away from school if the leave is granted. The new law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in **exceptional circumstances** and the head teacher must be satisfied that the circumstances warrant the granting of leave. Parents can be fined for taking their child on holiday during term time without the consent of the school."

AS A PARENT, YOU NEED TO BE AWARE THAT:

- parents do not have the automatic right to withdraw their child from school for a holiday during term-time and should not normally do so
- parents need to request permission in advance from the school if they wish to take their child on any holiday during term-time stating exceptional circumstances for doing so
- each request for a holiday absence is considered individually by the school
- if the school does not agree to an absence and the child is still withdrawn for a holiday the absence is recorded as unauthorised on the child's record
- you can be issued with a Penalty Notice by the Local Authority for a number of reasons, including: overt truancy, absences from school, either when a parent continually fails to provide an explanation or the school considers the absence to be avoidable or for holidays taken in term time where the absence has not been authorised by the school.

More details are available in a leaflet produced by Wiltshire Council. Copies are available from the school office or on the website.

The Role of Parents

We believe parents have a crucial role to play in ensuring their child maintains good attendance. **A child will infer how much a parent values education from their attitude to attendance issues.**

Parents invest in their child's future by:

- ensuring their child arrives at school on time, appropriately dressed and in a "condition to learn" (i.e. not too tired or too hungry)
- working in partnership with us to help their child gain an appreciation of the importance of attending school regularly
- working in partnership with us by taking an active interest in their child's education.

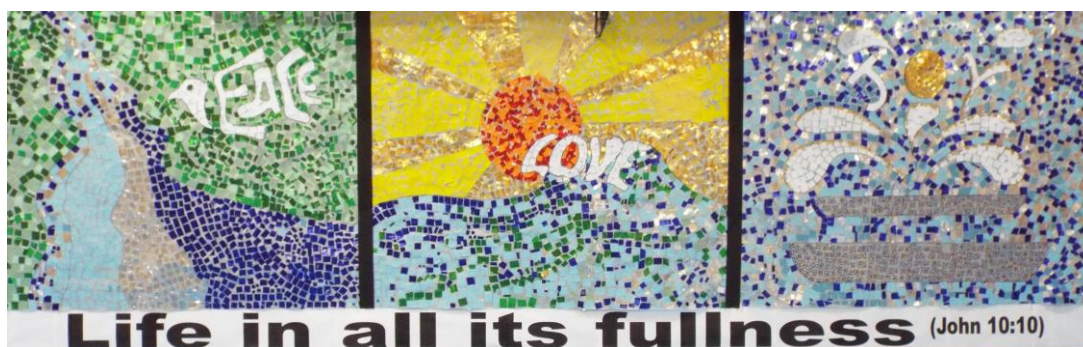
	<i>Attendance 2016/ 2017</i>	<i>Attendance 2017/2018</i>	<i>Attendance 2018/ 2019</i>	<i>Attendance 2019/ 2020</i>
Attendance	97.1%	97%	96.9%	97%
Absence	2.9%	3.0%	3.1%	3.0%

The national average attendance rate for state funded primary schools 2022/2023 = 92.5%

Terms and Holidays

Dates of school terms and holidays are included on newsletters at the beginning of each school year and are published on the school website (See School Calendar).

Dates of Teacher Development Days (TD Days) are published well in advance. There are five of these days every academic year. All schools set dates to complement their School Development Plan and to coincide with the availability of trainers and consultants. (See School Calendar).



Behaviour

We fulfil the aims of the school through a consistent approach to behaviour management.

We aim:

- to make each member of the school feel valued and respected
- to balance the needs of the *whole school* with those of the individual
- to help pupils attain the highest possible standards of personal development, while nurturing social responsibility and a sense of community within them.

***We regard behaviour as being the actions and responses of each member of our school community.
It is how we behave towards one another and how we treat the environment.***

We believe that each individual is responsible for her or his decision-making and therefore behaviour.

We believe that behaviour affects every academic and social programme designed to further a child's development.

We accentuate the positive by recognising and promoting desirable behaviour with a wide variety of rewards, as set out in the 'Behaviour for Life and Learning Policy'.

The 'Behaviour for Life and Learning Policy' also sets out the consequences of unacceptable behaviour. We aim to deal with problems as soon as they occur and help children face up to the consequences of their actions and to accept responsibility for their own behaviour.

School policies are available on the school website at
www.stratford-sub-castle.wilts.sch.uk



Our Rights and Responsibilities

Right: To be respected and treated fairly.

Responsibility: To respect others and treat others as we wish to be treated.

Right: To be heard and have our ideas respected.

Responsibility: To listen to others and let others have their say.

Right: To learn and play in a safe environment.

Responsibility: To use equipment safely and keep the environment a clean and safe place.

Right: To feel safe.

Responsibility: To make decisions which keep yourself and others safe.

Right: To be given independence and responsibility.

Responsibility: To be trustworthy, think for oneself and make good decisions.

Right: To be educated and to receive broad and balanced learning opportunities (the curriculum).

Responsibility: To take charge of one's own learning and to support other people in their learning.

Our Golden Rules

If you want a friend, be a friend!

Pobody's nerfect!

If you haven't anything nice to say, don't say anything at all!

Work time is for working and playtime is for playing!

Be a walking, talking advert for Stratford-sub-Castle School!

Smiles will be returned!



Praise

There is no formal procedure for praise as there is for complaints. If you feel that something has been done especially well, please feel free to let us know. It is helpful to know which aspects of our work are particularly valued by our families!

Concerns/Complaints

If you have a concern or complaint about Stratford-sub-Castle School please follow this procedure agreed by the Governing Body. Key information is summarised below.

When to contact us?	Whenever you are concerned about something at the school, or wish to complain.
Why?	We want a supportive partnership in which problems are 'ironed out' quickly. This is far better for pupils than divisions between home and school.
How?	A home-school contact book may be 'set up' if you wish. A phone call if the matter is urgent. A letter is better for a formal complaint. The best policy is to come and talk to us!
Who?	This depends on the nature of the issue.

The main options are as follows:

Topic for concern

Subject matter, home learning
Welfare Issues, problems between pupils
School organisation, Policies
Staff conduct
Serious issues

Contact

Class Teacher
Class Teacher/Headteacher/Senior teacher
Headteacher
Headteacher
Headteacher

- Normally, concerns will be dealt with immediately by discussion.
- If the outcome is satisfactory, the concern ends.
- If you are still not satisfied, you have the right to access Governor's Committees, and ultimately their Appeals Panel. Contact the Clerk to the Governors through the school office.

All complaints are dealt with in the strictest confidence. Any breach of this confidentiality (word of mouth, e-mail, social networking sites) by either side may compromise any investigation.



The little things, which really help to keep things running smoothly!

You are very welcome to enter the school grounds from **08:45**. This allows 15 minutes for us all to say hello, have a chat and be organised at the beginning of the day.

We to ask you not to allow your children (including preschoolers) to play on the track, field or den area before or after school. When the weather allows we do let children play on the field, but this is only with the permission of the teacher on duty at the time. In order to ensure the safety of all please take note of the following...

School rules **DO** apply before and after school. These rules **DO** apply to adults too! Children and adults must **NOT**:

- climb on fences (use gates)
- climb under fences (use gates)
- play on the playgrounds, field, track or in the den area after school
- venture into the garden area
- get out play equipment (unless the duty teacher gives permission)
- stand on picnic benches (people do not want to sit on your muddy footprints!)
- bring buggies/prams into school (we just don't have enough room)
- use mobile phones inside the school buildings.

Please remember that every decision or rule we make is because we are trying to keep 150 children safe and educated, as well as attempting to be as fair as possible! With this in mind, it would really help us if all children could come to school with a:

- named lunch box
- named water bottle (sports cap please)
- named PE kit
- named uniform
- book bag containing books and not water bottles!

For younger children please help us to help your children to be as independent as possible by ensuring:

- snacks are kept separate from lunch boxes
- snacks are named
- tights are not worn on PE days
- you teach your child to go to the toilet independently
- you teach your child to wash their hands (with soap, a bar of soap!)
- buttoned shirts are not worn unless children are able to dress themselves
- heads fit through the necks of sweatshirts with ease!

For safety reasons we ask that all parents, grandparents and carers vacate the building and school premises immediately when the school bell rings in the morning.

We ask you to stand well back from doors and gates to allow children to flow in and out with ease!

Please let us know if home time plans change. We need to know who is taking your children home or if they are allowed to walk home alone! (This includes sleepovers and going home with friends for tea!)

PLEASE PHONE THE SCHOOL BETWEEN 08:30 and 09:00 TO LET US KNOW YOUR CHILD IS ILL
(ON THE FIRST DAY OF ANY ABSENCE).

THANK YOU!

Your child is precious. YOU want the best for them. WE want the best for them. We view our school as a 'launch pad'. Let us work together to help your child really "take off" so they are motivated throughout primary school and beyond!

SAFEGUARDING INFORMATION

All staff (paid/unpaid) working at our school have a responsibility to report concerns to the Designated Safeguarding Lead, Justine Watkins. In her absence, Hannah Crook is the Deputy Designated Safeguarding Lead.

Effective safeguarding arrangements in our school are underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective, each professional should play their full part in keeping children safe; and
- a child-centred approach: for services to be effective, they should be based on a clear understanding of the needs and views of children.

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

We fulfil the aims of the school through a consistent approach, we believe:

- the welfare of every child is paramount
- all children have a right to be protected from harm
- children cannot learn effectively if they do not feel secure and safe
- the child's need for security and family links must be recognised
- the primary responsibility for looking after children rests with their families
- openness is required in dealing with families and the Local Authority
- context is important (severity and persistence of experiences need to be considered against the backdrop of other happenings in the child's life).

Our school ensures that:

- the welfare of the child remains paramount
- all children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/ or sexual identity have the right to be protected from harm
- all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately

Staff and Governors ensure that the correct procedures are followed in order to protect children. It is the responsibility of the school to recognise a child in danger and then to liaise with the relevant agency to protect that child.

The school also has a legal duty to assist local authority social service departments acting on behalf of children in need or enquiring into allegations of child abuse. All child protection issues are treated with strict confidentiality. Only those staff members who 'need to know' are informed.

The Role of Governors

The Governing Body has a named governor responsible for child protection issues. This governor liaises with the Designated Safeguarding Lead and attends all relevant training. The named governor is Angela Britten.

A wide range of other policies supports safeguarding. These are available on the school website.

For full copies of policies go to: [**www.stratford-sub-castle.wilts.sch.uk**](http://www.stratford-sub-castle.wilts.sch.uk)

Bullying

We do not have a bullying problem at Stratford School, because we employ many strategies and systems to combat it. Our approach to bullying is detailed in our *Anti-Bullying Policy*. It is treated very seriously and all incidents are dealt with immediately we become aware of them. Please inform us of any concerns because we can only act if we know there is a problem.

We have produced an Anti-Bullying Leaflet, which suggests confidence building and assertiveness strategies to help you and your child deal with provocative or threatening behaviour. We work with all children to encourage the rejection of bullying behaviour within the school, and work with bullied and bullying pupils to help prevent further incidents. The leaflet, and our full *Anti-Bullying Policy*, is on the school website and available from the school office on request.

**We want to motivate every pupil to be the best learner and the best person he or she can be!
To engage with life in all its fullness.**



On-Line Safety

The Internet is an essential resource to support teaching and learning. The statutory curriculum requires pupils to learn how to locate, retrieve and exchange information using ICT. In delivering the curriculum, teachers integrate the use of communications technology such as web-based resources and e-mail. Computer skills are vital to access life-long learning and employment; indeed ICT is now an essential life-skill.

In line with school policies that protect pupils from other dangers, we provide pupils with as safe an Internet environment as possible and teach them to be aware of and respond responsibly to the risks. Our school internet access is designed expressly for educational use and includes filtering appropriate to the age of pupils.



Enhancing Learning

Pupils learn appropriate internet use and are given clear objectives for internet use. Staff members guide pupils in online activities that support the learning outcomes planned for the pupils' age and maturity. Pupils are educated in the effective use of the internet, including the skills of knowledge location, retrieval and evaluation.

Safe Management of Learning

A designated senior member of staff manages the use of the internet and the permitting and banning of additional websites identified by the school. This includes:

- working in partnership with parents, Wiltshire Council, DCFS and the school's Internet Service Provider and computer maintenance team to ensure systems to protect pupils are reviewed and improved
- reporting to the Internet Service Provider if staff or pupils discover unsuitable sites, the URL (address) and content are reported to the Internet Service Provider
- regularly sampling website logs and monitoring through the Internet Service Provider's monitoring service
- ensuring that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable
- acting if the school believes actions are illegal; referring concerns to the Internet Watch Foundation (IWF) - <http://www.iwf.org.uk/>).



First Aid

We have several first aiders, including three members of staff specifically trained in paediatric first aid (for under 5's). Certificates are on display in the school office. First Aid boxes are located in each classroom and in the staff room. Their location is clearly indicated. All children receiving first aid during the school day are given a note covering minor injuries, to inform parents (bump notes) that their child has received first aid. The first aider dealing with an incident completes these forms. A record is kept in the First Aid and Intimate Care Log Book.

Injuries other than minor bumps and grazes are entered onto an Incident Report Sheet. Major incidents are reported to Wiltshire Council through an on-line reporting system, by the Headteacher.

Accidents and emergencies are rare but please make sure that you keep us informed of any changes of name, address, telephone number etc. It is most important that we can contact you during the day should your child become ill or have an accident. We also ask you to give us an emergency number e.g. friend, neighbour or grandparent in case we are unable to contact you.

Intimate Care

It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. As far as possible, the child is allowed to exercise choice and is encouraged to have a positive image of his/her own body. Staff members bear in mind how they would feel in the child's position. Intimate care provides opportunities to teach children about the value of their own bodies, to develop personal safety skills and to enhance self-esteem.

Matters concerning intimate care are dealt with confidentially and sensitively. The young persons' right to privacy and dignity is paramount. Children who require 'more complex procedures' have an Intimate Care Plan agreed with parents, school nurse, Headteacher and the staff involved.

Intimate care is one of the following:

- supporting a pupil with dressing/undressing
- providing comfort or support for a distressed pupil
- assisting a pupil requiring medical care, who is not able to carry this out unaided
- cleaning a pupil who has had a toileting accident, nose bleed or who has vomited
- assisting girls who have needs due to menstruation.

Supporting dressing/undressing

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in Early Years. Staff members encourage children to attempt undressing and dressing unaided.

Providing comfort or support

Children (particularly children in EYFS) may seek physical comfort from staff. Where children require physical support, staff are aware that physical contact must be kept to a minimum and be child-initiated. If physical contact is deemed appropriate, staff members provide care, which is suitable to the age, gender and situation of the child.

Toileting Accidents

Intimate care for a toileting accident is only given to a child after the parents have given permission for staff to clean and change the child. Parents who have children in the EYFS or with medical needs may sign a permission form so that the Early Years staff can clean and change their child if required.

Records

All cases of intimate care regarding an incident where staff have assisted a pupil requiring medical care or who have cleaned a pupil who has had a toileting accident, nose bleed or who has vomited are logged in the First Aid / Intimate Care Log Book. A date time and brief description of events including any views expressed by the child are noted and signed by the person delivering the intimate care. It is not appropriate for volunteers to carry out intimate care procedures.

Medication/Medical Needs

We have a responsibility to maintain the health and safety of the pupils under our care during normal school hours or during any other school event or activity. This may extend to administering medicine or taking other medical action in an emergency.

Very few medicines need to be taken during normal school hours and in most cases the appropriate dosage of medicine when prescribed “*three times a day*” can be given before school, after school and at night. The same principle can also be applied to medication such as creams/drops.

Where a child has long-term medical needs or where the more frequent administration of medicine is prescribed, the school management makes a risk assessment.

The school management:

- decides whether to accept responsibility for medication and where it does, it accepts the duty with reasonable care and follows the guidelines contained in this policy and the LA policy.
- may delegate responsibility for administering medication to other staff. However, it is the decision of each individual employee as to whether he/she is prepared personally to administer medication. No sanction is taken against any staff member who declines to undertake this task.

No medication is given to any child without the *specific written consent* of the parent/carer concerned. Under no circumstances will staff help a child to administer prescribed medication on their own initiative.

Procedures for managing medication in school are as follows:

- a meeting between school management and parents where a risk assessment is completed will take place before medication is accepted into school
- the medicine, together with the signed letter of permission, is delivered to school and handed personally to Mrs Watkins, Miss Crook or Mrs Munt
- a written record is kept of the administration of all prescribed medication to pupils. This record is kept together with the instructions. It is checked and completed by the designated member of staff. The record gives the date and time of administration, the dose given, the name of the child and the name of the staff member administering the medication
- when helping a child to take their medicine the designated staff member checks the identity of the child with the child in question and another member of staff
- medicines are stored safely in the pharmacists’ original container and clearly labelled with the contents, the child’s name and the dosage or other instructions. The receiving member of staff checks the accuracy of the child’s name and the date

- some medication, such as insulin or liquid antibiotics may need to be stored in the refrigerator. These medicines are placed in a suitable additional container and clearly labelled.
- *UNDER NO CIRCUMSTANCES ARE MEDICINES KEPT IN FIRST AID BOXES*
- medicine, which has passed its expiry date, is to be collected from school within 5 days of the expiry date or disposed of safely, by returning it to the local pharmacist. Medicines are not disposed of in the sink or the toilet
- non-prescribed medicines are not given to children
- all children administer their own medication, supervised by the designated member of staff.

If it is necessary for a child to receive medicine during the school day, **parents must give written permission and discuss their child's needs with the Headteacher.** Staff administration of medicines is voluntary. It is carried out when children require medicine for prolonged/on-going medical needs.

Special Circumstances

Some children have unusual or specific medical needs, which may require treatment in an emergency. Early identification and planning, in conjunction with the Health Service, results in detailed discussion and the formulation of a carefully designed "Individual Health Care Plan" to meet the needs and circumstances of an individual child. For special individual cases, staff members are trained to enable them to act in emergencies or administer treatment in potentially life-threatening situations.

Risk Assessment

Risk assessments, individual health care plans and school nursing health care plans compiled by trained and competent persons, in conjunction with parents/carers, determine the procedures, which we adopt to comply with our policy of inclusive education. These assessments and plans also identify any exceptions to normal participation in school activities.

Safety (Some general procedures)

*** Further details can be found throughout this prospectus**

- all children must wear school uniform including safe footwear *
- the school should be informed of all absences by telephone on the day of the absence, and subsequently in writing *
- any child who leaves the school premises without permission will be deemed to be truanting, and parents will be informed
- children may not play or be on school grounds after school hours without the permission of the Headteacher or the Governing Body
- children may only attend an after-school activity with the written permission of a parent or guardian
- no litter should be dropped or damage done to the school grounds or buildings. Deliberate damage will result in a request to the child's parents to pay for the cost of replacement or repair
- whenever the alarm bell is sounded the children must assemble on the school field and await instructions
- all children and staff must stop when five warning whistles are blown and await instructions.

School policies are available on the school website at:

www.stratford-sub-castle.wilts.sch.uk



ACCESS INFORMATION

Access to the school site

We are aware that some people visiting the school may have additional needs. For the safety of our children, the main gate is locked during school hours and a barrier placed across the driveway. If you or someone you know requires access, please ring the school office and a member of staff will help you to access the site, whilst also ensuring the safety of our pupils. The school has a specially adapted toilet for people with disabilities and the main building is fully accessible to a wheelchair user. We also have a hygiene room with adapted facilities. We are committed to everyone feeling part of our school community and no-one feeling excluded from our school community, for whatever reason. All needs are catered for on an individual basis and steps taken to make sure all pupils and visitors are included.

Access to information

All parents have a right to access, through school, their child's records and information concerning the Curriculum. These documents include the National Curriculum Documents, LA Policies, Governing Body and School Policies. These are all available, on request, from the school office. A charge may be made if copies are requested. All data within the school's control, is identified as personal, sensitive or both to ensure that it is handled in compliance with legal requirements and access to it does not breach the rights of the individuals to whom it relates. When processing personal data, the school adheres to the principles set out as the main responsibilities for organisations in Article 5 of the GDPR. Please go to the school website for our various policies regarding information and data.

Special Education Needs and Disabilities (SEND)

We believe in providing every possible opportunity to develop the full potential of all children. All children have the right to a broad and balanced curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs should participate in activities, which are compatible with the efficient education of other children and the efficient use of resources. In addition to our school aims, we:

- provide an enriching experience in which learning flourishes and where achievements are celebrated
- provide an innovative and stimulating curriculum
- enable children to become independent, life-long learners, who know how to succeed
- respect and value all members of our school's community regardless of ability, aptitude, gender or race
- nurture all aspects of personality - intellectual, emotional, creative, physical and spiritual
- challenge all children according to their individual needs, so that they achieve their true potential academically, physically and socially
- work in close partnership with parents
- put 'Emotional Literacy' at the heart of the school's ethos and curriculum. We encourage caring, harmonious relationships between all members of the school's community, thus ensuring that standards of behaviour are high. We believe that behaviour has a huge impact on the quality of life, and as adults it will have a more important influence than economic progress on the individual's happiness
- enable children to take their place in society with confidence, able to cope with the changes the future will bring – through resilience, resourcefulness, reflection and reciprocity
- create good citizens who are self-reliant, but able to contribute to the wider and global community
- develop people who have a concern for the environment
- create happy and healthy individuals.



For more information go to the school's website and see the SEND Policy and School Offer.

Our SENDco (SEN Coordinator) is Mrs Justine Watkins, who is also the Headteacher. Please do not hesitate to contact her if you have any concerns about your child's learning.

Frequently Asked Questions



Are children allowed to drink during the day?

We encourage children to drink plenty of fluids throughout the day – it keeps the brain hydrated! Pupils are welcome to bring a water bottle to school with them, and may keep this on their desk or take it with them to P.E. Please supply your child with a *named* water bottle, with a *sports cap*. These are invaluable. **Only water is permitted in classrooms**, as spillages are wet but not sticky! If your child has specific health issue concerning drinking, please talk to the Headteacher or Senior teacher.

What are children allowed to eat and drink at break time?

All Foundation and Key Stage 1 children receive a free piece of fruit or vegetable during the morning. All children may also bring one snack item to eat at break, and we encourage healthy snacks. **Please note that sweets, including chocolate bars, are not permitted.**

Children may purchase drinks from the school kitchen at morning playtime. Milk is also available through the “Cool Milk Scheme” to all children, at a cost of about £15 per term. Your child is entitled to free milk if they are under 5 years old. We automatically register under 5’s for milk. Let us know if you do not want us to do this. The children may consume their drinks and snacks in the school hall sitting down in a ‘civilised manner’ or go outside and sit down if they wish!

Are hot school meals available?

Yes! We have a contract with a catering company to supply the school with hot dinners. It is called HC3S and is a non-profit making organisation set up by Hampshire Council. School meals will continue to be cooked on the premises; a menu is posted in the hall next to the serving hatch for information and is also available on the school web-site. Please pay for meals via Parentpay.

Whether paying on a weekly or on a daily basis, all meals should be paid for in advance. They are available at the current price of **£3.00 per day**. Changes in price are notified in a newsletter. A free hot meal is provided for each child in the EYFS, Y1 or Y2 as part of the government initiative ‘Universal Infant Free School Meals’. Menus are e-mailed out and are available on the school website.

IF YOUR CHILD HAS A MEDICAL CONDITION REGARDING FOOD, PLEASE ENSURE YOU HAVE COMPLETED AN ALLERGY FORM FOR YOUR CHILD.

What about car parking?

There is a car park opposite the Church, which the Church kindly lets us use. Many parents park on the road. Please do not park on the zigzag lines or in front of the cones. Stratford-sub-Castle Primary School is part of Wiltshire Council’s initiative “Taking Action on School Journeys” and has a “Travel Plan”. As most of our children live within a mile of the school, walking or cycling to school is a healthier, environmentally friendly and fun way to get here. We also encourage car- sharing and welcome the names and addresses of parents who would like to take part, thus enabling us to extend our car-sharing database. As part of our involvement in this scheme, we encourage parents to look at alternative ways of getting their children to and from school, rather than using a car. However, we understand that the car is the only option for many people.

What are the procedures for coming into school in the morning?

Children should arrive no earlier than **08:40**. At this time, the doors are opened to the old school (Fox Class) and to the new school (Butterfly Class, Owl Class, Woodpecker Class and Robin Class). See below for the doors to be used. Please do not bring buggies and prams into school. If access is required for buggies etc. this should be by the hall only and these vehicles should be parked in the hall please.

All the buildings are open at **08:40** so that lunch boxes, bags and reading books etc. may be organised. Learning starts at 09:00 and we encourage pupils to be ready for learning by this time.

What are the procedures for the end of the day?

The school is accessible to parents from **14:55** when the big gate is unlocked. If for some reason this does not happen, please do not hesitate to knock on the school office window and alert the office staff. It is very easy to get side tracked in there!

Parents of Butterfly Class are welcome to wait near the Golden Garden at the very back of the school. Please do not go into the classroom at the end of the day, as we need the space to ensure the children get home safely.

Which door does each class use at the beginning and the end of the day?

Class	Door to be used in the morning.	Door to be used in the afternoon.
Butterfly Class	Door from Big Playground (through the glasshouse!)	Back gate to classroom near Golden Garden. Meet children at back of hall. Please wait outside the gate and do not enter the classroom.
Owl Class	Art Area door through side gate by the outdoor classroom	Art Area door. Meet children on the 'Small Playground' by the outdoor classroom.
Robin Class	Door from Big Playground (through the glasshouse!)	Door from 'Big Playground' (through the glasshouse!) Meet children on the 'Big Playground'
Woodpecker Class	Door from 'Big Playground' (through the glasshouse!)	Door from 'Big Playground' (through the glasshouse!) Meet children on the 'Big Playground'
Fox Class	Side door from 'Small Playground'.	Side door from 'Small Playground'. Meet children on the 'Not so Small Playground'

Which doors do Early Birds and Night Owls use?

Members of the Early Birds and Night Owls Club who arrive and leave school before and after everyone else should use the outside door to The Nest, accessed from the 'small playground'.

What are the procedures for dealing with head-lice?

The Governors follow the policy regarding head lice as set out by the Local Health Authority: **'It is recommended that children have their hair checked regularly, ideally once a week, using a detector comb. The parents of any child found to have a case of head lice will be contacted and provided with up to date advice as to how to treat head lice'**.

Please note that you are entitled to a FREE prescription for head lice treatments from your family doctor. If you discover that your child has head-lice please treat them immediately.

My child has an inhaler, can they bring it to school?

We are only able to allow your child to use an inhaler if his or her medical form is completed to this effect. Please ask Mrs Munt in the school office if you are unsure as to whether this has been done. Preventative inhalers - those only to be taken morning and evening – should not be brought into school. If your child suffers from asthma, then the blue "reliever" inhaler is permissible but must be **clearly labelled**.

Are mobile phones allowed?

Children are allowed to bring mobile phones into school if they are walking to and from school on their own, for safety. Their phone should be handed to their class teacher and locked away until the end of the day. The class teacher will hand it back to them on leaving. Adults are not to use phones inside the school building without the express permission of the Headteacher.

Are there any after-school clubs?

We offer a range of After-School Clubs. These, depending on the season, may include football, netball, kwik cricket, tennis, athletics, dance and drama, art, music, computer and board games. Your child will be invited to choose a preference for each season. They do vary from term to term as we consult pupils through the School's Council and surveys to find out what activities they would like us to offer. All clubs are free except for Early Birds and Night Owls. Newsletters will provide more details about these clubs each term.

What is Early Birds and Night Owls?

Early Birds and Night Owls is a reading and homework support service run by the school before and after school. The sessions are very popular with our pupils and I know how much they enjoy spending time with the Teaching Assistants who staff the sessions.

Sessions must be booked and paid for in advance, on Parent Pay, to enable to manage staffing requirements. If we are over- staffed just because people might turn up at the last minute, then it makes everyone pay more. However, we also want to be as responsive to need as we can so please do make last minute bookings in an emergency! Places are subject to staffing levels at short notice. Information about booking is available from the school office and on the school website.

Early Birds is available from 08:00 (Please note this is not a breakfast club and children will need to have had breakfast before arriving at school).

Night Owls is available from after school until 17:00. (Please note that children staying will need a snack and drink for after school. Legally we are not able to have the children on site beyond 17:00).

Charges:

The Early Birds session cost £3.00 (regardless of what time you arrive).

The Night Owls sessions cost £5 hourly

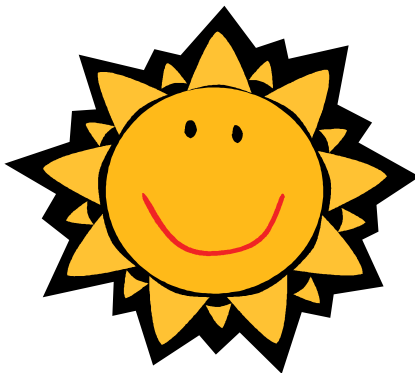
Children attending the free after school clubs are able to attend from 16:00 – 17:00 and £5 is charged for this arrangement. All sessions must be paid for in advance and at the time of booking. If children are picked up late then the parent will be charged for the staffing costs for the “run over” time in hourly blocks.

Is there a PTA?

All parents and grandparents are invited to play a full part in the life of the school. The school has an active ‘Friends of Stratford-sub-Castle School’ or FOSS for short! Parents of any child in the school are automatically members of the association. Events of an educational or social nature are held frequently and parents, grandparents and families are invited to participate in fund-raising occasions. Please do not feel that you have to come to the FOSS meetings to be able to help our school; any help, regular or infrequent, is very welcome! If you would like to be more involved, please speak to Mrs. Munt in the school office. We are always in need of more willing helpers! There is a FOSS notice board opposite the water fountain in the new school and a Facebook page. See the FOSS section of the school website for more information.

What is the school policy on sun safety?

At Stratford-sub-Castle Primary School, we like to encourage our pupils to look after their skin and to be safe in the sun. Please put sun cream on your child before coming to school in the morning and provide them with a sun hat and a bottle of water. Children may re-fill the water bottle during the day. If you wish your child to wear sunglasses, they may keep them in their bag or drawer. Staff will help pupils to apply this to themselves. If your child has a specific skin condition and requires help to apply cream, please talk to the Headteacher or Deputy Headteacher and we will talk to you about our Intimate Care Policy.



School Transfers

Year 6 children transfer to:

Bishop Wordsworth School, South Wilts Grammar School, St Edmunds Girls School, St Joseph's R.C. School, Sarum Academy, Stonehenge School, The Trafalgar School at Downton & Wyvern College.

Local Education Authority

Stratford-sub-Castle Church of England School is in the Central Area of the Local Authority, whose address is:

Education Department,
Wiltshire County Council,
County Hall,
Bythesea Road,
Trowbridge,
Wiltshire,
BA14 8JB

Telephone: 01225 713000

Please Note:

Information in this prospectus is produced in accordance with the current Education Regulations.

Under the terms of the Education Reform Act, certain documents and information are to be made available to parents. These include the Instrument and Articles of Government, Circulars and Administrative Memoranda. Further inquiries should be made to the Headteacher, who will be very pleased to help you.



Our 'Smiley Face Tree' forms part of 'Smiley Face Celebrations'

ASPIRE 😊 **ACHIEVE** 😊 **CELEBRATE**