

Hertfordshire County Council

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Ashwell Primary School

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HEADTEACHER:

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SCHOOL BUSINESS MANAGER & CLERK TO THE GOVERNORS:

Mrs. Tracy Bowen

Ashwell Primary School is a Community Primary School with attached nursery class, maintained by Hertfordshire County Council. The school is managed by a body of Governors who meet at least twice a term. Minutes of the Governors' meetings are available for public viewing in the school office. Various documents produced by the Department for Education are required by law to be available for inspection and these may be seen in the school office.

Welcome to School

We should like to extend a warm welcome to prospective parents and other visitors to the school. We hope this booklet will answer some of your questions about the work of the school.

The Buildings

The school was founded in 1878 and substantial extensions were opened in 1957, 1974, 1997 and 2008. There are now 10 classrooms, 2 halls and a music room. There is a heated, open air swimming pool.

Our pupils and the area we serve

There are usually between 250 and 280 pupils on roll, with ages ranging from rising 4 to 11 years. Children are normally admitted to our nursery class in September or January, depending on when their fourth birthday falls, subject to a place being available.

September intake: Birthdays between 1st September and 29th February.

January intake: Birthdays between 1st March and 31st August.

The school is responsible for allocating Nursery places and we use the HCC rules for allocating school places (see below). Places in our nursery class are not restricted to pupils who will subsequently be attending Ashwell Primary School.

Nursery Admission Rules for Community and Voluntary Controlled Schools 2011/12

Children with a Statement of Special Educational Needs which names the school will be allocated a place in accordance with section 324 of the Education Act 1996.

Parents may state their preference as to which nursery class, school or centre they would like their child to attend in the years leading up to the child's fifth birthday. However, if there are not enough places available, places will be allocated in the following order of priority:

- a) Children in public care (children looked after)
- b) a child 'at risk' (or the sibling of a child 'at risk') who is the subject of an inter-agency child protection plan and who has been placed on the Child Protection Register;
- c) other applicants where the following criteria are considered to determine priorities:
 - 1) Children for whom it can be demonstrated that they have a particular medical or social need to go to the school.
 - 2) Children who have a sibling at the school at the time of application unless the sibling is in the last year of the normal age range of the school (or linked school)
 - 3) Any other children.

If more children qualify under a particular rule than there are places available, a tiebreak will be used by applying the next rule to those children. If more children qualify under criterion 3 than there are places available, priority will be given to those who live nearest to the nursery as measured in a straight line. Where there is a need for a tie-breaker where two different addresses measure the same distance from a school, in the case of a block of flats for example the lower door number will be deemed nearest as logically this will be on the ground floor and therefore closer. If there are two identical addresses of separate applicants, the tie break will be random.

Distance Measurement: All distances will be by a “straight-line” measurement from the postal address point of each individual house to the address point of the school.

Admission Rules for Community Primary Schools 2010/11

Hertfordshire has an admissions policy for reception classes and for in year admissions. This is the procedure followed when the County Council allocates places. Priority is established as follows:

Section 324 of the Education Act 1996 requires the governing bodies of all maintained schools to admit a child with a statement of special educational needs that names the school.

Rule 1	Children in public care (children looked after).
Rule 2	Medical or social needs: Children for whom it can be demonstrated that they have a particular medical or social need to go to that specific school. <i>A panel of officers will determine whether the evidence is sufficiently compelling to meet the requirements for this rule.</i>
Rule 3	Linked school: N/A
Rule 4	Sibling: Children who have a sibling at the school at the time of application: <i>This applies to pupils in reception through to Year 5.</i>
Rule 5	Nearest School: Children for whom it is their nearest community or voluntary-controlled school. For Infant class entry if more children qualify under Rule 5 than places available, priority will be given first to twins/multiple births and then to those who live nearest to the school. For all other years (not subject to KS1 legislation) it will be those nearest to the school.
Rule 6	Distance: Children who live in the priority area who live nearest to the school. <i>If your child does not qualify under Rule 5, they will be considered under Rule 6.</i>

These rules are applied in the above order. If more children qualify under a particular rule than there are places available, a tiebreak will be used by applying the next rule to those children. If more children qualify under rule 6 than there are places available, priority will be given to those who live nearest to the school. Where there is a need for a tiebreak where two different addresses measure the same distance from a school, in the case of a block of flats for example, the lower door number will be deemed nearest as logically this will be on the ground floor and therefore closer. If there are two identical addresses of separate applicants, the tiebreak will be random.

Full details on applying for a school place can be found at

www.hertsdirect.org/admissions

or for nursery places

www.hertsdirect.org/nurseryadmissions

or by contacting HCC Admissions Customer Service Centre on **0300 123 4043**

Information on applying for a school place is sent by HCC, to parents of local children in the school year before they are due to be admitted to Reception class. Places may also be available for children from outside our traditional area, when there are spaces available. HCC requires parents to make a separate application for a full-time place in the reception class when the children are rising 5, so a place in the nursery class does not guarantee a full-time place in the rest of the school, although in practice it almost always does. Parents have the right of appeal to an independent panel if their application for a place is rejected.

Children are currently admitted to the full-time school (Reception year group) in September for birthdays between 1st September and 29th February, or January for birthdays between 1st March and 31st August. From September 2011, all reception age pupils will be admitted in the September before their fifth birthday.

Nursery and Reception year groups are both taught in an open-plan Foundation Stage Unit, which has been specially adapted for this age group.

The main school traditionally serves the parishes of Ashwell, Hinxworth, Newnham & Caldecote, Radwell, Edworth and part of Bygrave. Free transport is provided for Hertfordshire residents by HCC for children up to year 3, who live more than 2 miles from the school and pupils in years 4 to 6, who live more than 3 miles from the school. This is currently under review for the next school year.

Details can be found at www.hertsdirect.org/csfconsultations

If there are vacancies, children may also be admitted from other areas including parts of Bedfordshire and Cambridgeshire, but parents who live outside the traditional area bear full responsibility for transport arrangements. The published admission number for years Nursery, Reception, 1, 2 and 3 is 38 for years 4, 5 and 6 it is 30. In infant classes (ages rising-5 to 7) there is a legal limit of 30 children per class.

Classes and Teachers

For the current arrangement of classes and teachers, including the numbers in each class, please see Appendix One at the end of this prospectus.

Inclusion

We welcome into the school children and adults with a wide variety of talents and needs. We believe that all members of the school community have an entitlement to develop their full potential. We provide educational experiences which develop pupils' achievements and recognise their individuality.

To achieve this we will:

1. Respect the equal human rights of all our pupils and educate them about equality.
2. Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
3. Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
4. Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
5. Take account of difference and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
6. Respect the equal rights of our staff and other members of the community.
7. In particular we will comply with relevant legislation, and frame and use our policies and plans with a view to fostering inclusion and promoting community cohesion.

Diversity is valued as a rich resource which supports the learning of all. We have an Inclusion Policy which recognises the children's right to a broad, balanced, relevant and challenging curriculum, appropriate to their individual abilities, talents and personal qualities.

Safeguarding

Information for Parents:

Schools have a duty to safeguard and promote the welfare of children. This duty requires schools to have a Child Protection Policy and to cooperate with local and national safeguarding procedures. Schools may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

Ashwell School has a Child Protection Policy which is available from the school office or at <http://www.ashwell.herts.sch.uk/Parents-Information%20.htm> for parents/carers to see.

Ashwell School works in cooperation with the Hertfordshire Safeguarding Children Board (HSCB), Inter-agency Child Protection and Safeguarding Children Procedures which are available at <http://www.hertssafeguarding.org.uk>

Kate Oxley is the Designated Senior Person for Child Protection; Emelie Allworth is the Deputy Designated Senior Person. Kate Oxley will be happy to discuss any questions or concerns parents/carers may have about Child Protection policies and practice.

Visiting the school

Visits by prospective parents are welcomed. It is best, if possible, to visit during the school day to see the school in action. Parents of current pupils are also most welcome to visit the school and to discuss their children's progress, by arrangement with the head teacher. If necessary, an early evening appointment can be made.

Partnership with Parents

It is very important for parents and teachers to work in close harmony. We arrange many opportunities to help this happen. Parent interviews are arranged for parents of part-time pupils during their second term in the Foundation Stage. Once your child is a full-time pupil you will be invited twice yearly to private interviews with your child's class teacher, usually in October and March. The teachers will also be happy to talk to you informally at other times but not of course during or just before lesson times. We are always delighted for you to see your children's work. Written reports on your child's progress are sent home annually in July.

The Aims of the School

The central aim of the school is for each child to realise his or her full potential and reach the highest possible standard in all aspects of work and personal development.

More specifically, our aims are as follows:

1. To help and encourage the children to have a zest for life and learning and to want to go on learning all their lives.
2. To develop in the children a confidence in themselves and both care and respect for other people. Each child is treated as an individual personality and made to feel he or she is valued as such.

3. To encourage children to contribute to the community.
4. To pass on to the children a respectful awareness of the traditional religious and moral values of our heritage, and those of other faiths.
5. To develop fluency and enjoyment in all aspects of language work: talking, listening, reading and writing.
6. To develop the children's ability to communicate and organise their world by means of numeracy and logical thinking.
7. To foster the children's own imaginative creativity and teach them ways of responding creatively to their experiences through art, craft, music and drama.
8. To help the children learn how to investigate scientifically in a wide range of subject areas.
9. To familiarise children with the world of technology, including information technology.
10. To encourage critical appreciation of human aspirations and achievements in every field.
11. To help the children grow up to be fit and healthy.

The School Curriculum

Education in England and Wales is organised in **Key Stages**, as follows:

The Foundation Stage covers the Early Years: Playgroup, Nursery and Reception classes, ages 2+ to 5. The children are in school for the Nursery and Reception class part of this stage and so our Nursery and Reception classes, which work closely together in the same open-plan unit, are usually called the Foundation Stage Unit.

Key Stage One covers older infants: Year 1 and Year 2, ages 5 to 7.

Key Stage Two covers juniors: Year 3 to Year 6, ages 7 to 11.

Key Stage 3 (ages 11-14) and Key Stage 4 (ages 14-16) are taught at the secondary school.

The subjects of the **National Curriculum** must all be taught to all pupils in all schools. They are as follows:

English
 Mathematics
 Science
 Information and Communication Technology (ICT)
 Geography
 History
 Art
 Music
 Design & Technology (D&T)
 Physical Education (PE)
 Personal Social and Health Education and Citizenship (PSHE)
 Religious Education (RE)

These subjects are all covered in all year groups. The school has policy statements and agreed programmes of study in all these subjects.

French is taught at Key Stage 2.

Religious Education

Ashwell Primary School is a community school, not a church school. School assemblies and religious education are non-denominational. Our syllabus follows the Hertfordshire Agreed Syllabus and includes the traditional form of Bible stories and the life and teachings of Jesus. Religions other than Christianity are also included in the programme of work. We also help children's growing awareness of their own developing personalities, their world and their relationship with others in it.

The Anglican priest-in-charge and the United Reformed Church minister are welcome visitors to the school and work with the children from time to time. On some special occasions the whole school assembles for a service at St Mary's Parish Church or the United Reformed Church.

In accordance with the Education Act, parents have the right to ask for their children to be excluded from corporate acts of worship and RE lessons. Please contact the head teacher if you wish to do so.

Sex and Relationships Education

Throughout the school, children's questions on this subject will be answered in an honest, open manner, appropriate to the child's age. The Governors' policy is for sex and relationships education to be taught gradually throughout the school, with information and ideas introduced as appropriate for each age group. Parents are informed of the approach used and are able to view the online teaching resources at home.

Learning to Read and Write

From the very beginning of the Foundation Stage the school places great emphasis on learning to read and write. We help the children to learn and maintain the habit of reading for pleasure and for information, a habit which we hope will remain with them all their lives. On most days there is a time for more sustained private reading or writing in addition to more formal literacy teaching.

A wide range of carefully chosen material is provided in the early stages and regular practice is a vital part of the process. Learning to read and write is as natural and pleasurable as learning to walk and talk; it is certainly equally important. Occasionally parents feel anxious about actual or apparent lack of progress. It is essential not to communicate such anxieties to your child. To do so never helps. We recommend that you should rather come and talk frankly to the class or head teacher about your concerns straight away.

English expression, both oral and written, is stimulated and practised every day throughout the school from the Reception class onwards. Emphasis is placed on the *purpose* of written communication so that each child is made particularly aware of the need for accuracy in spelling, punctuation and grammar, all of which are thoroughly taught in the school.

Handwriting is taught and practised at all ages.

Open mornings are arranged for parents of children in the Foundation Stage, to discuss our approaches to learning and how you can help. Good communication between home and school is the best way to help reading, and indeed all learning, flourish.

We constantly monitor each child's progress, comparing it with his or her previous performance and with the average national attainment levels of the National Curriculum.

We should like to stress that comparing your child's progress with that of other individual children or siblings benefits no one in this or any other subject: the more advanced child may well develop the arrogant misconception that his or her success depends in some way

upon the failure of others; the less advanced child may feel it is no longer worth bothering. Incidentally, in two other educational contexts competition can be quite helpful, firstly to spur a child to improve on *his or her own* previous attainment; and secondly where it has been undertaken voluntarily by all involved (e.g. a soccer match or chess tournament).

Mathematics

Our Mathematics scheme follows closely the lines of the National Numeracy Strategy Primary Framework. There is a daily mathematics lesson for full-time pupils. The lesson always includes some interactive whole-class oral and mental work as well as the teaching of new ideas and concepts. For each year group there are Key Objectives laid down in the National Numeracy Strategy. Parents are kept closely informed about these objectives at or near the beginning of each school year.

Mathematics is a most vital aspect of our work in the primary school. The teachers are aware that no single published scheme of work can provide the complete answer for every child. Consequently extra work of our own is introduced to complement text books at all levels, including as many practical activities as possible. We also monitor standards of attainment and regularly share ideas for mathematics teaching. Our work includes plenty of mental, oral and investigative mathematics to encourage children to think creatively and flexibly.

Science

Science is also a core curriculum subject. We are concerned not simply for the children to acquire a body of knowledge in this area of work, but to learn to think and behave scientifically. Thus they will constantly be asked to observe things closely, ask questions, try to provide explanations and find answers, devise tests and draw conclusions. A list of the school's programme of study in Science is sent out to parents every year.

Information and Communication Technology

A range of ICT equipment in the school is used both to develop children's ICT skills, and to enhance teaching and learning across the curriculum. From the Nursery onwards the children become quickly and naturally familiar with using computers, even if they have not already done so at home.

Cross-Curricular Work

English, Mathematics, Science and ICT form the four core subjects of the National Curriculum and a very significant amount of time is spent on them. Subjects are not all taught in isolation, however, and some of our work is cross-curricular (involving more than one subject in the particular activity) often initiated by whole school or class themes or 'topics'.

Special Educational Needs

The school maintains a register of children with special educational needs (SEN). These vary considerably and may include, for example, physical impairment, social and emotional difficulties, or specific learning problems. Each child's special needs are looked at individually but a general scheme for assessing and dealing with them applies, allocating each child in question to one of the following stages:

School Action Stage: Specific area(s) of special need have been identified.

A programme of extra help (known as an Individual Education Plan or IEP) is planned, usually involving help from a classroom assistant or some individual/small group teaching within the class. Parents and (wherever possible) pupils are fully involved in the preparation, implementation and monitoring of this IEP.

School Action Plus Stage: Outside agencies are involved to assist home

and/or school, e.g. advisory teacher for partially sighted, educational psychologist, social services department etc. An IEP, as at School Action Stage, is planned for the child, more likely to include more specialist help. More individual help provided. Parents and (wherever possible) pupils are fully involved in the preparation, implementation and monitoring of this IEP.

Statement of Special Educational Needs: The child's needs are so marked that a statement of special educational needs under the Education Act is drawn up, stating the needs and type of education to which (s)he is entitled. Herts.CC (or Beds or Cambs) is then obliged to provide additional financial support to help the school meet these needs. The school works closely with parents, pupil and outside agencies to ensure this entitlement is agreed upon and provided. The statement is reviewed annually (and usually more frequently for the under-fives).

If you feel your child has special educational needs please raise the question initially with the class teacher. If you are concerned that the special needs are not being recognised or catered for it is sensible to make an appointment with the headteacher as soon as possible.

Assessment of Progress

The National Curriculum provides for children's progress to be formally assessed by the Foundation Stage Profile (at the end of the Reception class), at the end of Key Stage 1 (infants) and Key Stage 2 (juniors). The Foundation Stage Profile builds as a record of attainments throughout the Foundation Stage. It is helpful partly as a pointer towards realistic planning and targets for the child for the future and partly as an indicator of the 'Value Added' by the school over the years. End of Key Stage assessments are carried out towards the end of year 2 (ages 6 to 7) and year 6 (ages 10 to 11). The full assessment at these ages consists of partly the teacher's own assessment of the child and partly the results of nationally standardised tasks and tests. The assessment results are sent to the parents with the child's annual written report in the July of the relevant year.

Recent results are printed in detail at the end of this prospectus. Appendix 3

Individual teacher assessments are made and kept for the core subjects of English, Mathematics and Science in November, March and June each year. In this way teachers can make a fairly accurate assessment of a child's attainment and progress in these subjects at all times. Assessments are also used to ensure the teachers are able to make informed decisions when planning work for their pupils. Targets are set for each pupil, for each class and for the whole school each year in English and Mathematics. The targets are realistic but challenging.

In the other subjects, usually known as foundation subjects, the children in years 1 to 6 are assessed against the National Curriculum attainment levels each July.

Methods of work

All classes are taught using a mixture of class lessons, ability group work, friendship group work, paired work and individual work, in order to cater for the wide range of abilities in each class. The emphasis evolves gradually, however, from more individual activities in the Nursery to more whole class and group work as the children grow up. The daily literacy and mathematics lessons include some whole class work and some ability group work.

We try to match tasks to ability in the expectation that success will be the reward of a child's efforts. A child is generally measured against his or her own potential or attainments and not against the attainments of others. Success at the expense of others and failure in the eyes of other children have no place in this school.

The core subjects of English and Mathematics are monitored on a group basis, so that each child can progress at his or her own rate through the various stages of learning. The most able children can then move ahead whilst the slower learners have plenty of opportunities for consolidation and individual help. Each teacher spends much time planning and setting work and checking progress to make this system effective.

Infant pupils (ages 5 to 7) spend 22¼ hours per week in lessons. Junior pupils (ages 7 to 11) spend 23½ hours per week in lessons. There is no afternoon playtime for juniors.

Throughout the school we initiate new work with real first-hand experiences whenever possible. Widespread research over many years has shown how children of primary age learn most effectively when first stimulated in this way. In a good classroom you should find, for example, books, museum exhibits, scientific materials and mathematics apparatus on display, with the resulting children's work exhibited alongside as the term develops.

The school has a fine tradition in the extensive use of audio-visual material, educational visits and talks from outside experts. All the classrooms are equipped with an interactive whiteboard. The rich and varied local environment also provides a stimulating starting point for much of our work. There is a School Journey during the Summer Term for children in years 5 and 6, always to a geographically contrasting place. Wherever possible we stress the practical value and application of the children's work, as called for unanimously in many reports and recommendations on primary schools.

We expect the highest standards of care in presentation from the children. As teachers we also aim to achieve high standards of presentation in our own work.

Behaviour

The standard of conduct at the school is high. Children who are happy and purposeful in their work have every interest in behaving well.

Children are expected to behave in a respectful, polite and considerate manner, and to have regard to their own safety and that of others.

Children are expected to work hard in class but never unreasonably so. Children who have not used lesson time to full advantage may be asked to complete their work in playtime.

We expect children to be as responsible as their stage of development will allow.

In cases of persistent bad behaviour parents would be consulted before any more serious disciplinary action were to be taken by the school.

Parents are asked to sign a home-school agreement which acts as a statement of intent providing ground rules for purposeful co-operation between home and school.

The school's **Golden Rules** are the same as those of all the other nursery, primary and secondary schools in Baldock and the surrounding villages. They are as follows:

- Be kind and considerate to everyone at school.
- Always tell the truth.
- Always listen carefully and work hard in class.
- Take care and be sensible as you move around the school.
- Arrive on time to lessons and sit calmly and quietly.

- Put up your hand for attention.
- Look after the school and take pride in yourself.
- Take care of possessions – yours and other people's.

Around the school

- Children's behaviour is based on the golden rules.
- When a class is moving around the school, the teacher will normally lead the class so as to determine pace and noise level.
- Children are sent out to play in small groups to minimise congestion.
- Children are not allowed at any time to be in the big hall unsupervised.
- Children must not leave the premises in school hours unless supervised by an adult.
- Chewing gum is not allowed on the school premises because of the hygiene and maintenance problems it can cause.
- Lollies on sticks are not allowed on the school premises because of the possible dangers lolly sticks can cause.

Ashwell School has a Behaviour Policy which is available from the school office or at <http://www.ashwell.herts.sch.uk/Parents-Information%20.htm> for parents/carers to see.

Statement on Bullying

Bullying is uncommon at this school but no school can claim honestly that it never has any incidents of bullying. Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend him or herself.

We recognise that there are three types of bullying:

- **Physical Bullying** – Hitting, kicking or causing physical discomfort by making contact with someone's body.
- **Verbal Bullying** – Abusive name-calling, insulting, making offensive remarks.
- **Indirect Bullying** – Spreading rumours/stories, exclusion from the social group.

Bullying is unacceptable because it is an abuse of power. The school works hard to ensure that the children know the difference between bullying and single acts of unkindness or 'falling out'.

Prevention is Better than Cure: Suggestions to Help Prevention

- It is important to raise everyone's awareness of bullying and this is effectively done in assemblies and class PSHE (Personal, Social and Health Education) lessons. We encourage discussion and role-play situations, allowing opportunities for children to identify with the victims and the bully.
- We build children's self-esteem and develop their ability to say 'No' in threatening situations. Practising assertiveness is best done in role-play and drama lessons.
- We encourage children always to *tell an adult* if they are feeling intimidated by other children. It is important to break down the "conspiracy of silence" idea, where children feel they cannot "grass" on bullies. We encourage a developing sense of communal responsibility. Liken it to calling the Police if your car has been stolen. Nobody thinks that is "grassing".
- All adults in the school are constantly alert to the possibility that bullying might occur and must identify any areas, situations or times when aggressive behaviour might be likely to occur. Alternative arrangements are one way of easing the problem, e.g. football on the meadow for juniors at dinner time in the winter months; mid-day supervisors initiating games on the playground etc.
- The school has an agreed procedure to follow if there are any cases of bullying. The details of this procedure are listed in our Behaviour Policy and parents are welcome to ask at the office for a copy of it.

Work at Home

We welcome parental help and involvement in the children's learning but some sensitivity is needed here. Children at the primary stage do not always benefit from too many regular, formal exercises in addition to work at school. Such extra work can diminish interest or tire the child, who may then be easily distracted or lack motivation during lesson times the next day.

There is very positive work which can be done regularly at home, however. Great value is placed on parents reading with their children at home. The regular bed-time story is still appropriate in the younger junior age range (7 to 9 years) or even beyond. Certainly it will also help your child's reading if you read with him or her as often as possible until (s)he is fluent, particularly if you show an interest in the subject matter. It is not, however, a good idea ever to force a reluctant child to read to you.

Your child will also bring home spellings to learn on a regular basis and we appreciate your help with them. This system starts during Year 1 (ages 5 to 6) for most children.

In mathematics please draw children's attention at all ages to the mathematics of numbers, money, shapes and measurements which are all around us. Children can be helped to learn their number bonds (addition and subtraction facts for numbers up to $9 + 9 = 18$) and later on multiplication tables. With the latter, please note that just reciting each table in order is not enough for everyday use. We need to know these facts at random and also their reverse as division (i.e. "How many fours make 28?" as well as "What are seven fours?") before we can justly claim to 'know our tables'. As with many aspects of learning mathematics it is better here to learn slowly in depth than skate superficially over the surface. You can really help motivation at school by explaining the everyday practical value of this kind of learning.

We have sets of multiplication tables work sheets which will sometimes be sent to use at home.

Children will also bring other mathematics work to do at home. Your encouragement and support with it are greatly valued.

General Information

Transfer to Secondary School

There is a range of first class state secondary schooling available in this area.

Most of our pupils transfer at the age of 11 to the Knights Templar School in Baldock (co-educational, comprehensive, 11-18). Families who live in the parishes of Ashwell, Bygrave, Hinxworth, Newnham & Caldecote, Radwell and Edworth are in the priority area for the allocation of places at Knights Templar School. Close links between our two schools facilitate this transfer. Knights Templar School has an excellent reputation and has Specialist Status in the Performing Arts and Sport.

Families living elsewhere in Bedfordshire or Cambridgeshire are able to apply for places at Knights Templar School but are less likely to be allocated one. Other schools in Letchworth, Bassingbourn, Melbourn or Biggleswade are chosen by some parents. There is also a Roman Catholic comprehensive school in Stevenage. We are not in the priority area for either of the single sex secondary schools in Hitchin.

Details of transfer at 11 years of age and a full list of available schools are sent to parents at the beginning of their child's final year at the school. Parents are most welcome to come and discuss these options at any stage of their child's career at Ashwell.

Destination of Ashwell School Pupils 2011

We had 30 pupils leaving from year 6 in the summer of 2011. Their new schools were as follows:

Knights Templar School, Baldock	28 pupils
Bassingbourn Village College	2 pupil

Road Safety

Road Safety is taught regularly to children of all ages. Children of ten years and over are eligible to train for the HCC Young Cyclists Training Certificate. Most of our pupils do this course towards the end of year six and we have two qualified instructors on the staff.

Heads & Tails Childcare (HATs)

Since October 2009 Ashwell School has been running a high quality, affordable and reliable childcare service during term time. It is open to all Ashwell School pupils, and enables the school to offer 'wraparound care' from 8.00am until 6.00pm, Monday to Friday.

For further details please contact the school office.

Music Tuition

Music has a high priority at the school. All children have a class music lesson and a singing time every week. Pupils in years 3 to 6 may learn the recorder during school time free of charge.

Ashwell School is taking part in the 'Wider Opportunities in Music' programme. This means that all year 3 children will learn the violin with a specialist tutor and their class teacher in a half-hour lesson each week. These lessons, which will incorporate a variety of musical activities as well as just learning the violin, will replace the usual class music lessons for year 3.

Violin, cello, flute, clarinet, piano, guitar and brass lessons are also available, taught by visiting tutors. The cost is currently £96.25 per term for 11 x quarter-hour individual lessons. Group lessons are also available. A waiting list operates. An annual letter to parents gives full details and an opportunity to sign up for the waiting list. Please contact the school if you would like further details at once.

Out of School Activities

It is the policy of the Governors that there will be no charge for any of our out-of-school activities. These tend to vary with the interests and skills of the members of staff, who organise them voluntarily in their own time. All activities are open to boys and girls. At the time of writing there are basketball, netball, football, running, dance, music, reading, environment, science and summer games club sessions held every week in season, mainly for children of six or older.

Sports Fixtures

The school arranges friendly netball, football and athletics fixtures with other local schools. We also send our netball and football teams to rally afternoons for North Herts. village schools, held in November and March. You will be sent details in writing if your child has been selected to represent the school. Supporters are always welcome. Details of results appear in our regular newsletters. Team players are presented with certificates in assembly and there is a Player of the Match award after each fixture.

Absences

The school should be notified in person, by telephone or in writing of the reason for absences on the first day of absence. The school will do its best to contact on the first morning of absence the parent of any pupil absent without cause known.

Approval may be granted for children to be absent for up to two weeks in any school year to accompany their parents on holiday **but the school does urge parents to take family holidays in school holiday times whenever possible because taking a holiday in term time is likely to affect your child's educational progress.** Any longer absences on holiday are, quite rightly, legally unauthorised. They will be recorded as unauthorised absence both on the child's and the school's records.

Pupil Attendance Records

All schools are required to publish attendance data to indicate the percentages of authorised and unauthorised absences (i.e. truancy, with or without connivance of parents) in the school. The last complete school year at the time of writing was 2008/09 for which the figures are as follows:

Authorised absences:	Ashwell School	4.25%
	England & Wales	5.4%
Unauthorised absences:	Ashwell School	0.12%
	England & Wales	0.5%

Medicines

Occasionally a child is pronounced fit by the doctor to return to school while still completing a course of drugs. In these cases you are asked to complete a form to let us know the nature of the drug, the details of any dosage to be administered and any other relevant details. Medicines should be clearly marked with the child's name and handed at once to the headteacher or secretary. Class teachers are instructed not to administer medicines to children. Please note that where a medicine is to be taken three times a day there is no need for it to come into school. It is quite acceptable, according to Dr Hoffman at the local surgery, to give one dose at home before school, the second at home time and the third at bedtime.

Valuables

Please mark the children's clothing and equipment with their name. Jumpers, sweatshirts and coats are often mislaid because most children are absent-minded about their belongings. Lost property is kept until the end of each half-term in a trolley in the maths/stationery cupboard. You are welcome to search through the lost property whenever you like. The cupboard is at the front of the old building adjacent to the door into the long corridor.

Skipping ropes and marbles are welcomed for use at playtimes.

Please ask your child to hand money and other valuables to the class teacher for safe-keeping during school hours as teachers cannot be held responsible for the loss of property which has not been declared.

Ashwell School - a Healthy School

- The school has been awarded the national Healthy School standard.
- Learning to develop a healthy lifestyle is a key element in the children's education at school. This is an element of the curriculum which spans several of the conventional subjects. Much of the work, however, is done in Science lessons. Please see Appendix 4 for details.
- There is a Food Policy, which is available to parents from the school office.
- Fresh drinking water is available to the children in all the classrooms.
- Milk is supplied free of charge by the government to under-fives and by the EU at a subsidised rate to five-to-seven year olds.
- School dinners are provided by the semi-privatised County Catering service and fully comply with the new, stringent national nutritional standards. About 70% of our full-time pupils have school dinners and about 30% bring packed lunches.
- Our school newsletters and leaflets will occasionally provide parents with support and guidance about the school's healthy eating policy, including for example, the content of packed lunches.
- The school participates in the National Health Service *Fresh Fruit and Vegetables in*

Schools scheme. A piece of fresh fruit or vegetable is provided by the NHS free of charge to children at the Foundation Stage (ages 3 to 5) and Key Stage 1 (ages 5 to 7). Older children (ages 7 to 11) are able to buy into the scheme, currently the price is £10 per term, or they need to bring their own fresh fruit or vegetables for playtime. No other snacks are allowed.

- The entire school site is a non-smoking zone.

School Meals and Milk

Please consult Mrs Bowen the School Business Manager for up-to-date details.

Charges for School Activities

Charging for Educational Visits etc.

No charges may be levied for educational visits in school time but the school is allowed to ask for voluntary contributions towards the cost of these visits and it is the Governors' wish that we should do so. Such activities (e.g. day trip to a museum) can only go ahead if parents make sufficient voluntary contributions to meet the cost. It will be entirely up to parents whether they contribute or not. If the activity does take place, a child whose parent has not contributed will still go.

Cookery, Craft & Technology

The Governors reserve the existing right to charge parents for the cost of small items of consumable equipment and products in cookery, pottery or other art and technology lessons. Such charges can be legally made only if parents have indicated that they are willing to receive the finished product.

However, in practice the Governors usually ask parents for a voluntary donation early in the Autumn Term each year (Spring Term for the new intake at that time) to cover all these minor items.

A letter is sent to parents with a tear off slip.

The current suggested donation is £10 per child per year. If the money is donated to the Friends of Ashwell School, which has charitable status, gift aid of 28% can be reclaimed where applicable.

The amount of the suggested donation is reviewed annually by the headteacher in consultation with the School Governors.

The Governors hope that this policy will allow the usual wide range of activities, visits and journeys to continue to be available for all pupils.

Holiday Dates and Times of the Day

Please see an up-to-date list of holidays in Appendix Two at the back of the prospectus.

Times of the day for:

Full-time pupils

Morning school runs from 9.00 till 12.00.

Afternoon school runs from 1.15 till 3.15. There is a 15 minute playtime in the morning and the afternoon for Key Stage 1 pupils (infants); morning only for Key Stage 2 (juniors).

Part-time (Nursery) pupils:

Morning session from 9.00 till 12 noon

Does my child need any special equipment?

We do not have a compulsory school uniform here but we do expect children to be reasonably well dressed at school. We have an optional uniform, consisting of good quality sweatshirts and T-shirts, available in a range of attractive colours and marked with the school logo. They can be purchased/ordered from the School Shop, which opens on occasional Friday afternoons in the Dining Hall. Please ask at the school office for details.

Parents are asked to provide either a pair of shorts or a leotard and a T-shirt for indoor PE and games work and a pair of light trainers, a sweat shirt and track suit bottoms for outdoors. A bag, marked with the child's name, is the best way of storing these items safely at school. Bags are available from the school shop. Indoor PE is done with bare feet for health and safety reasons. We recommend that children have their kit at school every day and that it is taken home for washing at weekends or in the school holidays.

You will not be expected to buy a full football or netball kit. Children who play football or netball for the school will be provided with school strip for the match and we are most grateful if parents wash it and return it to us as soon as possible afterwards.

Home and School

PTA

Ashwell School has a flourishing Parent Teacher Association, which has provided many major resources over the years, notably the swimming pool, library, computers, PE apparatus and photocopiers. The PTA also plays a key role in the social life of Ashwell, Hinxworth, Newnham & Caldecote, Radwell and Edworth. All parents and teachers are members. Your active support will assist your children's progress quite substantially. Details of who to contact with offers of help are printed on the last page. The PTA has charitable status.

Friends of Ashwell School

The Friends of Ashwell School support the school with regular subscriptions and donations. They receive newsletters from the Governors and invitations to social events, including the PTA Turkey Dinner. The Friends include many current and former parents, former pupils, grandparents and others. Please ask at the office for further details. The Friends association also has charitable status.

Voluntary Helpers

In addition to the PTA and Friends we have a large number of regular helpers who work voluntarily in the school in other ways:

1. The Library

The excellent library is staffed by volunteers who operate a rota system. Please contact Mrs Oxley for further information or to volunteer.

2. Classroom helpers

Some parents kindly offer regular help of part of a day per week to a teacher, not necessarily their own child's, to act as teacher's aides. Such help is invaluable to the teacher. Volunteers may be asked for example to supervise a small group, to help sort and tidy classroom equipment or to help with many other activities. Please contact any of the teachers if you would like to help in this way.

Complaints Procedure

The aim of this procedure is to help parents and the school to resolve any possible misunderstandings and disagreements. It aims to do justice to the interests of pupils, parents, staff and governors, recognising that responsibilities rest with each of these.

Most misunderstandings and disagreements can be settled by informal discussion and without the need for formal procedures. Occasionally things need to proceed to a further stage. A handout (available from the school office) for parents explains the three stages which may be involved:

1. Complaint to class teacher, Special Needs Co-ordinator or headteacher.
2. Complaint to the Chairman of the School Governors.
3. Complaint to the Local Education Authority's Chief Complaints Officer.

The Governing Body of the school has adopted the Herts. County Council Complaints and Conciliation Procedures and a full copy is also available from the school office.

Timescales: All comments and complaints will be acknowledged and dealt with as quickly and efficiently as possible. People making complaints will be given, at the outset, an indication of the appropriate timescale for resolving the issue. The parents' handout and the full HCC Procedures document provide these details.

Naturally, we hope that you will not find cause for complaint at all.

Growing up at Ashwell School

If parents and teachers share aims and ideals for the children in their care then the children will benefit throughout their stay in the school. We are therefore proud of our tradition of close links between home and school in Ashwell, a tradition we hope you will wish to help us foster.

A good primary school is concerned with creating the right conditions for positive growth and learning every day and at every stage.

The purpose of the school is to help each pupil reach out from the secure and small scale world of home towards the excitement and the challenge of learning about the big world outside. The nursery class continues the atmosphere of a good and caring home with the added ingredients of other children to play with and skilled professionals to stimulate wider interests.

As the children grow up through the school two strands of home and the outside world continue to feature side by side in every class; but gradually the emphasis shifts. Instead of being predominantly domestic, the emphasis in our top junior class is on studying the outside world and the atmosphere in the classroom is often much more like that in a secondary school classroom.

If you are about to admit a child to the school we hope he or she will be very happy here developing skills, talents and enthusiasms which will continue to flourish for a whole lifetime.

*Appendix 1**Class Organisation for September 2011*

CLASS	PUPILS	TEACHERS
Foundation Stage	24 Reception pupils <ul style="list-style-type: none"> • Full time 14 Nursery pupils <ul style="list-style-type: none"> • Mornings only <i>8 Nursery pupils starting in January</i>	Mrs Jenny Edwards (3.5 days) Mrs Sherran Chalkley (2 days) Mrs Sonya Guerrero Mrs Corinne Draxler Mrs Tracey Gladstone (Nursery Nurse)
Class 1	25 Year One pupils	Mrs Tracy Young (4 days) Mrs Rachel Chalkley (1 day)
Class 2 East	24 children in total; <ul style="list-style-type: none"> • 14 Year Two pupils • 10 Year One pupils 	Ms Sam Coates
Class 2 West	24 Year Two pupils	Mrs Sarah Jones
Class 3	24 Year Three pupils	Mrs Helen Whitehead (3 days) Mrs Rachel Chalkley (2 days)
Class 4 West	25 children in total <ul style="list-style-type: none"> • 10 Year Four pupils • 15 Year Three pupils 	Miss Emelie Allworth (Deputy Headteacher) (3.5 days) Mrs Rachel Chalkley (1.5 days)
Class 4 East	25 Year Four pupils	Mrs Clare Docking (3 days) Mrs Katharine Hale (2 days)
Class 5	31 Year Five pupils	Ms Sheila Danhof (3 days) Mrs Innis Reynolds (2 days)
Class 6	30 Year Six pupils	Mr Mark Linney
Total number of pupils on roll:		246
Headteacher Mrs. Kate Oxley		
Additional Teaching Mrs Helen Whitehead teaches Music and Singing to all year groups Mrs Katharine Hale teaches French in Years 3, 4, 5 and 6. Mrs Vanessa Browning is the Inclusion Co-ordinator and also teaches science in Class 5 Mrs Sarah Talks covers teachers' absences. Mrs Juliette Shackleton is a Graduate Trainee, working in Key Stage Two		
Teaching Assistants: Foundation Stage and Key Stage One classes will all have a full time teaching assistant. Key Stage Two classes will all have a teaching assistant for at least 15 hours a week. Our Teaching Assistants are:- <ul style="list-style-type: none"> • Yvonne Mannion • Gill Oyston • Hayley McBeal • Liz Palinkas • Vikki Thorp • Becky Northern • Yvonne Edwards • Bill Yianni 		

- Helen Bacon
- Takana Campbell
- Karen Cook

Ancillary Staff

School Business Manager: Mrs Tracy Bowen

Administrative Assistant: Mrs Paula Merrell

HATs Playleaders: Mrs Angie Robins, Mrs Tessie Cavanagh, Miss Sam Day and Mrs Helen Bacon

Mid-day Supervisors: Mrs Hayley McBeal, Mrs Gill Oyston, Ms Louise Aplin, Mrs Denise Thompson, Mrs Bill Yianni, Miss Nicola Sheldrick, Mrs Jo Ebrey, Mrs Lisa Gray, Miss Jane Scarff and Mrs Takana Campbell.

Premises Manager: Mr Clive Palmer.

Cleaners: Mrs Helen Bacon, Miss Bethany McBeal, Mr Jake England and Mrs Tessie Cavanagh

General Maintenance: Mr Keith Clifford

Gardener: Mr Andrew Strange

Head Cook: Mrs Bernadette Hale

School Governors

The Chairman of the Governors is Mr. Peter Chapman, 01462 742977.

The Clerk to the Governors is Mrs. Tracy Bowen, 01462 742297.

There are 3 Governors appointed by Herts.CC, 5 elected parent Governors, one elected teacher Governor, one Governor elected by the ancillary staff, 4 co-opted Governors and the head teacher who form the Governing Body of the school.

PTA

All parents are members. Elections to the Committee are held annually in September.

Current Chair: Mr Colin Woods contact PTA@ashwell.herts.sch.uk or through the school office.

Appendix 2

Autumn Term 2011

First day of term	Monday 5 th September
Half term	Monday 24 th Oct – Friday 28 th Oct
Occasional Day	Friday 25 th November
Last day of term	Friday 16 th December – finish at 1.45pm

Spring Term 2012

First day of term	Wednesday 4 th January
Half term	Monday 13 th Feb – Friday 17 th Feb
Last day of term	Friday 30 th March

Summer Term 2012

First day of term	Tuesday 17 th April
Bank holiday	Monday 7 th May
Half term	Monday 4 th June – Friday 8 th June
Staff Training Day	Friday 15 th June
Last day of term	Friday 20 th July – finish at 1.45pm

The school day runs from 9.00 to 3.15 every day, except where otherwise stated.

Appendix 3



**NATIONAL CURRICULUM ASSESSMENTS KEY STAGE 1
Year 2 Infants, aged 6 to 7**

2011

Summary Table of Percentages for Ashwell Primary School

**39 pupils = 100%
1 pupil = approx. 2.5%**

Percentage of year group with Special Educational Needs = 10%

Teacher Assessments, supported by National Test Results

Subjects	Attainment Levels							NAA
	W	1	2	2			3	
				2c	2b	2a		
SPEAKING & LISTENING	-	0	54				46	100
READING	-	5		13	13	21	49	95
WRITING	-	8		13	18	28	33	92
MATHEMATICS	-	0		10	21	31	39	100
SCIENCE	-	0	59				38	100

Totals may not always be exactly 100 because of rounding.

Key:

W = Working towards Level 1, pre-five year old standard.

1 = Level 1 attained, average 5 year old standard.

2 = Level 2 attained, average 7 year old standard. Level 2 is the national average.

2c = Only just attaining Level 2.

2b = Level 2 solidly attained.

2a = Level 2 fully attained and pupil now moving well towards Level 3.

3 = Level 3 attained, average 9 year old standard.

NAA = Percentage achieving National Average (Level 2) or Above.

NATIONAL CURRICULUM ASSESSMENTS KEY STAGE 2
Year 6 Juniors, aged 10 to 11
2011

Summary Table of Percentages for Ashwell Primary School

100% = 30 pupils, so one pupil = 3%
 Percentage of year group with Special Educational Needs = 10%

TEACHER ASSESSMENTS

Subjects	Attainment Levels					
	1	2	3	4	5	NAA
Speaking and Listening	0	0	10	37	55	90
Reading	0	0	13	23	63	87
Writing	0	0	10	47	43	87
ENGLISH OVERALL	0	0	10	33	57	90
MATHEMATICS OVERALL	0	3	7	43	47	90
SCIENCE OVERALL	0	3	7	53	37	90

Totals may not be exactly 100 because of rounding.

NATIONAL TEST RESULTS FOR THIS CLASS

Subjects	Attainment Levels					
	Absent	Below 3	3	4	5	NAA
Reading		0	3	33	63	97
Writing		0	23	47	30	77
ENGLISH OVERALL		0	13	47	40	87
MATHEMATICS OVERALL		3	17	47	33	80

Totals may not be exactly 100 because of rounding.

Key:

NAA = Percentage achieving National Average (Level 4) or Above.

2 = Level 2 attained, average 7 year old standard.

3 = Level 3 attained, average 9 year old standard.

4 = Level 4 attained, average 11 year old standard. This is the national average.

5 = Level 5 attained, average 13 year old standard.