

St Sampson's Infant School

Cricklade, Wiltshire

Prospectus 2011



St. Sampson's Infant School

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"Welcome to our school"

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Dear Parents,

Welcome to St Sampson's Infant School.

This brochure contains some information about our school staff, our governors, our ways of working and a brief overview of the curriculum. We hope that it will answer most of your questions, but we are always pleased to answer queries and to see visitors.

Staff and governors hope very much that your child's and your experiences at St Sampson's Infant School are happy, stimulating and rewarding. We see our relationship with you as a partnership, so the closer we can work together the better we can meet the needs of your child. We always welcome your ideas, suggestions and support to help us continually improve our school.

We look forward to you and your child spending a very positive time with us.

Yours sincerely

Jo Valpy
Chair of Governors



School vision:

FOSTER A LOVE AND ENTHUSIASM FOR LEARNING

PROVIDE A SAFE & STIMULATING ENVIRONMENT

DEVELOP SKILLS FOR LIFE

ENCOURAGE CHILDREN TO REACH THEIR FULL POTENTIAL

BE AN INTEGRAL PART OF THE COMMUNITY

EVERYONE IS EQUAL & TREATED WITH RESPECT

PROMOTE A HEALTHY LIFESTYLE

PROVIDE A BROAD, CHALLENGING & ENJOYABLE CURRICULUM

ENCOURAGE EXCELLENCE

BUILD STRONG PARTNERSHIPS WITH PARENTS

At St Sampson's Infant School we aim to:

- Create a safe, caring and happy environment where children and staff are motivated to always do their best and where all have a positive attitude to learning.
- Give children the confidence and skills to respond to new challenges with resilience and resourcefulness both independently and with others.
- Work together as a school community to achieve the highest standards possible.

GENERAL INFORMATION

Accommodation

The Infants' School was opened in 1979, and consists of three double units built around a central courtyard. There is also a hall, kitchen and an administration area. The library extension was built by the Home School Association during the summer of 1997. A staff room extension was built in 2005. The Sunflower and Cornflower room extensions were completed in 2009. Surrounding the school are hard play, grass and garden areas, an outdoor classroom and activity trail.

Admission to School

The Governing Body of the school follows Wiltshire Local Authority admissions policy:

Children born:

Come into school

1 September 2006 -
31 August 2007

Full time from September 2011

St Sampson's Infant School has an established induction programme for new children joining the school. Reception children and some children in Year 1 will follow the DfES Foundation Stage curriculum and the early learning goals. Children in Year 1 and Year 2 (Key Stage 1) follow the National Curriculum.

School Website

We have recently launched a new website with information about the school, newsletter updates and term dates.

The web address is: www.stsampsonsinfantschool.org.uk



Transfer

The school liases very closely with all four pre-school settings in the town. Thames Pre-School, Cricklade Pre-School, Meadowpark Nursery and Prior Park Nursery are invited to take part in our comprehensive induction programme.

Children transfer to St Sampson's Junior School in the September following their 7th birthday. There is close co-operation and liaison between the two schools to ensure a smooth transition.

School organisation

The school consists of three year groups - Reception (YR), Year One (Y1) and Year 2 (Y2). Children normally spend 9 terms in the infant school. Depending on the numbers in each group, classes may be made up of more than one year group.

Class sizes are usually 20-30 maximum.

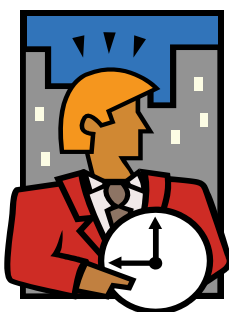
We have 3 sets of 2 classrooms called units:

Unit 1 = Owl class & Buzzard class

Unit 2 = Kestrel class & Hawk class

Unit 3 = Eagle class & Osprey class

School Times



You may arrive at school when the doors open at: 8.50 am

Register is at: 9.00 am

Assembly is at: 10.15 am - 10.35 am

Playtime is at: 10.35 am - 10.50 am

Lunch is at: 12.00 - 1.00 pm

Home time is at: 3 pm

- Holiday dates for 2011/2012 are provided on pages 11 and 12.



Clothing

Our school colours are grey, green and yellow. Children can wear any combination of these to school.

Boys should not wear sports shorts unless in a PE lesson.

School sweatshirts are available from the school office in sizes age 3-4, 5-6, 7-8 and 9-10.

Fleece jackets and cardigans with the school logo can also be ordered from the school office.

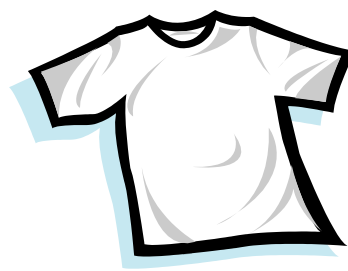
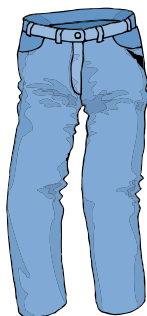
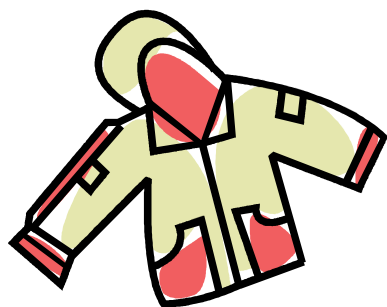
It is helpful if your child is able to dress/undress him/herself on starting school. It is also essential that sensible shoes are worn to school. Shoes/sandals should be worn in preference to trainers on a day to day basis. Wellies should be in a named bag or pegged together and left in the cloakroom if worn on wet days. Children will need to bring a change of footwear if wellies are worn.

P.E. Kit

All children will need to change into named shorts and T-shirts or leotards for PE (these do not need to be school colours). Plimsolls/daps are an essential part of the PE kit. It is helpful if PE kit can be left in school in a named drawstring bag, except when they need to go home for washing! PE bags are available to purchase from the school office.

Naming of Clothing

Please ensure that **all clothing is clearly named** so that we can easily return lost items. It is also very time consuming for everyone looking for lost property. Items of lost property are kept outside the school office, and should be claimed from the school Administration Staff in the office.



FOOD AND DRINK IN SCHOOL

- **WATER**

We encourage all children to bring a drink of **WATER only** in a named plastic bottle on a daily basis. Children are able to drink water throughout the day in their classrooms.

- **MID-MORNING BREAK**

We participate in the National Government Scheme which currently provides free daily fruit and vegetables for infant school children.

A piece of fruit or vegetable is provided free for every child each day, to be eaten mid-morning. Your child can bring in their own piece of fruit (named) if you prefer.



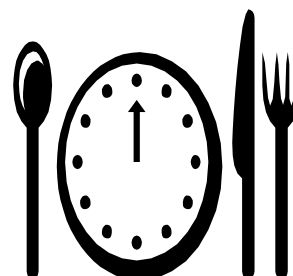
We do not know from day to day what option will be delivered to us, e.g. apples, easy peel oranges, bananas, pears, carrots, occasionally strawberries, tomatoes. Please let us know if your child has any allergies to ensure they can safely eat any of the options.

- **MILK**

We participate in a scheme where all children up to the age of 5 can have free milk if it is ordered. After their 5th birthday parents/carers may arrange with Cool Milk at School Ltd to pay for milk on a termly/ yearly basis. Details are available from the school office, but school does not have any dealings with payments. Parents/carers need to contact Cool Milk at School direct. A fridge is supplied on loan to store the milk. Milk is distributed to classes just before consumption, at a time to suit class teachers.

- **SCHOOL LUNCHES**

Children either have a cooked or a packed meal at lunchtimes, or they may go home.

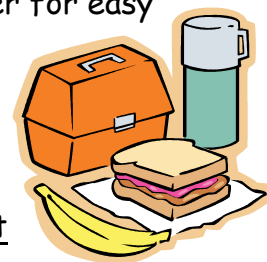


From April 2011 Cygnet Catering have catered for our hot school lunches. These are cooked in the school kitchen.

Lunch money is collected on the first morning of each week or on the first day that a child is in school if s/he has been absent. The correct money should be sent in a labelled envelope. It is important for lunch money to be paid on time. You will be kept informed of the cost of school lunches via the newsletter. The weekly menu is displayed just inside the main school entrance and the school office.

Packed Lunches

These should be brought to school in a flat "square"-type container for easy storage. It is suggested that children are encouraged to bring a sensible and healthy lunch to school. If you wish your child to bring a yoghurt it would be helpful if you could provide a spoon. Water is freely available and any drinks should fit inside the lunch box. Sweets, glass bottles/coke/fizzy drinks should not be brought to school.



A practice run to open both the lunch box and its contents is a helpful activity before your child begins school!

If your family is receiving Income Support or Job Seekers Allowance (Income Based) your child may be entitled to free school meals. Please see the school Administration Staff who will let you have the relevant forms.

Educational Visits/Charging Policy

To enhance the children's learning, visits outside school take place from time to time. These visits are normally linked to the topics being studied by the children and we usually ask for a voluntary contribution towards the cost of transport and entrance fees. We have some limited funds set aside to ensure that no child is excluded from these visits through non-payment but if insufficient contributions are received the visit may not go ahead. If a child is unable to attend the visit due to illness a refund is made whenever possible.

Visits to school

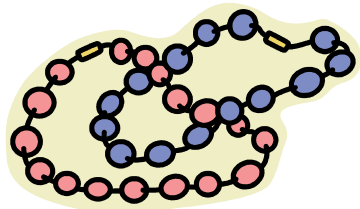
We are very fortunate to have occasional performances and activities at school from travelling theatre groups, musicians etc. A charge is made to the school and again we will ask for a voluntary contribution towards these costs. Sometimes the Home School Association (HSA) will contribute to ensure these activities are part of all children's enhanced opportunities in school.

Money and Valuables

The school cannot be held responsible for the loss of valuables brought from home. Any money sent to school should be in a sealed envelope, clearly stating the child's name, class and the purpose of the money.

Jewellery

Children should not wear jewellery to school. This is requested for reasons of safety. Children with pierced ears should only wear stud-type earrings which must be removed for P.E. (or not worn on P.E. days), or bring plasters to cover them. Watches can be worn if children use them to learn to tell the time.



OUR STAFF

Headteacher	Mrs C. Dougill
Deputy Headteacher	Mrs E. O'Regan
Teachers	Miss J. Brewer Miss H. Brown Mrs A. Ford Mr G. Jones Mrs A. Lewis Mrs M. Madeley Miss A. Perrin Mr P. Smith
Admin Officer Clerical Assistant	Mrs C. Clark Miss L. Bell
Teaching Assistants	Mrs F. Drodge Mrs S. Genet Mrs M. Hayward-Browne Mrs J. Murray Mrs J. Pilgrim Mrs J. Sawford Mrs J. Scampton Mrs L. Tompkins
Caretaking	Mainline Contractors - Mr P. Moulton
Cleaners (Mainline)	Mrs S. Oram Mrs L. Smith
Catering Manager (Cygnet)	Mrs S. Wilson
Kitchen Assistants (Cygnet)	Mrs M. Lee
Midday Supervisory Assistants	Mrs M. Hayward-Browne Mrs L. Fletcher Mrs L. Smith Mrs S. Oram

OUR SCHOOL GOVERNING BODY (Their terms of office are also given below)

Chairperson Mrs J Valpy
Vice Chairperson Mr C Higgins

LA GOVERNORS	
Mark Clarke	16.9.2014
**Vacancy **	
**Vacancy **	
COMMUNITY GOVERNORS	
Chris Higgins	1.10.2013
Jo Valpy	25.11.2013
Richard Williams	1.9.2014
PARENT GOVERNORS	
Simon Limbrick	1.9.2014
Ian Sawyer	1.10.2013
Bill Taylor	10.12.2013
Sally Wiles	21.10.2014
Rhod Hughes	27.5.2015
STAFF GOVERNORS	
Carol Dougill	
Gareth Jones	31.12.2015
Lorraine Tompkins	1.9.2013
ASSOCIATE MEMBERS	
Lizzy Landon	27.1.2013
Julian Thomas	11.1.2015
Emma O'Regan	30.6.2015

Clerk to Governors: Miss L Bell Tel: 750996 govs@st-sampsons-inf.wilts.sch.uk

INSTRUMENT OF GOVERNMENT

1. The name of the school is St Sampson's Infant School
2. The school is a community school.
3. The name of the governing body is 'The governing body of St Sampson's Infant School'.
4. The governing body shall consist of:
 - a) 5 parent governors
 - b) 3 LA governors
 - c) 3 staff governors (including the head teacher)
 - d) 3 community governors
5. The total number of governors is 14 (except at any time when the head teacher has given notice that he/she chooses not to be a governor, when the total number of governors will be 13)
6. The instrument of government came into effect on 29th January 2004.
7. The instrument was made by order of Wiltshire Local Education Authority on 2nd March 2004.

The Governors meet regularly and minutes of meetings are kept in the school office. The normal point of contact for parents is via the elected parent governors.

OUR SCHOOL TERMS 2011 - 2012

TERM 1

1 September 2011 - 19 October 2011

TERM 2

31 October 2011 - 16 December 2011

TERM 3

3 January 2012 - 10 February 2012

TERM 4

20 February 2012 - 30 March 2012

TERM 5

16 April 2012 - 1 June 2012

TERM 6

11 June 2012 - 23 July 2012

Note: The school year is based on a calendar of 195 days. Five of the 195 days are to be used for professional day closures. These have been allocated from staff holiday entitlement rather than from education time. School will therefore be open to receive pupils for 190 days as required by law.

When the 5 teacher development (TD) dates are finalised, parents will be notified as soon as possible via the newsletter.

SCHOOL TERMS AND HOLIDAYS 2011-2012

Please click on the link below for the current Wiltshire Council
School term date calendar

<http://www.wiltshire.gov.uk/schools-term-dates-2011-12.pdf>

HEALTH AND WELFARE

Children should normally only be sent to school if they are capable of undertaking all school activities. If a child has a bout of sickness/diarrhoea they should be kept at home for at least 24 hours after they have eaten normally.

Medicines in School

Children should **not** be sent to school with medicine/tablets/cough sweets/lip salve etc to take during school hours. However, parents are welcome to come and administer medicine to their children in school if necessary. Suncream should be applied before the child comes to school. Parents may come in to reapply any cream at break or lunch times, but should always report to the office first.

Inhalers/Asthma/Epipen/special medication

Parents of children who need to use an inhaler or might need an epipen in school or who need specific ongoing regular medicine will be asked to complete a form giving clear written instructions for its use. Inhalers are usually kept for safety by the class teacher. Access to these will be immediate when necessary.

An Asthma Register is kept by the school which is kept in the school office.

Examinations

Medical/dental examinations are occasionally undertaken by the school nurse/doctor/dentist. Parents are informed when these inspections are to take place.

Accidents

If a child has been involved in a playground bump/scrape, when appropriate, the class teacher will inform the parent verbally or give a written note. A Red Letter and a 'bumped head' sticker will be given to any child who has unfortunately had a minor face or head bump. Parents will be informed of any significant bumps or accidents immediately.

Emergency Contacts

It is vital that the school is kept informed of any changes or additions in emergency contact numbers, as we will endeavour to inform you as soon as we can if your child becomes unwell during school time or has an accident. Please send any changes to school as soon as they are known.



Absence

If your child is going to be absent from school because of illness please inform us by telephone on the day to inform us. A written explanation on the child's return is also necessary. If your child needs to attend a dental/medical appointment during school time he/she must be collected by an adult and signed out/in.

Please do your utmost to avoid taking family holidays during term time whenever possible. If it is necessary due to **exceptional circumstances**, you are asked to complete an Absence Permission Request Form, available from the office, and may be asked to meet with the Headteacher.

We draw all parents' attention to the annual **legal limit of a maximum of 10 days** only in exceptional circumstances and hope that parents will arrange their holidays to fit in with school holidays. Work is not set by the school for any child absent on holiday during term time. Children's learning is affected by absence from school, and it is important to note that Y2 children undertake some Standardised Assessment Tasks/Tests during May each year.

During the past academic year Sept 2009 - Jul 2010 there were 5.8% authorised absences and 0.6% unauthorised absence. From Sept 2010 - Feb 2011 there were 4.8% authorised absences and 2.3% unauthorised absences. The Government requirement for our school is 95.4% attendance.

Safety

Car Parking - For the safety of the children please park with care along Bath Road. Cars **should not** be driven down the school drive **at any time during the school day**. The sub-officer at the fire station opposite the school and the police have drawn attention to the fact that people who park outside the fire station and in the bus bay will be liable for prosecution.

Change of Address - Please notify us of any change of address/telephone numbers and emergency contacts, in order that our records are up to date.

Visitors to School - Entry to the school is by a video-link to the office. All visitors to our school site are requested to sign in the visitor's book kept outside the school office

Prams and Pushchairs - We request that parents with buggies leave them outside the school building as they can present a safety hazard in our restricted space.

PARENTAL INVOLVEMENT

There are many areas of school life which would be almost impossible without the help of parents.



We welcome any offers of help, both on a regular and on an occasional basis. Regular help includes working in the classrooms, playing games, helping with art/craft work, talking and reading with children. Not everyone can commit themselves to helping on a regular basis but are able to help occasionally with things such as painting, gardening and helping with school events/visits.

We are really grateful for all the help and support that we receive. If you feel that you would like to be a part of our voluntary helpers list, please see a member of the staff in the school office.

Introducing your Home School Association

Providing the little extras that make a big difference

As soon as your child starts St Sampson's Infant School you will automatically become a member of the Home School Association (HSA). The HSA raises money for extra facilities and equipment to enhance the life of the school - anything that isn't provided by the Government or local authority. We also organise regular social events to bring together everyone involved with St Sampson's Infant School.

Since the Association was set up in 1995 it has been incredibly successful, helping to fund everything from a library extension to digital cameras for each classroom, also the activity trail and outside classroom. An elected committee works closely with the school to agree fundraising targets and to plan expenditure throughout the year. You'll find out lots more about the Association through regular school newsletters and we always welcome feedback and new ideas.

A committee is elected every year and all members are welcome to stand for election. So, if you would like to be involved we would love to hear from you. If organising isn't for you, then we hope you and your family will join us for the events taking place throughout the year. We look forward to seeing you soon.

For your information a list of HSA members are available to view in the lobby entrance.

Reporting to Parents

There are several formal points of contact for parents and teachers throughout the year. However, worries should never be allowed to fester. Please contact the class teacher if you have a concern you wish to discuss. There may also be times when we will need to talk through an issue with you.

During the Autumn and Spring terms parents are invited to meet with the class teacher to discuss their child's progress and development. During the Spring term parents are also invited to a Family Trail around the school with their children.

Comprehensive written reports are sent to parents towards the end of the Summer Term. These reflect individual progress, achievement and attainments over the past year, and identify future targets. Parents are welcome to make an appointment to discuss the report and any issues that have arisen. An Open Evening is also held towards the end of the Summer Term.

Towards the end of Year 2 all children are assessed by their class teacher against the National Curriculum levels for Maths, English and Science. Year 2 children also take part in the Department of Education's Standard Assessment Tasks (SATs) prior to leaving the infant school. Teacher's assessments of overall levels are recorded on the children's reports and reported to the DFES via the Local Authority (LA).

Children are assessed in their first few weeks in Reception against the Foundation Stage Profile. The Profile is also completed for all children at regular intervals during their reception year.

Class teachers hold regular meetings with parents to discuss any concerns regarding their child's progress during the year. Termly reviews are held to share with parents/carers the Individual Education or Behaviour Plans that are established for some children.

If you have any concerns/queries however, we hope that you will come and talk with us. Please do not feel you have to wait until the formal interviews as the head will be pleased to see you at any time. If possible, please telephone before you arrive in case she is unavailable. Discussions with class teachers should take place after school if possible as the time before school is a very busy one for teachers and they need to give their attention to the children.

THE CURRICULUM

- what and how we teach

Governor Aims for the Curriculum

The Governing Body recognises that it has a responsibility to ensure the implementation of the National Curriculum and provide for the Foundation Stage Curriculum and early learning goals.

The Governing Body monitors and evaluates all aspects of the curriculum, including self-esteem, special needs and relationships with others at its termly meetings.



Governors endeavour to visit the school to familiarise themselves with all Curriculum policies and the implementation and differentiation within the classroom. They might observe classes 'in action', look at termly plans and children's work or discuss aspects of the school/curriculum with the headteacher/teachers.

Governors are encouraged to attend courses and Teacher Development Days regarding the curriculum.

Equal Opportunities - all children are given equal access to the full curriculum regardless of gender, culture and religion or ability.

Disability Equality

St Sampson's Infant School promotes equality of opportunity for all disabled people who use the school; and will continue to increase access to education for all disabled children by:

- increasing the extent to which disabled children can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services;
- improving the delivery to disabled children of information which is provided in writing for children who are not disabled.

When a child is admitted to St Sampson's Infant School with a disability, the staff will work closely with parents/carers and outside agencies to ensure (a) a smooth transition, and (b) the provision of a full curriculum - with adaptation if appropriate. The Special Educational Needs Co-ordinator, Headteacher and a Governor with responsibility for Special Education Needs will liaise regularly to review the provision and to ensure that children are treated in an equal manner to all other children.

- facilities provided to assist access to school by pupils with disabilities

The school, built in 1979 on one level, has open access for wheelchairs with toilet facilities for any disabled pupil or adult.

Playground facilities are on the same level as the rest of the school. Classroom furniture is mobile and can be arranged to accommodate pupils with disabilities. Advice will be taken from members of the PASISS team on the provision of equipment and access for specific pupils.

THE CURRICULUM

The school curriculum is planned to meet the development of each child - intellectually, emotionally, socially, physically and morally. We strive to educate the whole child through a broad and balanced curriculum. The reception and some Year 1 children follow the Foundation Stage Curriculum designed to work towards early learning goals in children's education.

The early learning goals are provided under six headings:

1. Personal, Social and Emotional Development
2. Communication, Language and Literacy
3. Problem solving, reasoning and numeracy
4. Knowledge and Understanding of the World
5. Physical Development
6. Creative Development

Other Year 1 and Year 2 children follow the National Curriculum.

The subjects defined in the National Curriculum are as follows:

Core Subjects: English (Literacy), Mathematics (Numeracy), Science

Foundation Subjects: ICT, History, Geography, Design Technology, Music, Art, PE and PSHE. RE is also taught following Wiltshire Guidelines.

During the course of each day, children will take part in a variety of activities which involve different aspects of the curriculum.

We aim to provide a caring, purposeful atmosphere conducive to learning, within which each child is regarded as an individual with his/her own special needs being catered for. The children are taught as a whole class for some aspects of the curriculum, but will also work individually and in groups.

The teaching staff carefully determine which approach is appropriate for the objectives of the session. At times children may be taught by teachers other than their class teachers, allowing for expertise to be shared.

The school has established a topic-centred approach where much of the work is based around a theme, allowing for the integration of the various curriculum areas and reinforcement of learning.

Although different topics will have their own particular emphasis, the work is planned in order to achieve a balance over the school year.

Where possible work is undertaken through first hand experience, planned to be relevant and meaningful to the child. Much thought is given to the careful match of work to the children's abilities and needs to ensure they are challenged and motivated to make the progress they can.

Some aspects of the curriculum such as handwriting and phonics, are also taught separately as discrete subjects throughout the week.

We are aiming for motivated learning of quality and depth. We celebrate children's efforts and achievements by carefully displaying their work around the school.

The children are encouraged to contribute to a caring family atmosphere engendering respect for one another, property and the environment.



The subjects defined in the National Curriculum are as follows:

Core Subjects: English, Mathematics, Science

Foundation Subjects: ICT, History, Geography, Design Technology, Music, Art and PE.

In addition, the school must

- Provide Religious Education for all children following the agreed syllabus
- Provide an act of daily worship
- Follow the framework for Personal, Social and Health Education (PSHE) and Citizenship at Key Stage 1
- Follow the Foundation Stage Curriculum Guidance for Reception children

LITERACY

The school follows the National Primary Framework for Literacy. The children are taught the suggested content through an integrated approach within the rest of the curriculum.

Language provides children with their main method of communication. It will involve children in:

Speaking and Listening

Children are encouraged to speak clearly, fluently and confidently in a range of situations and to different audiences. They are encouraged to be attentive, to listen with concentration, understand other children and adults, to respond appropriately and to develop viewpoints and ideas. Role-play, oral games and drama are an integral part of our literacy.

Reading

This is of great importance. Children are taught strategies to recognise sounds and decipher words, to read a range of texts with understanding for enjoyment and information. They are encouraged to develop a real love of books.

We use a variety of teaching methods and materials. All children are heard read at least once a week individually and will be part of a weekly guided reading session, teaching them different aspects of reading. The school has a well-stocked collection of fiction and non-fiction books that are colour-coded so that children can select books from a colour group which is matched to their reading level. Careful records are maintained by the staff of each child's progress.

Parental encouragement and regular reading practice greatly enhances a child's reading progress and we encourage a shared approach to reading. We strive to encourage children to read 3 times a week at home. Your child will bring home a book and a reading card. You are invited to write your comments when hearing him/her read at home. Positive comments are preferred please - it is better to write nothing than to write a negative comment as the reading card may last for several weeks.



Please remember that reading can take many forms and does not need to rely on "the reading book".

A 'sharing book' may also be included for you to share with your child. There are many everyday opportunities for children to practice their reading around them e.g. signs, at the supermarket etc.

Children may also bring home a reading target card, words to learn and at a later date, spellings. Your help in encouraging the learning of these will be greatly appreciated.

Year R and Year 1 pupils are encouraged to borrow a storysack on a weekly basis, whilst Year 2 pupils have a weekly opportunity to borrow a book from the school library. Both of these activities are designed to foster a love of books and reading.



Writing This is an essential skill for all aspects of the curriculum. Children will be encouraged to write for different audiences and for varied purposes. There is a planned framework of teaching children letter formation skills, spelling strategies, phonics, sentence structure and grammar. Children are encouraged to develop a love of writing and to take pride in developing a neat and confident style.

MATHEMATICS (Numeracy)

In our maths sessions we are laying the foundations for skills children will need in their everyday life. We follow the yearly teaching programmes set out in the Primary Framework and teachers also take advantage of opportunities offered by day to day situations. Teachers also make links to other subjects, e.g. science, encouraging children to use and apply their maths skills.



Practical activities, games, problem solving, investigations and computer programs are used alongside more formal methods in order to make mathematics an enjoyable experience. Much of our mathematics is delivered in a practical way as we believe that it is vital for the understanding of mathematical processes. The school focuses on the development of mental strategies. At the same time we try to ensure that the children are systematically taught mathematical terms and skills appropriate to their age and ability.

SCIENCE

Children are encouraged to take part in a variety of scientific investigations using many different skills. These may include observation, measuring, devising and conducting investigations and being able to record and present their findings in a variety of ways. Much of the work in science is done as part of a topic and in practical situations. Skills will need to be taught but the children will also learn by applying skills themselves.

DESIGN TECHNOLOGY

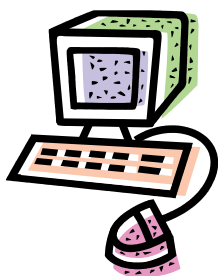
Design Technology includes the use of various construction kits, model-making with a wide selection of tools and materials and practical problem solving activities. The children are encouraged to investigate and evaluate everyday items. In their own 3D work children are encouraged to design, evaluate and consider improvements of their final products.

INFORMATION COMMUNICATION TECHNOLOGY

Each class has two networked computers with an internet connection, a printer and a programmable floor robot. Each class is also equipped with a digital camera, microphone and CD player and each unit shares a photo printer and a digital microscope.



All classes have an interactive whiteboard and projector which is run off the teacher's laptop. There is also a whiteboard and projector in the library for whole class or group work.



The library has 9 computers, 4 of which are laptops. These are all networked and internet linked which allow the children to access their work from any computer around the school.

ICT skills are not only taught discretely but also through other curriculum subjects and there is a wide range of software for the children to use and enhance their learning.

HISTORY

Children learn about people and how they lived. They find out about famous people and events in the past using ICT, books, pictorial records, artefacts, visits and role-play. They are encouraged to consider their environment and the ways that it has changed as well as to look for similarities and differences. The local community is also used!

GEOGRAPHY

Children investigate their immediate environment as well as studying lifestyles further afield. Early mapwork and map making skills are taught as well as initiating children's awareness of the Earth's resources. Children are encouraged from an early age to consider conservation issues.



MUSIC



The school is well equipped with a range of musical instruments and equipment which the children learn to handle and play as part of their weekly music sessions. The children have the opportunity to sing an extensive repertoire of songs and are encouraged to develop an appreciation for a range of music through careful listening.

ART AND DESIGN

This is an integral part of topic work but skills and knowledge are also taught and developed for creative expression and to introduce the children to the work of other artists. Children use a variety of skills and techniques and a wide range of media and IT to reinforce and extend their learning.

PE & DRAMA

The school has a well equipped hall which is used for gymnastics, games (in wet weather), dance, drama and movement groups. During fine weather the outside playground, large grass area and adventure playground are used for a variety of team games and physical activity.

Children are taught elements of safety from an early age and leave St Sampson's Infants school with a good level of knowledge about healthy lifestyles and the benefits of physical exercise.

Each class has two hours high quality PE each week one of which is taught by a Specialist PE Teacher. Children's attainment is tracked closely and support is in place for both our Gifted & Talented children and those who need further provision through Movement Groups.

The school has an Active Mark for its commitment to PE which includes taking part in cluster school festivals, offering a large variety of after school clubs and running a rolling programme of staff training throughout the year.

Physical activity is embraced at playtimes. Children are encouraged to be independent and organise their own fun games. A range of equipment is

available for all children to use to support this. In addition to this on Wednesdays KS2 children visit and organise lunchtime 'Huff & Puff' games.

Wake & Shake and Brain Gym are used throughout the school day to energise children and increase concentration. A course of swimming lessons is organised for all year 2 children during Term6.

Personal Social and Health Education with Citizenship (PSHE/C)

Personal, Social and Health Education with Citizenship is a very important part of our whole school curriculum. It is central to our role as a 'Healthy School' and underpins many of our aims as a school.

The children's main learning in PSHE/C is based on the Social and Emotional Aspects of Learning (SEAL) which encompasses a wide range of themes that the children explore through regular circle times and a variety of cross curricular links.

These include the themes of:

New Beginnings - Children learn how to be a part of a community and to deal with a range of emotions.

Getting on and Falling Out - Children learn about friendship and how to work together.

Going for Goals - Children learn about setting their own goals and realising that they all learn in different ways.

Good to be Me - Children are encouraged to appreciate their own gifts and talents, help others to feel proud of their achievements and understand what to do when they feel worried or anxious.

Relationships - Children learn to understand and appreciate the people who are important to them and how to deal with their own feelings.

Changes - Children discover how people (including themselves) change over time.

School Council & Eco Action Team

We have an active School council and Eco Action Team who meet fortnightly and discuss whole school issues. Each class has a boy and a girl representative who feedback to the class about our meetings and who will bring their class thoughts and suggestions to the meetings for discussion.



RELIGIOUS EDUCATION and COLLECTIVE WORSHIP

The school is non-denominational although there are close links with St Sampson's Church, the United Reformed Church and St Mary's Catholic Church. The principal aim of RE is to enable pupils to understand the nature of religious beliefs and practices and the importance and influence of these in the lives of believers.

There are three strands to our teaching of RE:

Implicit RE: helping children to be aware of their own feelings towards themselves, others and the world around them.

Explicit RE: helping children to develop their knowledge and understanding about the beliefs and practices of some of the world's religious traditions.

Christianity and Other World Religions:

RE consists mainly of the study of Christianity but it includes studies of other major religious traditions, such as Judaism and Islam.

- Parents have the right to withdraw their child from RE or collective worship.

Children who are withdrawn are provided with alternative work and supervised by an adult.

Collective Worship

Acts of collective worship take place daily and may consist of a member of staff or the children leading the school using the themes from SEAL. Parents will occasionally be invited to attend class assemblies. Visitors are also invited to lead the school's thinking when appropriate. Church visitors also take 'Open the Book' assemblies regularly.



SPECIAL NEEDS

We believe in providing every possible opportunity to develop children's full potential. We provide a fully inclusive curriculum aiming to meet all our children's needs. The school uses the Local Authority's procedure to identify children who may need extra help. The school has a Special Needs Policy and a teacher who has the responsibility of Special Educational Needs Co-ordinator (SENCo).

Parents of children who may require extra help will be consulted at an early stage, initially by the class teacher. We believe in working closely with the child's parents at all times. Children who are identified as needing specific support or different approaches to teaching and learning will have an Individual Education Plan (IEP) and class teachers will create termly provision maps to ensure the specific needs are provided for.

IEPs are written by class teachers and reviewed regularly in consultation with the school SENCo, parents and children. Other agencies may need to be consulted but this will only be done with the permission of parents.

More Able, Gifted and Talented children are identified by the class teacher and suitable provision is made for them as stated in our policy. These children are highlighted on the MAG & T register.

If you have a particular concern about your child's development/ progress please come and talk to us about it.

SEX and RELATIONSHIP EDUCATION

According to statutory requirements, we have a policy for Sex and Relationships Education. As a result of Local Authority guidelines and extensive discussion by the governing body, we teach sex and relationships education as an integrated part of work on relationships, health and growing and changing. Children's questions are answered in an honest way, at an appropriate level. Parents are given reasonable notice of their rights to withdraw children from some or all SRE sessions but children may not be withdrawn from statutory science lessons.

MULTICULTURAL EDUCATION

Britain is a multi-racial, multi-cultural society and as part of our school philosophy we feel that it is important that all children are encouraged to feel positive about themselves and others.

EQUAL OPPORTUNITIES

Each child has equal access to all elements of the curriculum. Certain activities may be adapted for particular children in order that this may be achieved.

A comprehensive Equal Opportunities Policy is available to view at the school.



DISCIPLINE

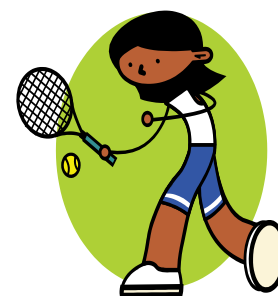
The school has an agreed Behaviour Policy and each class helps to establish their Golden Rules. Everyone is a valued member of the school community and good behaviour, good manners, politeness and consideration for others are fostered throughout. Rules and routines are set up to safeguard the children and to maintain a caring and happy atmosphere.

Children are expected to follow school rules and parents are consulted if a pupil's behaviour causes concern.

EXTRA CURRICULAR PROVISION

Clubs (Year 2 pupils)

These take place usually between 3 pm and 3.40 pm or at lunch times and are offered to Year 2 children. They depend upon volunteers and the time and interests of the teaching staff available. Your child will be informed about the availability of clubs at the appropriate time and arrangements and permission will be exchanged. The school is sometimes able to offer additional extra curricular activities through qualified individuals and groups.



Complaints Procedure

Normally issues that arise within school are best dealt with immediately. The class teacher is usually the first point of contact. However, if this proves unsatisfactory the procedure listed below is intended as a means to pursue any complaint about the curriculum and related matters.

Stage 1: See Class Teacher

Stage 2: See Headteacher (or Senior Teacher if Headteacher is unavailable)

Stage 3: Refer to Governors

- The Local Authority may become involved if the school has not followed its own complaints procedures.
- The DFES may become involved if the school or governors have acted unlawfully.

Looking at documents

National Curriculum documents, Early Years Foundation Stage, Primary National Strategy, Policy Statements for each curriculum and cross curricular area, LA guidelines, minutes of Governors' meetings and reports on your child are available for parents to view.

Please contact the Headteacher if you would like to do so.

Child Protection

The school follows the guidelines as outlined by the Wiltshire Child Protection Committee.

A complete file outlining these procedures and the school's position is kept in the Headteacher's office. The school has developed a Child Protection Policy.

The Headteacher is the named child protection staff member.

We hope that your child will have a happy and successful time at St Sampson's Infant School. We always try to stress the positive and, therefore, we do not have too many "don'ts" in school. However, we would appreciate your support with the following:

- Please do not allow your child to bring sweets to school
- Dogs, except guidedogs, are not allowed in the school buildings or in the grounds.
- Please remember that certain areas of the school (the walls, fences and grass bank areas between the Infant/Junior Schools) can be dangerous places to play so are out of bounds. We cannot accept any responsibility for pre-school children and infants at the end of the day when they are here. When waiting for Junior school brothers and sisters, and with close supervision by you, Infant children can play on the Infant playground.
- For the safety of others around please do not allow your child to ride bikes, scooters, etc in the playground at any time.

We look forward to working in partnership with you and your child/children.

Carol Dougill
Headteacher

March 2012

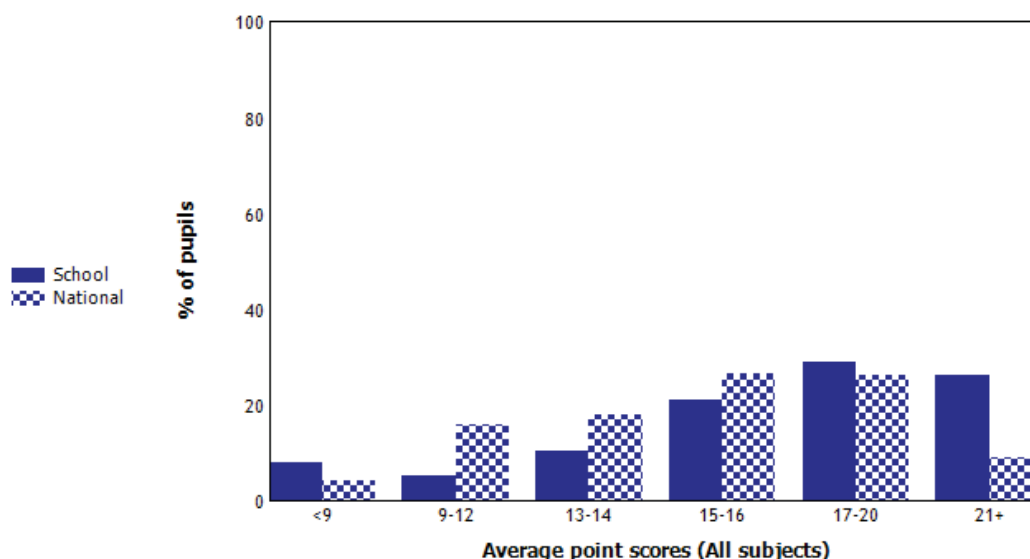
The information contained in this brochure was correct at the time of writing.

End of Key Stage 1 Attainment

Level distribution for 2009

	Absent	Working towards Level 1	Level 1	Level 2c	Level 2b	Level 2a	Level 3
Reading	4%	8%	3%	10%	15%	25%	35%
Writing	4%	8%	3%	2%	40%	15%	28%
Maths	4%	3%	8%	7%	13%	22%	43%

This report provides analysis of Key Stage 1 pupils average point scores in 2009 for reading, writing and mathematics.



	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All pupils	38	16.5	15.2	38	16.4	15.7	38	15.9	14.3	38	17.2	15.7