



WILLIAM FLETCHER PRIMARY

School Prospectus 2020-2021



Where Everyone Counts

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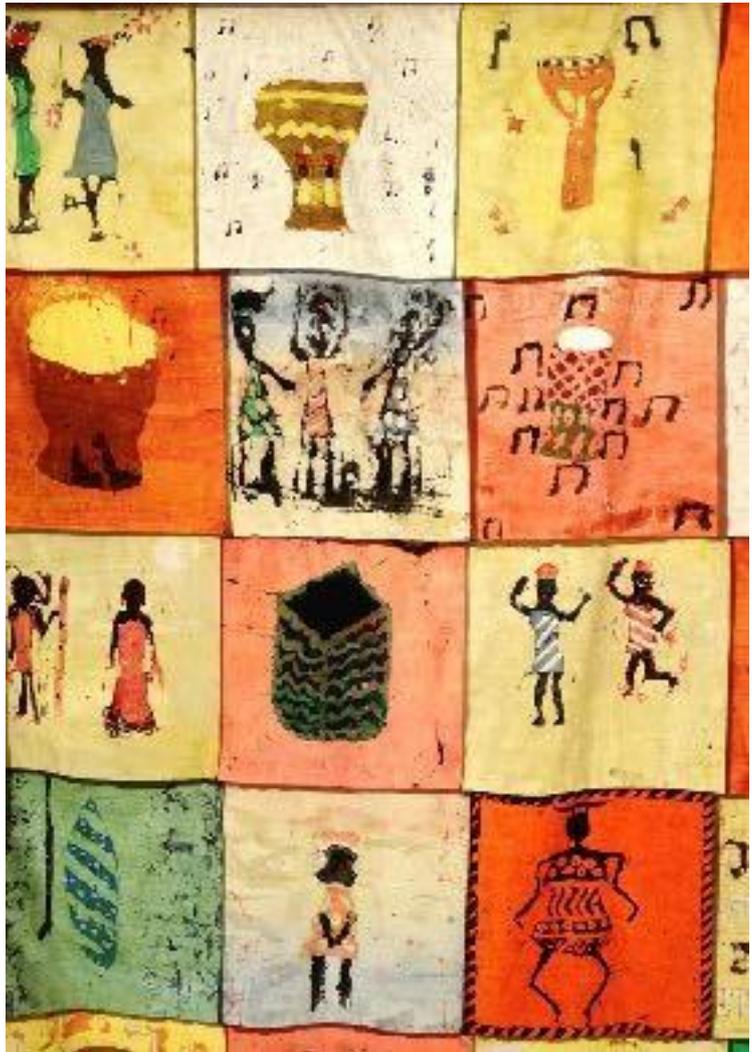
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“We are more alike than unlike my friend”

Batik art project - year 6

Welcome from the Headteacher

On behalf of the school community I am delighted to welcome you to William Fletcher Primary School.

The school is named after William Fletcher who was the school's benefactor. He was brought up in the village and went on to become Mayor of Oxford and an Alderman. He was an inspirational man who had a strong sense of community and gave a sum of money for the first school in the village to be established. Each year on Founder's Day we remember William Fletcher and his generosity in establishing our school.

At William Fletcher Primary School we enable our children to be the best they can be. We do this by providing a safe and secure environment where children enjoy coming to school. We provide excellent teaching and learning opportunities for all our children and work hard to establish good links with parents and carers.

Our teachers have excellent subject knowledge alongside an understanding of how children learn. They celebrate success as well as being able to identify what each child needs to learn next and ensuring that they do so. Our teachers themselves have an enthusiasm and passion for learning. They provide a varied and inspiring curriculum that stimulates children's intellectual curiosity and appetite for learning. They also develop those skills children need to become independent lifelong learners.

Our school is proud to have been awarded the Rights Respecting Gold School award by UNICEF. All of our children learn about the UN convention of the Rights of the Child and this is a thread that runs through all we do at William Fletcher.

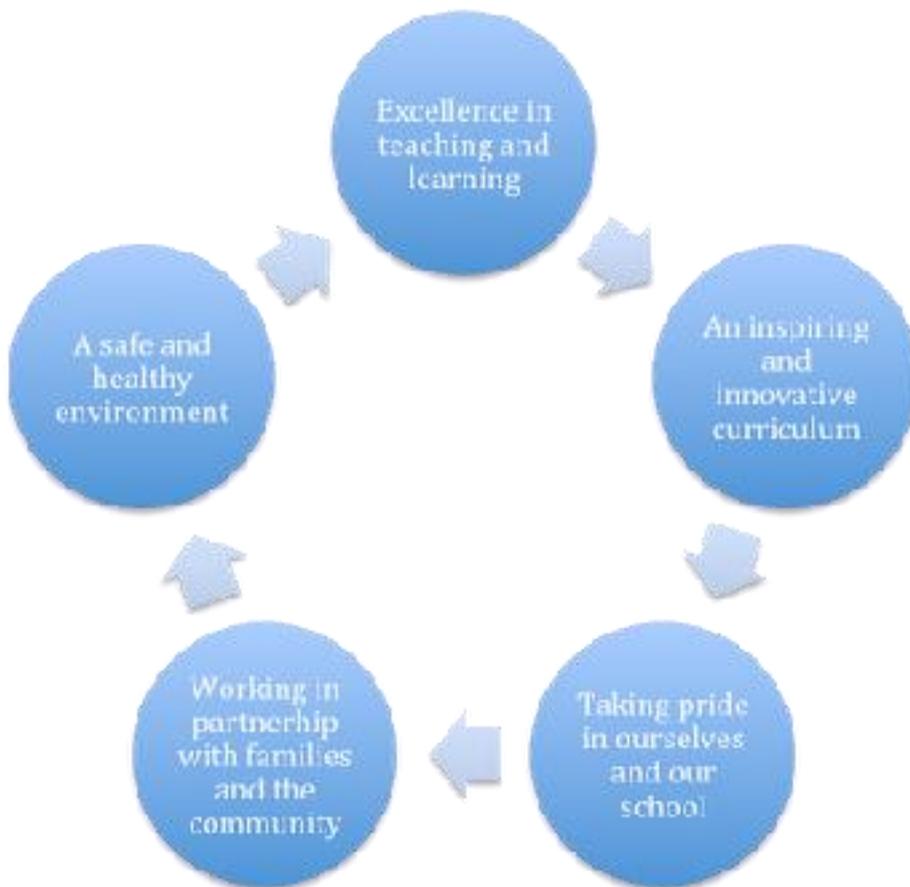
Our school is at the centre of the community, we value highly the support of the village community and think it is important that not only do our children achieve academically but they also become good members of their local and wider communities. We actively develop a good model of active community participation through a range of initiatives.

I hope this prospectus provides you with an insight into our school and that you will take the opportunity to visit and sample for yourself the excellent atmosphere of our school. I look forward to meeting you and your child and welcoming you to our school.

Deborah Nind
Headteacher

Our vision

We have a clear vision at William Fletcher School of our principles and our aims.



- **We provide a safe and healthy environment in which children can thrive.** We aim for our children to enjoy themselves, to achieve their maximum potential while making a positive contribution to the life of the school. We wish to equip them with confidence and the necessary skills to ensure they go on to have active and fulfilling lives.
- **Excellence in teaching and learning.** Our teachers inspire inquisitive young minds. They do this through having thorough subject knowledge alongside an understanding of how each child learns. Our teachers and teaching assistants celebrate each child's successes as well as identifying improvements that can be made and how to make them. All of our teachers have a passion and enthusiasm for learning.
- **An inspiring and innovative curriculum.** The curriculum we provide for all our children is one that stimulates an intellectual curiosity and an appetite for learning while developing those skills children need to become independent life long learners. Every child in our school experiences success and enjoys acquiring skills and knowledge.

- **Working in partnership with families and the community.** At William Fletcher Primary School we acknowledge the vital partnership between home and school if the children are to benefit from the best education. This partnership underpins all that we do and believe.
- **Taking pride in our school and ourselves.** We are extremely proud to share our achievements with all in the school and the wider community. We promote every individual's emotional and spiritual growth as well as their social welfare. We look after each other and value positive behaviour and attitudes.

Starting School

Children begin school at William Fletcher when they are 4 years old. They are taught in our large purpose built Foundation Stage classroom which has its own outdoor learning area.

The Early Years Foundation Stage Curriculum underpins all the child's learning and is organised into four themes:

- A unique child
- Positive relationships
- Enabling environments
- Learning and Development

It is carefully structured to provide for the different starting points of each child and plans for relevant, purposeful and appropriate learning activities that build on what the child can already do in a safe and secure environment.

The four themes express important principles underpinning effective practice in the care, development and learning of all young children. The Learning and Development theme is made up of three prime areas and four specific areas these are:

- Prime areas
 - Communication and Language
 - Personal, Social and Emotional Development
 - Physical Development
- The Specific areas are:
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design



Our Curriculum

The curriculum is the sum of all that happens to a child in school. William Fletcher School provides a broad and balanced curriculum in a well resourced, stimulating and secure environment.

A range of teaching and learning styles and strategies are used by our teachers to provide opportunities for all children to learn and achieve. Our teachers promote spiritual, moral, social and cultural development for all our children preparing them for the responsibilities of being an active citizen in their local and wider communities.

Children have opportunities to participate in individual, group and whole class activities with an emphasis on the learning being interesting, meaningful and relevant to the child. This is enhanced through both practical experiences and educational visits.

At William Fletcher school we value the time provided by parents and carers to support children's learning both in school and at home.



The Early Years Foundation Stage and National Curriculum consist of a number of Key Stages in our school

The Foundation Stage includes children aged 4+ (Reception Class)

Key Stage 1 includes children aged 5 to 7 years (Years 1 and 2)

Key Stage 2 includes children aged 7 to 11 years (Years 3,4,5 and 6)

The school's curriculum policies and schemes of work have been carefully developed ensuring the requirements of the New National Curriculum are met in full.

Core subjects

English, Mathematics, Science and Computing

Foundation subjects

History, Geography, Religious Education, Design, Technology, Art, Physical Education, French, Personal, Social, Health Education and Citizenship.

English

English is a vital means of communication. It develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. The core skills of English are developed through daily literacy lessons. The children use their skills in speaking and listening, reading and writing across the curriculum.

Reading

We place great emphasis on reading, providing a wide variety of reading-related activities across the curriculum as a whole. Including reading individually to an adult and reading in groups. Reading is further promoted by special events such as 'Book Week'. Each class has a wide range of fiction, non-fiction and poetry. The school also has two Non-fiction Libraries, one each for KS1 and KS2, with appropriate books for individual and group study. Once a month we have a visit from the Children's Mobile Library Van where children are encouraged to go and choose books and experience the Library facilities.

Parents and carers are encouraged to support our teaching of reading by reading daily with their children and ensuring their reading bag is in school each day.

Writing

Writing is an important means of expressing ideas, storing and communicating information. We give children a wide range of writing experiences including poetry, letter writing, story, factual and imaginative composition. Reading and writing activities are often linked.

Children are expected to plan their work for the effective communication of sense, purpose and atmosphere. Children are taught that punctuation and spelling are indispensable aspects of writing which determine the accuracy of communication. We also teach the essential skills of self-checking, re-drafting and presentation.

Speaking and Listening

We regard speaking and listening as essential to the development of children's language. We provide a wide range of opportunities and contexts for children to develop their listening skills and expressing themselves well.

Mathematics

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. At William Fletcher School, there is an emphasis on using and applying mathematics in real life situations and on solving real problems. Children are taught mental and written maths strategies which develop in line with the New National Curriculum. Children learn to use mathematical language and symbols to record work. There are opportunities for working individually and cooperatively when solving problems.



Science

Science teaches an understanding of natural phenomena. We aim to inspire and excite the children's curiosity about the world around them and develop their skills of enquiry and investigation. Children learn to observe, explore and ask questions about living things, materials and physical processes. Through practical experiences they learn to plan and carry out investigations, record their results in a variety of ways and draw conclusions. Children begin to appreciate the way in which science may affect their own lives, contributes to technological change and the future of the world.

Computing

We believe in our rapidly changing technological world it is essential for all of our children to be confident in the use of Information Technology. All of our children are taught to use computers and use their ICT skills to support and extend their learning across the curriculum. The school is well resourced with technology equipment including interactive whiteboards, laptops, tablets, netbooks, digital video cameras, visualisers and programmable robots to support the curriculum.



History

History fires the children's curiosity about the past. It develops their interest and understanding about the life of people who lived in the past. We teach children a sense of chronology and through this they develop a sense of identity and learn to value their own and other people's cultures. We teach the children to investigate past events, understand how events in the past have influenced our lives today and develop the skills of enquiry, analysis, interpretation and problem solving. We use visits, artefacts and guest speakers to bring the past alive.

Geography

Through geography we teach the children an understanding of places and environments. The children learn about their local area and compare similarities and differences with other regions in the United Kingdom and other countries in the world. The children learn how to use and interpret maps and develop research, investigative and problem-solving skills. The children gain an appreciation of life in other cultures, find out about the physical world and their responsibilities towards it.



Music

Music is a unique and powerful way of communicating that can inspire and motivate children. It is a vehicle for personal expression and plays an important part in helping children to feel part of our community. We provide opportunities for all children to create, play, perform and enjoy music. We take part in a

wide range of performance opportunities, in recent years children have performed at the School Proms at The Albert Hall, The Oxford Lieder festival at

The Jaqueline Du Pre Building and The Sheldonian Theatre, The Christmas Big Sing at the town hall in Oxford and the Benjamin Britten festival at The Sheldonian Theatre.

Through the County Music Service we are able to offer instrumental lessons for violin, guitar, keyboards, brass, clarinet and drums. We have a very popular recorder club and school choir.

Religious Education

As in all county schools, religious education follows an agreed syllabus. It is taught as a distinctive subject in class work, and provides opportunities for enhancing children's perceptions of Christianity and other world faiths. It also includes the teaching of moral, social and spiritual values. Each day children attend an assembly. This is a time for quiet thoughtful reflection on a variety of themes. We listen to stories, sing, share good work, achievements and rewarding experiences. Parents do have the right to withdraw children from assemblies, however this must be clearly stated in writing to the Headteacher giving detailed reasons.

Physical Education

P.E. plays a unique and vital contribution promoting health and physical development. Our hall is well equipped for gymnastics and dance, while for swimming we use the indoor heated pool at Gosford, Kidlington. Using our field we promote team games, athletics and

inter-school competition as sources of enjoyment. We promote co-operation and positive competition. The P.E curriculum aims to improve the quality of life of all young people, providing opportunities to develop skills, knowledge and attitudes necessary for a healthy and active lifestyle.



Modern Foreign Languages

We currently teach French from year 3 onwards using the three strands of oracy, literacy and intercultural awareness. Children are taught basic conversation vocabulary and learn about French culture. We are fortunate to have children and their families who speak a range of languages and we celebrate our cultural diversity through International Week and Intercultural themed days.



Design and Technology

Design and technology encourages children to become independent and creative problem solvers both as individuals and as part of a team.

It enables them to identify needs and opportunities and to respond by developing ideas, to make a wide range of objects and models and to evaluate different designs. We actively encourage the children to be inventive in their designs, through the study of design technology the children combine practical skills with an understanding of aesthetic, social and environmental issues.

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Art

Art is an essential contribution to the development of all children from the moment they enter school. Apart from its spiritual dimension and cultural base it also provides additional educational benefits which enhance other areas of the curriculum such as maths (proportion measurement) and science (colour, shade, texture). Children will experience the development of skills using a wide range of art materials to produce both 2D and 3D work.

Special Educational Needs

Some pupils have special educational needs and we aim to identify these pupils as soon as possible and provide support. We work closely with teachers, teaching assistants and parents to provide the appropriate level of support for each child, using specialised programmes of work if needed. Class teachers differentiate within the classroom to enable all children to reach their full potential. Pupils may work individually, or in groups, supported by teaching assistants, voluntary reading helpers and the Special Educational Needs Co-ordinator. The school also takes advice from other professionals when needed and is supported in school by the Special Needs Advisory Support Teacher, Educational Psychologist and Speech Therapist.

The Special Educational Needs Co-ordinator (SENCO) liaises with teachers and teaching assistants to discuss and plan for the needs of children with special educational needs; setting up programmes of work, and providing and recommending resources for use in the classroom and individually. We have strong links with Yarnton Playgroup and our SENCO meets with playgroup supervisors to ensure that we provide continuity of support as necessary. We also liaise with other schools when we have mid-phase transfers to ensure that all the pupil information is available to us

We are committed to continuously improving accessibility to our school for disabled pupils for the curriculum and all school information through our annual school Access Plan which is available in school.

The Headteacher, SENCO and Special Needs Governor constantly monitor the effectiveness of special needs in the school.

PSHE and Citizenship

PSHE and Citizenship encourages our children to be healthy, confident, independent and responsible members of society. We actively encourage our children to play a positive role in contributing to the life of the school and the community. Through PSHE lessons we help develop the children's sense of self-worth and how to form successful relationships. We teach the children to respect themselves and each other in what they say and do. Much of this is taught through weekly "Circle Times" based upon the Family links Nurture Programme. Through the Woodstock Partnership of schools we offer Family Links courses for parents and carers.

We teach children the necessary knowledge and skills to maintain a healthy lifestyle, including the importance of healthy eating, exercise and good hygiene. We teach children both about their rights and their responsibilities and they are encouraged to reflect upon issues that are part of the society in which they live.

Sex and Relationships Education

We believe sex and relationships education is a shared responsibility between school and home. We approach all aspects of sex education in a sensitive and honest way and answer questions appropriate to each child. We teach children to use the correct vocabulary and support them through their physical, emotional and moral development. Parents and carers are given the opportunity to view materials used with the children and may withdraw their child from sex and relationships education lessons.

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Extra Curricular Activities

All children take part in music through class lessons, but also have the opportunity to take up a musical instrument with a peripatetic teacher if they wish. All pupils take part in karate sessions through which they learn confidence and self reliance. Karate is also offered as an after school club. Other After school clubs include, singing, lego, competitive sports (seasonal), Change4Life, football, French, knitting and chess.

We also run lunch time clubs we currently offer recorder playing and gardening club.



Out of School Visits

Day Visits

These visits, which usually take place within the school day, are planned to provide important experiences related to the children's work study. They require a great deal of preparation and usually involve follow-up work. Every effort is made to keep costs to a minimum and parents are asked to make a voluntary contribution. Without this contribution visits may not be able to take place.

Residential Visits

These are planned to provide new experiences for children. It may be the first time they have stayed away from home, or that they are undertaking an activity which creates new challenges for them. There is a visit for Year 4 to Hooke Court in Dorset where the children experience walking, orienteering, science and team building activities.

Year 6 undertake a "Challenge Week" every year at the Woodlands Centre in Wales, where they can experience mountain walking, canoeing, caving, orienteering and climbing. The Woodlands Centre is run by Oxfordshire County Council.



Parent Information



Teaching Times

School begins at 8:45 when registers are taken. All children go straight into school upon arrival where they are supervised. The first teaching session finishes at 10:10 for morning break. The second teaching session finishes at 12:00 noon.

Afternoon school begins at 1:00p.m. and finishes at 3:00p.m.

Food in School

At break time children in Foundation Stage and Key Stage 1 currently have free fruit snacks supplied by the Government. To carry this healthy eating theme throughout school all children in Key Stage 2 now bring in fruit for their midmorning snack. Sweets and chocolate are not allowed during morning break.

All children in Foundation Stage and in years 1 and 2 are entitled to Free School Meals, this is currently provided by Fresh Start in the form of a hot lunches. If you would like your child to have a free school meal please contact the school office. Lunches are also available to children in years 3-6 and cost £2.30 per day. You may prefer your child to bring in a packed lunch; once again we encourage children to bring in healthy food in their lunch boxes. We do not allow fizzy drinks or sweets in school. Children in years 3-6 who are entitled to a free school meal can be provided with a school meal if parents require it.

The school holds a Healthy Schools award

Homework

All children are expected to fulfil the home/school commitment to daily and weekly homework. Details of what is expected of each age group are to be found in our Homework Policy.

Parent/Teacher Consultations

Theses are held twice a year, and are occasions when all parents meet teachers to discuss their child's educational development. The first of these is an opportunity to discuss how your child has settled in the class, or year, while the second is concerned with the quality of sustained work and effort.

School Uniform

We have a school uniform policy, a copy of which is available from the school office. The children wear navy sweatshirts which can be ordered with the school logo on, alternatively plain navy jumpers

or cardigans can be worn with dark trousers or skirts. Children should wear black school shoes.

The wearing of jewellery in school is not allowed, with the exception of watches and stud earrings, which must be removed for all physical activities and will not be the responsibility of the school.

For PE children are required to wear a white tshirt and black or navy shorts. For outdoor games children may wear a black or navy blue tracksuit.

Safeguarding Your Child

The safety and well-being of your child is of the highest priority in our school. This means that they have the right to a life free from bullying, harassment, harm, fear and neglect. All staff are trained in safeguarding and the school has a system for ensuring that concerns are discussed and followed up when appropriate.

All our staff are subject to criminal check procedures (DBS) and the Governors have decided that these should be updated every three years. Parents may view any of our policies upon request to the school office or they can be accessed online through our school website or school app.

Behaviour

We expect the highest standards of behaviour from all of our children. We work closely with parents and carers to ensure good behaviour. Our School Behaviour Policy makes it clear that all teachers and children have the right to teach and learn without the distraction of poor behaviour, it recognises that all children have the responsibility to make sure they allow others to learn without causing distraction. Where children have difficulties in behaving well we work with parents and carers and the Local Authority Behaviour support team. We try to intervene early on so that we provide the best support possible for the child and their family.^[SEP]

Before and After School Care

We provide an on-site before school breakfast club, which begins from 7.30am in the morning. Please contact the school office regarding before school care.

We provide After School care through Energykidz. This is held in the Howard Hillsdon room straight after school until 6.15pm in the evening. Information about costs and booking sessions can be found at www.energy-kidz.co.uk

Communicating with Parents and Carers

We publish a weekly newsletter to all parents and carers, this is also published on our school website, on our school app and is available via email.

Each term every class teacher writes a curriculum letter to the parents and carers of children in their classes outlining the learning opportunities for the term ahead and with some suggestions how parents and carers can support their child's learning at home.

The school website also has a page for school dates, policies and other useful information.

We also send information and letters via our school app ad emails.

The Woodstock Partnership of Schools

William Fletcher is part of the Woodstock Partnership of Schools. The partnership consists of nine primary schools in our area and The Marlborough Secondary school where the majority of our children transfer to at the end of year 6. The Partnership of schools work together to provide a range of learning opportunities for the children in our schools. These include sporting events, citizenship activities, a partnership Pupil Parliament and a whole range of creative activities. The year 6 also take part in a wide range of transition projects to prepare them for the next stage in their education.

Creative Partnerships

At William Fletcher school we value working with a range of Creative Practitioners. Over the past year the children and their teachers have worked with professional musicians and composers, a story teller, print maker, film animator and choreographer. All of these practitioners have enabled us to create some exciting learning opportunities for our children. We believe these opportunities help to build children's self-esteem, team work skills, communication and planning skills as well as a love for learning.



The William Fletcher Team

Headteacher	Deborah Nind
Deputy Headteacher	Andrew Lister
Chair of Governors	Trish Amesbury

Teaching Staff <small>F L T S E P</small>	
Foundation Stage	Hannah Haynes Emma Coulson
Key Stage 1	Paul Austin
Key Stage 1	Rosie Staniford
Key Stage 1	Liz McDonnell

Key Stage 2 Emma Brown
Key Stage 2 Sarah Buchannan
Key Stage 2 Caeron Phillips
Key Stage 2 Amy Lancaster
Key stage 2 Andrew Lister
SENCo & Key Stage 2 Karen Chambers

Teaching Assistants

Julie Davies Emily Moore
Ruth Jackson Sally Sumner
Helen Yaxley Steph Lord
Lorraine Gray Rachel Hambridge
Clare Pink
Elise Goodson
Nicole Fletcher
Karen Weeks
Sandra Janssen

School Administrators

Sandra Morris
Rachel Hambridge

Cleaning Staff

CleanGenie

Before School Care Staff

Term Dates 2020-2021

Autumn Term

1st September INSET Day

2nd September to 23rd October Autumn Term 1

2nd November to 18th December Autumn Term 2

24th November Staff INSET day

Spring Term

4th January to 12th February Spring Term 1

22nd February to 31st March Spring Term 2

Summer Term

Jo Murray and Lauren Fogg

Parent Teacher Association

As a parent / carer of a child at our school you will automatically become a member of the PTA.

The aim of the PTA is twofold: firstly, it encourages closer links between parents/ carers, teachers and children and second it provides extra funds for a range of additional resources. Newsletters will keep you informed of events. The PTA is always in need of willing helpers and support, if you are able to help you will be most welcome.

Governors

At William Fletcher School we are fortunate to have a group of dedicated, hardworking Governors. They meet termly to discuss and make decisions about specific topics such as finance, buildings, curriculum and staffing.

All of the Governors are unpaid volunteers who are keen to be approachable and to be involved as far as their commitments allow in the life of the school.

19th April to 28th May Summer Term 1
7th June Staff INSET day

8th June to 20th July Summer Term 2

21st July Staff INSET day

22nd July Staff INSET day

These dates may be subject to change due to INSET but we will always give you as much notice as possible.