

**GORING  
CHURCH OF ENGLAND  
(AIDED)  
PRIMARY SCHOOL**

**2009 - 2010**

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# **GORING C. E. (AIDED) PRIMARY SCHOOL**

## **Headteacher**

Mrs Angela Wheatcroft  
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Goring-on-Thames  
Reading  
Berks RG8 OBG  
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Email: office.3803@goring.oxon.sch.uk

## **Chairman of Governors**

Mrs V Swan  
10 Meadow Close  
Goring-on-Thames  
Reading, Berks RG8 0AP  
Tel: 01491 875555

## **Funding Authority**

Oxfordshire County Council  
Macclesfield House  
New Road  
Oxford OX1 1NA  
Telephone: 01865 815449

## **Diocese of Oxford**

Diocesan Church House  
North Hinksey  
Oxford OX2 0NB  
Telephone 01865 208200

## **ETHOS AND AIMS AND VALUES**

Our Aims and Values are based on our Ethos statement which is:

### **Goring Church of England (Aided) Primary School**

#### **Ethos Statement**

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

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Our Aims and Values are:

#### **The Aims and Values of Goring Church of England (Aided) Primary School**

**We are a Church school serving the whole community.**

We aim:

- To make a contribution to each child's spiritual, social and emotional development.
  - To create a caring community where there is respect for all.
  - To foster the children's curiosity and desire for life-long learning in a safe, stimulating and challenging environment.
  - To encourage children of all abilities, having high expectations of what children can achieve
- 

The Ethos statement and Aims and Values are also on our website ([www.goring.oxon.sch.uk](http://www.goring.oxon.sch.uk)) and displayed in our reception area and in the Small Hall.

If you have any comments on this, please let one of the governors know.

## SCHOOL STAFF 2009 - 2010

### Class Teaching Staff

Class R	Mrs L Ardill	Rising 5s/Reception
Class 1	Mrs S Lindsay	Year 1
Class 2	Mrs M Clegg	Year 2
Class 3	Mrs K Wood	Year 3
Class 4	Mr G Burfoot	Year 4
Class 5	Mrs V Pratley & Mrs S Toms	Year 5
Class 6	Mrs S Pipe	Year 6

### Other Teaching Staff

Mrs R Browne	Support Teacher
Mrs E Parkinson	Support Teacher
Mr C Seiling	'Cello and violin tuition
Mr W Davies	Woodwind and Brass tuition

### Teaching Assistants

Mrs A Jarrett, Mrs L Curtis, Mrs J Green, Mrs A Joslyn, Mrs L Lynch, Mrs W Middleton, Mr T Monk, Mrs J Noel, Mrs K Surman, Mrs J Taylor, Mrs L Turner and Mrs P Woodward

### Administration

Mrs J Patel  
Mr T Monk

### Premises Manager

Mr T Monk

### Mid-Day Supervisors

Mrs P Woodward, Mrs L Curtis, Mrs L Lynch, Mr T Monk, Mrs J Green, Mrs K Surman, and Mrs A Joslyn

### Catering Staff

Ms S Whybourne, Ms N Deverill and Mrs S Casbeard

### Cleaning Staff

Mr W Nicholson - Cleaner in Charge  
Ms A Trusovaite

## **SCHOOL GOVERNORS AND TERMS OF OFFICE**

- Mrs V Swan, 10 Meadow Close, Goring  
P.C.C. Representative - 31.12.2009    Chairman
- Mr J Taylor, Shepherds, Elvendon Road, Goring  
County Council Representative - 31.08.2010
- Mr N Gordon-Potts, The Manse, Manor Road, Goring  
Parent Representative – 31.08.2013
- Mrs K Hawkey, Pike House, Ferry Road, South Stoke  
Parent Representative - 31.08.2010
- Mrs L Ardill, c/o Goring Primary School  
Teacher Representative – 16.10.2011
- Mrs A Wheatcroft, c/o Goring Primary School  
Headteacher
- Reverend M Blamey, The Vicarage, Manor Road, Goring  
Vicar – Ex-officio
- Canon P Downham, Ridgeways, 17 Grange Close, Goring  
P.C.C. Representative – 31.08.2013
- Mr G Braham, c/o Goring Primary School  
P.C.C. Representative – 31.08.2012
- Mrs K Herbert, c/o 19 Cleeve Down, Goring  
P.C.C. Representative – 31.08.2010
- Mr T Monk, c/o Goring Primary School  
Non-teaching Staff Representative – 31.08.2010
- Mrs E Parkinson, Staddlestones, Gatehampton Road, Goring  
P.C.C. Representative – 31.12.2011
- Dr J Kirby, 1 Gatehampton Cottages, Gatehampton Road, Goring  
P.C.C. Representative – 31.08.2012
- Mr D Allen, South Stoke  
Parent Governor – 31.08.2012
- Mrs S Hookway, Oakleigh House, 4 Wallingford Road, Goring  
P.C.C. Representative – 31.08.2013

## **OUR SCHOOL**

Although we are a Church of England (Aided) Primary School founded by the National Society in 1855, we are also a school for the whole community. This is reflected in the welcome we extend to families of other denominations and beliefs, and in the school's involvement in the local community including the use of the school for Community Education.

### **General Aims**

Through the life of our school, our acts of worship, our R.E. and our links with the church we aim to explore the place and significance of religion in human life, and so make a contribution to each child's spiritual development.

We try to provide a warm, caring community where every individual is valued, but also where every individual is expected to grow in responsibility towards others.

By providing a rich and challenging environment we foster the children's curiosity and desire to learn so that they are stimulated, extended and guided through our teaching of the National Curriculum subjects and Religious Education.

We provide for children of all abilities and have a high expectation of what the children can achieve. We encourage hard work, application and commitment.

We encourage in the children an awareness of the wider community and environment outside their own home and school.

Through our P.T.A., parental consultations and by inviting them to help in the classrooms and meetings, we involve parents as fully as possible in the life of the school and thereby in the education of their children.

### **Collective Worship**

Our Policy for Worship is available for parents to look at. The acts of Christian worship usually take place after registration each day of the week. The Rev Mark Blamey (Vicar) joins us for our acts of worship on Wednesday mornings and we have services in the Parish Church on several occasions during the year when we welcome parents to join us - Harvest Festival, Christmas, Ash Wednesday, Ascension Day and a Leavers Service for children in Year 6. Our school choir is regularly invited to sing at Sunday family services. Parents have the right to withdraw their children from collective worship and this should be notified to the Headteacher in writing.

### **Religious Education**

Our Religious Education Policy, syllabus and schemes of work are available for parents to see. We believe that RE can reinforce the ethos of our school. We aim to create an atmosphere in which it is accepted that religion and spiritual life can be an important dimension of human life.

The aims of our RE are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- be able to reflect on their own experiences and develop a personal response to the questions they raise;

- to learn about and understand the beliefs and practices of Christianity, Judaism, Hinduism and Islam thereby beginning to appreciate the cultural aspects of our world;
- develop a tolerant and respectful understanding of what it means to be committed to a religious tradition.

Parents have the right to withdraw their children from Religious Education after notifying the Headteacher.

## **The Governors' Curriculum Aims**

### **General**

To help children to begin to develop an understanding:

- of the world they live in and of their own place in it,
- of the world of their immediate environment and the world further afield,
- of the world here and now but also of the world of the past,
- of the world of observable facts but also the world of faith and beliefs.

### **English**

To develop competence and confidence in the use of language across all areas of the curriculum, and so

- 1) develop children's ability to speak clearly and confidently, to order and articulate their knowledge, thoughts and feelings and so make themselves understood in a variety of situations;
- 2) develop children's capacity to be good listeners, so that they can learn from others, understand another point of view and gain in empathy with those they meet;
- 3) help children to be able to read with fluency and understanding and to encourage a love of books, and a delight in turning to them for pleasure, information and insight;
- 4) develop children's ability to write, not only to communicate with others, but to reflect on their own experiences, explore ideas and to express opinions;
- 5) help children to begin to understand how language works.

### **Mathematics**

To foster mathematical thinking in children and to increase confidence and enjoyment, as well as an awareness of the fascination of mathematics.

To provide a broad syllabus of experience to allow such thinking to develop.

## **Science**

To develop scientific methods and experimental skills so that children begin to understand the world around.

To apply scientific ideas to real life problems; and to be able to communicate their experiences, observations and ideas to others.

To encourage natural curiosity and creativity in all children.

## **Design and Technology**

To help children to develop design and technology capability through combining their designing and making skills with their knowledge and understanding of artefacts, systems and environments.

## **Information and Communication Technology**

To develop confidence and satisfaction in the use of Information and Communication Technology tools and information services.

To help them to understand the implications of Information and Communication Technology for working life and society.

## **History**

To arouse interest in the past, and so better understand the present.

To help children gain an understanding of their own cultural roots and contribute to their knowledge of other countries' history and culture.

To introduce children to the methodology of historians.

## **Geography**

To encourage children's interest in their own surroundings and in the variety of physical and human conditions on the Earth.

To help them develop an informal concern about the quality of the environment and so enhance their sense of responsibility for the care of the Earth and its people.

To begin to acquire some of the techniques and skills necessary for geographical enquiry.

## **Art and Design**

To provide pleasure and confidence through the enjoyment of creating and making.

To develop the ability to apply art and design skills and knowledge.

To strengthen sensory awareness and the means of communicating ideas through visual language.

## **P.E.**

To encourage a lasting enjoyment of physical activities.

To develop confidence in, and extend, their physical abilities at their own level.

To develop games skills and encourage sportsmanship.

## **Music**

To provide a regular opportunity for all the children to participate in music making and appreciation.

## **PSHCE**

To develop the whole child and enable him or her to realise their true potential. To prepare the child for the opportunities, responsibilities and experiences of adult life.

## **Class Organisation**

Each year we try to make the best use of our teaching resources with children being mainly in single year groups.

Within the all-ability range classes the teacher uses a variety of strategies, often working with the whole class and small groups, but sometimes with individuals.

The class teachers are responsible for the pastoral care of the children they teach.

## **Children and Special Educational Needs**

We have always welcomed Oxfordshire's policy of integrating children with Special Educational Needs – learning, physical, medical needs - into our school. Additional support is provided using our Teaching Assistants.

We are also aware that very able children need to be considered and we match our expectations to the children's abilities. All areas of the National Curriculum give opportunities for all children to respond at an appropriate level and no child is excluded from activities. In the academic year 2008/2009 100% of the children on the SEN register achieved or exceeded their targets for speaking and listening, 70% in reading, 100% in Writing and English overall, and in Mathematics 100%.

For children who need wheelchair access we have access to 5 classrooms, the ICT suite, our 2 halls, the staffroom, small workroom, our administrative area and to toilet facilities.

Currently we do not have any child needing wheelchair access. In the future we hope to make access easier for such users to the playground and grass areas.

We also seek the advice of the Educational Psychologist and the Speech and Language Therapist, or, if appropriate, other specialist services provided by Oxfordshire. We expect all children, whatever their ability/disability, including children with Statements of Special Educational Needs, to participate fully in the life of our school, the National Curriculum and Religious Education. Our Special Education Needs Policy is available for parents.

## Homework Policy

We hope that homework will be an additional opportunity for parents to help their children to learn, in co-operation with, and in support of, the class teachers.

Items to be learnt for a test such as spellings or multiplication tables will be set with reasonable time to learn them, and the day of the test will normally be fixed at the time of setting the task.

The completion of unfinished work, language or topic based assignments and mathematics investigations will normally have a deadline for handing-in. We ask that parents encourage the children to meet such deadlines and to check that work is returned as required, although it is the children who are responsible for bringing their work back to school on time.

By establishing homework in the routine of the household, parents can help their children in meeting deadlines, practising for tests, finding resources, sharing books, and therefore help them to achieve success. When it is deemed helpful, parents will be given written guidance on the requirements of the homework.

### Reception

reading and sharing books

topic work - sharing home resources and experiences with their peers

### Year 1 - 10 minutes a day

reading and sharing books

topic work - sharing home resources and experiences with their peers

spellings and number work

### Year 2 - 1 hour per week

reading and sharing books

topic work - finding out for themselves

topic work – sharing home resources and experiences with their peers

occasional completion of unfinished work

spellings and number work

### Year 3 - 1 hour per week

reading and sharing books

topic work - sharing home resources and experiences with their peers

spellings and spelling investigations

number facts e.g. multiplication tables

### Year 4 - 1 hour per week

reading and sharing books

topic work – sharing home resources and experiences with their peers

spellings and spelling investigations

number facts e.g. multiplication tables

weekly literacy or numeracy work

### Year 5 - 1½ hours per week

reading and sharing books

spellings

occasional completion of unfinished work

weekly numeracy task

topic work – sharing home resources and experiences with their peers

occasional number facts e.g. multiplication tables

weekly literacy task

Year 6 - 1½ hours per week

reading and sharing book

spellings

topic work – sharing home resources and experiences with their peers

weekly literacy or science assignments

weekly numeracy task

### **Personal, Social Health and Citizenship Education (PSHCE)**

Personal, Social Health and Citizenship Education is an area of school life which promotes the spiritual, moral, social and cultural development of each child. It should help the whole child and enable him or her to realise their true potential. We recognise that children will learn more readily if they have high self esteem, the ability to form good relationships and feel happy in their school environment.

We have been recognised as a Healthy School with the National Healthy Schools Award.

The purpose is to prepare children for opportunities, responsibilities and experiences of the present and future, enabling them to live fulfilling lives and to become good citizens. We have a policy for each of the following:

Equal Opportunities

Positive Behaviour/with a statement on bullying (see below)

Sex Education - see below

Copies of these policies and the scheme of work are available from the School Office.

### **Positive Behaviour**

The Governors believe in high standards of behaviour for the staff and children associated with our school. They fully endorse the statements on positive behaviour described here in the school's prospectus and Pupil Discipline Policy.

As a school we promote positive behaviour. This behaviour is apparent by:

Good manners

Respect (for each other, visitors, teachers and all other adults in school)

Polite speech

Enthusiastic attitude towards work

Self discipline

Responsibility

Consideration for others

Respect for the environment

Behaviour in the form of bullying will not be tolerated, whether it is mental, physical or verbal. This type of behaviour is investigated in the planned PSHCE Programme.

## School Code of Conduct

Behaviour in and around the school will be promoted and monitored by the Headteacher, class teachers, teaching assistants, mid-day supervisors, administrator, caretaker, kitchen staff and parents.

- The children are expected to walk around the school in a safe way and at all times to show good manners and be polite to one another and to all adults.
- At times when the whole school gathers together as for assembly, the children are to arrive and wait quietly.
- If children need to see teachers during break times, they should knock on the staff room door and wait.
- At break times the children may use areas of the playground and field as directed by teachers or mid-day supervisors and need to show respect in their activities for each other and for adults. Key stage two children have permission to use the inner courtyard according to a class rota.
- All children need to be out of the classroom at break time and lunchtime unless given permission by the class teacher.
- Children should report problems and concerns to adults.
- Children should work towards organising themselves with such things as PE kit, homework and equipment.
- Children should wear appropriate clothing and foot wear.
- Children should have respect for all areas of the school environment.

Mrs Wheatcroft is the designated teacher for Child Protection.

## **Sex Education**

The aim of our sex education programme is to ensure that the children have the ability to accept their own and other's sexuality and to learn about relationships based on mutual respect and responsibility within a context of family and Christian Values.

Summary of Curriculum content:

### Key Stage 1

1. Children should know that humans develop at different rates and that human babies have special needs.
2. Be able to name the external parts of the body and understand the concept of male and female.
3. Know about personal safety and begin to develop simple skills and practices which will help to maintain personal safety.
4. Appreciate ways in which people learn to live and work together: listening, discussing and sharing.

5. Know that there are different types of family and be able to describe the roles of individuals within the family.
6. Understand the idea of growing from young to old.

### Key Stage 2

1. Children should begin to know about and have some understanding of physical, emotional and social changes which take place as they grow.
2. Know basic biology of human reproduction and understand some of the skills necessary for parenting.
3. Know that there are many different patterns of friendship; be able to talk about friends with important adults.
4. Understand what is meant by “relationships” within families, between friends and in the community.
5. A growing understanding of personal safety e.g. alcohol and drug abuse.

We have used a series of videos on this aspect of Health Education and parents are welcome to borrow the videos and to discuss the contents of our Sex Education programme with staff.

Parents do have a right to withdraw their children from any sex education which is outside the National Curriculum provided they notify the Headteacher in writing.

**SATS (STANDARD ASSESSMENT TASKS/TESTS) AND TEACHER ASSESSMENTS**  
**GORING PRIMARY SCHOOL – YEAR 2 SATS 2009 – KEY STAGE 1**

**YEAR 2 GORING SCHOOL RESULTS 2009**

These tables show the percentage of children at the end of Key Stage 1 achieving each level in the school in 2009.

The number of eligible children is 30.

Figures may not total 100 percent because of rounding.

**TEACHER ASSESSMENT**

Percentage at each level

	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking & Listening*	0	3	50				47	0	0
Reading	0	0		10	10	30	50	0	0
Writing	0	3		10	33	23	30	0	0
Mathematics	0	0		13	7	30	50	0	0
Science*	0	0	53				47	0	0

W represents children who are working towards Level 1, but have not yet achieved the standards needed for Level 1.

\* Result for speaking and listening and science are based on teacher assessment only.

The level reported for Reading, Writing, and Mathematics have been supported by the administration of statutory task and test material.

Level 3 represents achievement above the national expected level for Year 2 children.

Level 2b represents achievement at the nationally expected level for Year 2 children.

**2008 KEY STAGE 1 NATIONAL RESULTS**

This table shows the percentage of eligible children achieving each level at the end of Key Stage 1 in 2008. Figures for 2009 are not yet available.

**RESULTS OF TEACHER ASSESSMENT 2008**

Percentage at each level

	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking & Listening	2	11	65				21	0	0
Reading	3	13		13	22	24	25	0	0
Writing	5	15		22	27	19	12	0	0
Mathematics	2	8		16	25	27	21	0	0
Science	2	9	67				22	0	0

**SATS (STANDARD ASSESSMENT TASKS/TESTS) AND TEACHER ASSESSMENTS**  
**GORING PRIMARY SCHOOL – YEAR 6 - 2009 – KEY STAGE 2**  
**GORING SCHOOL RESULTS 2009**

These tables show the percentage of pupils at the end of Key Stage 2 achieving each level in the school in 2009.

The number of pupils at the end of Key Stage 2 is 25.  
 Figures may not total 100 percent because of rounding.

**TEACHER ASSESSMENT**  
 Percentage at each level

	W	1	2	3	4	5	Pupils Disapplied	Pupils Absent
English	0	0	0	4	60	36	0	0
Speaking & Listening	0	0	0	4	64	32	0	0
Reading	0	0	0	4	20	76	0	0
Writing	0	0	0	4	68	28	0	0
Mathematics	0	0	0	4	32	64	0	0
Science	0	0	0	4	36	60	0	0

**TEST RESULTS**  
 Percentage at each level

	Below Level 3 *	3	4	5	Pupils not entered #	Pupils Absent
English	0	4	44	52	0	0
Reading	0	4	20	76	0	0
Writing	0	4	60	36	0	0
Mathematics	0	8	36	56	0	0
Science	0	0	36	64	0	0

W Represents children who are working towards Level 1, but have not yet achieved the standards needed for Level 1.

\* Represents children who were not entered for the tests because they were working below Level 3 in English, Mathematics or Science; pupils awarded a compensatory level from the tests: and pupils entered for but not achieving a level from the tests.

# Pupils working at the levels of the tests, but unable to access them.

## KEY STAGE 2 NATIONAL RESULTS 2008

These tables show the percentage of year 6 children achieving each level nationally in 2008 (2009 results not available at time of printing).

Figures may not total 100% because of rounding.

<b>TEACHER ASSESSMENT</b>								
Percentage at each level								

	W	1	2	3	4	5	Pupils disappplied	Pupils absent
English	0	1	4	16	49	30	0	0
Mathematics	0	1	4	16	46	33	0	0
Science	0	0	2	12	47	38	0	0

<b>TEST RESULTS</b>						
Percentage at each level						

	Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	6	13	51	29	0	1
Reading	6	6	38	48	0	1
Writing	6	26	47	20	0	1
Mathematics	5	15	47	31	0	1
Science	2	8	44	44	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards required for level 1.

\* represents children who were not entered for the tests because they were working below level 3 in English, Mathematics or Science; children awarded a compensatory level from the tests; and children entered for but not achieving a level from the tests.

# pupils working at the levels of the tests, but unable to access them, formally referred to as disappplied.

## SCHOOL TARGETS – YEAR 6 SATS

### School Target for 2009 - % at Level 4 and above

English	96%
Mathematics	92%

### % of pupils who achieved Level 4 and above in 2009

English	96%
Mathematics	92%

School Target for 2010 - % at Level 4 and above  
English **and** Mathematics 86%

School target for 2010 - % at level 5 and above  
English **and** Mathematics 45%

## **GORING CHURCH OF ENGLAND AIDED PRIMARY SCHOOL – ADMISSIONS POLICY**

### **ADMISSION ARRANGEMENTS FOR SEPTEMBER 2010 – AUGUST 2011**

#### **Admission arrangements to the Reception Year in September 2010**

The Governing Body of the school, not Oxfordshire Local Education Authority (the LA), is responsible for deciding on admissions to the school, but works closely with the LA who co-ordinate admissions to all schools in Oxfordshire. The LA arrangements are outlined in the Starting School booklet. Details of how to obtain this booklet will be sent by the LA to appropriate parents and it is also available from Admissions Team, Macclesfield House, New Road, Oxford OX1 1NA (Telephone 01865 815175, Email [admissions.schools@oxfordshire.gov.uk](mailto:admissions.schools@oxfordshire.gov.uk) ).

The LA booklet contains a Common Admissions Preference Form (CAPF), explains the timetable for application, details how parents will be informed of the result of their application, and how parents can express a preference for a school and give reasons for that preference. It also gives details of how applications received after the deadline will be treated, and of how continued interest (waiting) lists will be handled. Alternatively parents can now find this information and apply on-line by visiting [www.oxfordshire.gov.uk/admissions](http://www.oxfordshire.gov.uk/admissions).

**In addition to completing the Common Admissions Preference Form contained in the LA booklet, or applying on-line, we ask that parents who are seeking a place at the school on the grounds that one of them is a regular worshipper at a Christian church (see Note 5 below) also complete a supplementary form which is available from the school. This should be returned to the school by 13<sup>th</sup> November 2009.**

Reception entry in 2010/11 is open to all children born between 1 September 2005 and 31 August 2006. Entry is not open to children born before these dates. The number of intended admissions for the year commencing 1 September 2010 is 30. This number reflects the net capacity of the school.

We shall be admitting children into the 2010/11 reception class twice during the school year, according to their date of birth. Children born between September 1<sup>st</sup> 2005 and February 28<sup>th</sup> 2006 will be eligible for full time education in September 2009. Children born between 1<sup>st</sup> March 2006 and 31<sup>st</sup> August 2006 will be full time in January 2010.

Parents (see Note 1) may request that a child whose fifth birthday falls between 1 September 2010 and 31 March 2011 does not start at school until later in the school year 2010/2011, when the child reaches compulsory school age (the term after the child's fifth birthday). Under such circumstances, a place will be held for that child.

Parents cannot defer entry until September 2011 for a child whose fifth birthday falls between 1 April 2011 and 31 August 2011. If the child has not been admitted to the Reception class in the school year 2010/2011, a second separate application must be made in the summer term 2011 for a Year 1 place in September 2011. In almost all cases, the Year 1 group will be full to the admission number with children transferring from the 2010/2011 Reception class and a place will therefore not be available.

In accordance with Section 324 of the Education Act 1996 children with a Statement of Special Need naming Goring CE Primary School will be admitted as the highest priority. This is not an oversubscription criterion.

Once places have been given to children with a Statement of Special Need naming Goring CE Primary School, in the event of there being a greater demand for admission than there are places available, the

following criteria will be applied in the order set out below – all applications under these criteria will be treated equally, irrespective of special educational needs and ability.

- i. In accordance with the Education (Admission of Looked After Children) (England) Regulations 2006 a child who is “looked-after” (see Note 2)
- ii. A child with a normal home address (see Note 3) in the catchment area and with a sibling (see Note 4) already in attendance at Goring CE Primary School at the time of entry to the school. The catchment area is defined as the civil parishes of Goring on Thames and Ipsden (the latter includes Braziers Park and Hailey). A map of the catchment area is available from the school office.
- iii. A child with a normal home address (see Note 3) in the catchment area.
- iv. A child with a normal home address (see Note 3) outside the catchment area and with a sibling (see Note 4) already in attendance at Goring CE Primary School at the time of entry to the school.
- v. Denominational preference for a Church of England School, supported by evidence that a parent has been for the last year a regular worshipper (at least once per month) at an Anglican Church (see also Note 5).
- vi. Preference for a Church of England School, supported by evidence that a parent has been for the last year a regular worshipper (at least once per month) at any other Christian church, that is a member of Churches Together in Britain or a Roman Catholic church (see also Note 5).
- vii. Children with exceptional medical needs, supported by written evidence, normally given by an independent medical officer or other appropriate person (see also Note 6).
- viii. Children with exceptional social needs, supported by written evidence, normally given by a social worker, Education Welfare Officer or other appropriate person (see also Note 6).
- ix. All other applicants ordered by proximity of the child’s home to the school as measured by the shortest designated public route as defined by using the Directorate for Learning and Culture’s Geographic Information System, with those living nearer being accorded the higher priority.

**Proximity of the child’s home, as measured by the system above, with those living nearer being accorded the higher priority, will also serve to differentiate between pupils in criteria i to ix should the need arise. In the unlikely event of a case where the measurement of the distance “tie break” produces an identical measurement for two or more applicants, if the school cannot offer a place to all of these children, the available place will be allocated by random draw by the Chairman of Admissions during an Admissions Committee meeting.**

Note 1: by parent, we mean any person who has parental responsibility for or is the legal guardian of the child.

Note 2: by a “looked after” child, we mean one who is looked after by a local authority in accordance with section 22 of the Children Act 1999.

Note 3: by normal home address, we mean your child’s home address. This is your child’s permanent address at the time you make your application for a place. It is where you and your child live. We regard a child’s home address to be where he or she spends the majority of the school week (Monday to

Friday, including nights). We may ask to see official documentation, such as a child benefit book or medical card if there are reasons why a child does not live at his or her parent's address. For example, if he or she is resident with a grandparent, you need to tell us this on the application form. If you do not declare any arrangements like this or use a relative's address for your application, we may consider that you have made a false declaration and withdraw the offer of a place. Childcare arrangements are **not** sufficient reason for listing another address. The school reserves the right to check the validity of any address given, by asking for evidence such as inclusion on the Electoral Roll, or a recent utilities bill confirming your name and address. If you are not sure whether or not you live in the catchment area, you can ask the school to check this for you and you will receive a written response. If you are moving into the catchment area, we will ask for evidence of your move, before considering any application for a place. We need to know that you will be resident in the catchment area on 1 September 2010. If you move later we will still need evidence before considering an application. Typical evidence is a letter from your solicitor confirming that you have a legally binding agreement to buy the house or a formal lease agreement for at least 6 months.

Note 4: by sibling we mean a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling. In the case of twins or other multiple-births, if the school cannot offer places to all the children, the available places will be allocated by random draw.

Note 5: the Governing Body asks the priest or minister to complete a form confirming church commitment. If the family has moved into the area within the last year they may ask for the form to be completed by their previous church.

Note 6: the Governing Body reserves the right to seek further information on the exceptional medical or social needs from appropriate professionals. Evidence would be required in the form of, for example, a letter from a registered health professional such as a doctor or social worker. This should set out the particular reasons why the school is the most suitable one for the child and the difficulties that would be caused by attending another school. The governors reserve the right to seek further clarification from the professional(s) involved.

### **All Other Admissions**

Admissions to other years at the school or to the Reception Year, once offers of places have been made, depend on whether or not there are places available. All year groups at the school have an admission number of 30 places. The Admissions Code (2007) mandates the adoption of strategies that allow all schools to admit a more even share of children with difficulties. In accordance with this, the school adheres to the Local Authority's fair access protocol. Children in this category will be given the highest priority in both the oversubscription criteria and the continued interest list. Where necessary these children will be admitted above the admission number that applied to the year group at entry to F1. The above arrangements cannot be used where this would involve contravening the Education (Infant Class Sizes)(England) regulations 1998.

Applications for admissions should be on the **LA Common Admissions Preference Form (CAPF)** which is available from the school and also on-line at [www.oxfordshire.gov.uk/admissions](http://www.oxfordshire.gov.uk/admissions). The completed form should be returned to the school. If there is a vacancy, and there is no child on the relevant continued interest (waiting) list with a higher priority, a place will be offered. It should be noted that the only way that a place can be offered once the admission number is reached for any year group is to appeal. More details of this process are given below.

## **Continued Interest Lists**

The Local Authority will maintain a continued interest list for the reception class until July 2010. The school also maintains a continued interest list for those children in all years who cannot be offered a place; the order of priority on the continued interest list is the same as the list of criteria for over-subscription. No account is taken of length of time on a continued interest list. The school periodically seeks confirmation that parents wish a child to be kept on the continued interest list.

## **Appeals**

If the application is not successful then the governors' letter of refusal will give reasons for their decision based on the listed admissions criteria. You will also be sent an appeal form at the same time. This should be returned to the chairman of governors within 14 days. The Oxford Diocesan Board of Education will arrange for the appeal to be heard by an independent panel. This panel's decision is legally binding on the school and the family. It should be noted that, in the event of an unsuccessful appeal against non-admission to the school, the school does not consider any further application in the same school year (1 September – 31 August), unless there has been a material change in circumstances, for example a change of address.

The number of applications we receive for places in our reception class varies considerably from year to year. In the 2008/9 reception year we received 56 applications. Due to changes in preferences and movements out of the area, we were able to offer places to all applicants. We assign places up to the admission number of 30 according to the criteria in the admissions policy but, unfortunately, we cannot guarantee a place for any child even if they live in the catchment area, or have a sibling at the school, or attend Goring and Cleeve Pre-school.

**This policy complies with all relevant legislation including The Admissions Code (2007), equal opportunities legislation, and the Education (Infant Class Sizes)(England) regulations 1998.**

For further information, in the first instance, please contact the Chairman of the Admissions Committee at the school. Contact details are as follows:

Address        Goring C.E. Primary School  
                    Wallingford Road  
                    Goring, Reading  
                    Berks RG8 OBG

Telephone        01491 872289

Fax                01491 872289

Email             [office.3803@goring.oxon.sch.uk](mailto:office.3803@goring.oxon.sch.uk)

## **Starting School**

We invite children to spend two mornings in school during the term before they start with us.  
We also arrange a meeting for 'new parents' to discuss aspects of starting school and each child's parents are invited to talk to Mrs Wheatcroft or the class teacher about their child.

## **The School Day**

Key Stage 1 - Morning session - 8.55 am - 12.15 pm  
Key Stage 2 - Morning session - 8.55 am - 12.25 pm  
KS1 & KS2 - Afternoon session - 1.15 pm - 3.15pm

Number of hours of teaching per week KS1 - 21 hours 40 minutes.  
Department for Children, Schools and Families recommended hours - 21 per week.  
Number of hours of teaching per week KS2 - 23 hours 45 minutes.  
Department for Children, Schools and Families recommended hours - 23 hours 30 mins per week.  
These times do not include time for registration, breaks and Acts of Worship.

## **The School Year 2009 - 2010**

### **AUTUMN TERM 2009**

Term begins Thursday 3<sup>rd</sup> September  
Term ends Friday 18<sup>th</sup> December  
Half Term Friday 23<sup>rd</sup> October - Friday 30<sup>th</sup> October

### **SPRING TERM 2010**

Term begins Tuesday 5<sup>th</sup> January  
Term ends Thursday 1<sup>st</sup> April  
Half Term Monday 15<sup>th</sup> February - Friday 19<sup>th</sup> February

### **SUMMER TERM 2010**

Term begins Monday 19<sup>th</sup> April  
Term ends Thursday 22<sup>nd</sup> July  
Half Term Friday 28<sup>th</sup> May – Friday 4<sup>th</sup> June

## **Holidays**

Please note that the regulations allow for children to be taken out of school for a holiday ONLY if there are exceptional circumstances. Parents should write to the Headteacher requesting permission and stating the reason(s) why the leave is necessary in school time. The maximum period allowed is 10 school days in any school year.

## **School Uniform**

### **1. Girls only**

- Regulation navy sweatshirt, cardigan or fleece (with school logo)\*
- Plain grey skirt, pinafore dress, trousers or shorts
- Plain white shirt (long or short-sleeved), or white polo shirt
- White, navy or grey socks (or tights)

*Summer only:*

- Navy and white checked dress (other shades of blue are permitted where bought as regulation school uniform dress).

### **2. Boys only**

- Regulation navy sweatshirt, cardigan or fleece (with school logo)\*
- Plain grey trousers or shorts
- Plain white shirt (long or short-sleeved), or white polo shirt
- White, navy or grey socks

*\* Navy blue sweatshirts, cardigans and fleeces with the school logo on them may be ordered from the school office.*

### **3. Outer Wear (girls and boys)**

In cold /inclement weather all children should wear an appropriate coat to school.

- The school does not allow “hoodies” or any other outerwear with large patterns/logos
- We encourage pupils to walk / cycle to school and therefore support children wearing light-coloured outerwear (including reflective stripes) to aid visibility when travelling to and from school.

### **4. Footwear (girls and boys)**

- Black school shoes with low heel only. No open-toed shoes or sling-back style shoes of any description for reasons of health and safety.
- Sports trainers (of any colour) are not permitted.

### **5. PE Kit (girls and boys)**

- Plain coloured t-shirt in colour of pupil’s school house (blue, red or green). These can be ordered from the school office.
- Navy or black sports shorts
- Black plimsolls (for indoor and outdoor use)
- White sports / trainer socks
- White or black trainers (for outdoor games – Year 3 and above only)

*Summer only:*

- Swimming trunks (boys) or one-piece costume (girls), towel, swimming hat.

*NB: Children in Year 3 and above may need other PE clothing/footwear (e.g. jogging bottoms, for outside games or team sports). Details to be provided as appropriate.*

### **6. Other**

A book bag is available from the school office. This should be used by all pupils in Reception to Year 2. Pupils in Year 3 and above may bring a suitable rucksack / school bag instead.

**ALL CLOTHING (INCLUDING FOOTWEAR) SHOULD BE CLEARLY MARKED WITH YOUR CHILD’S NAME**

## **Jewellery and Physical Activity**

Advice from the L.A. states 'that accidents can occur if jewellery (including the wearing of earrings by children) is worn during physical activity. Jewellery must, therefore, not be worn for any physical activities with the proviso that for children below the age of 9, the wearing of small stud sleeper earrings as now commonly fitted, will be permissible because of the difficulty of removing them. It is understood that it is now general practice for those who have such pierced ears to retain the small stud earrings for some years. Children over 9, however, who can reasonably be expected to remove their earrings themselves, will come under the general prohibition mentioned above, unless they have just had their ears pierced when, again, the small stud sleepers can be worn until the ear has healed'.

## **Charges for School Activities**

The Governors believe that all the School's pupils should have an equal opportunity to benefit from school activities and visits (curricular and extra curricular) independent of their parents' financial means. A charging and remissions policy has been drawn up to describe how we will do our best to ensure a wide range of visits and activities is offered and, at the same time, try to minimise the financial barriers which may prevent some pupils taking full advantage of the opportunities. A summary of this policy is available, on request, from the School Office.

## **Visits**

Visits are always used to initiate or enrich classroom work, and during the past year groups of children have been to a synagogue, museums and to the surrounding area. All Year 6 children currently have the opportunity to participate in a 5 day residential visit and this not only gives them a chance to study a very different environment, but helps them to grow in independence away from home.

## **School Minibus**

The school has its own 17 seat minibus and this is a tremendous help in getting groups of children out on local visits. Members of staff, and parents, who drive it have been assessed by the County and recognised as proficient. The P.T.A. pays for regular servicing, and safety checks, repairs, insurance and road tax.

## **Instrumental Music Tuition**

At present violin, 'cello, woodwind and brass tuition can be arranged for children in Years 2, 3, 4, 5 and 6.

There is an opportunity for children in Years 4, 5 and 6 to learn the recorder.

## **Sport**

Through our P.E. and Games programme we aim to:

- encourage a lasting enjoyment of physical activities
- develop confidence in, and extend, their physical abilities at their own level
- develop games skills and encourage sportsmanship

We are fortunate in having a very well equipped P.E. Hall, a hard surface area for hockey skills and netball and a playing field for other activities. We also use the Bourdillon Playing Field behind the school where we hold separate Sports Days for the Key Stage 1 and Key Stage 2 children.

Each year the school football and netball teams (boys and girls) play matches against other schools. The school teams also compete in local tournaments.

We have our own outdoor heated learner pool which all the children use. Weather permitting, we anticipate a swimming season from May to July each year during which time each child will have two sessions in the pool each week for approximately 10 weeks, as part of their P.E. programme.

We have to cover our heating and running costs, so are currently asking parents to make a voluntary contribution of £7.00 per child (up to a maximum of £10.00 per family).

## **Extra-Curricular Activities**

During the year, groups of children have the opportunity to enjoy a range of activities including Football, Netball, Craft, Recorders and Choir. These activities will vary with staff/parent availability. Gymnastics classes are also available after school – a contact number is available from the School Office. Last year there were also opportunities for different age groups to participate in Multi-skills, Dance, Tag Rugby, Pop Lacrosse, Hockey and Athletics after school, these activities were funded by the PTA.

## **Bookshop**

We have all day 'Bookshops' regularly when a large number of paperbacks, both fiction and non-fiction, are on sale. All the children have an opportunity to browse and buy and parents are also welcome to come and buy. We can accept Book Tokens. Profits are ploughed back into buying books for the classrooms.

## **Cycling to School and Scooters**

We would like to encourage cycling and of course walking to school. We also ask that the children wear a cycle helmet. Scooters have become very popular and we ask that they are kept in the cycle shed. The riding of scooters and cycles is **not** allowed in the school grounds. Scooters and cycles are left at the owner's risk. Year 6 children have the opportunity to train for their cycle proficiency test.

## **Car Parking**

Parents are asked not bring their cars up the school drive as this endangers children arriving or leaving, and never to park across the school entrance as this quickly causes chaos. The only reasonable alternative to the congestion in Wallingford Road is Milldown Road or Elvendon Road using the Bourdillon Field entrance.

## **Footsteps**

Goring CE Primary School endorses the County Policy on road safety education, which states that it is a parent's responsibility to train their child to cope with roads and traffic. A copy of the 'Footsteps' video is available for loan from the school office.

The school offers 'Footsteps' training for all children in reception, year 1 and year 2.

The LA trains parents in the 'Footsteps' programme and children are given the opportunity to attend sessions run by these parents during school time. We hope that this will help to improve the road awareness skills of the children.

## **School Dinners**

A School dinner is available at £2.00 per day. The money for each week should be sent to school on the Monday (unless you are paying half termly) in an envelope clearly marked with the child's name, class and amount sent. Cheques should be made payable to OCC – Goring Primary School.

The meals are cooked on the premises. There is always a choice of main course and sweet, and we operate a 'cafeteria' system where the children go up to collect their own food. There is always a vegetarian dish on the menu. Children can opt to stay any number of days each week but we do need to know their intentions on the Monday. The meals are produced to exceed the National Nutritional Standards for school meals.

Children may also bring a packed lunch, which they eat in the Small Hall with the other children. They are not allowed to bring fizzy drinks.

There are at least four supervisors on duty in the lunch hour.

## **Fruit and Vegetable Scheme**

The school is part of the Government's School Fruit and Vegetable Scheme. Under the scheme, each child aged four to six in LA maintained schools, is entitled to receive a free piece of fruit or vegetable each school day. This scheme, which is voluntary, reinforces our commitment to healthy eating.

## **Healthy Snacks**

We provide healthy snacks at morning break times. Year 6 children sell vouchers (25p each) which can be used to purchase the snacks. Children can buy as many vouchers as they like. The items available are:

- Cartons of drink – orange, pineapple, apple and water.
- Yogurts
- Bags of fresh fruit
- Dried fruit packs
- Fruit smoothies (2 vouchers – 50p)

## **Sweets**

We ask children not to bring sweets to school, but they are allowed to bring fruit and vegetables for breaktime.

## **Illness**

Parents are asked to let us know if a child is ill and unable to attend school, either by telephoning the school or by sending a note when the child returns to school.

Wherever possible we like to have a day-time telephone number where we can get in touch with parents if a child becomes unwell during the school day, or if there is some emergency. Members of staff have attended Emergency First Aid in Schools and Child Resuscitation courses.

## **Medicines/Inhalers**

Sometimes it is necessary for children to have medication during the school day. In order for staff to administer this without fear of giving the incorrect dose we need to have full written instructions as to when and how much should be given. Forms for this are available from the School Office or the class teacher. Many children have inhalers, and there are several different types, and they should be **CLEARLY MARKED WITH THE CHILD'S NAME**. Any medication should be given to the class teacher with the written instructions and any bottle should only contain the amount to be given each day and should be **CLEARLY MARKED WITH THE CHILD'S NAME**.

## **Access for Children and Adults in Wheelchairs**

Currently we have access for wheelchairs to five classrooms, three in the Key Stage 1 block plus years 5 and 6, the ICT suite, the administrative area, our two halls and to toilet facilities.

## **Authorised and Unauthorised Absences 2008/2009**

The number of pupils of compulsory school age on the roll for at least one session – 175

Percentage of half days (sessions) missed through authorised absence – 4%

Percentage of half days (sessions) missed through unauthorised absence – 0%

## **Home and School**

We do all we can to build up a feeling of trust between home and school because if we are working together we may more effectively help all aspects of your child's development.

We have a Home-School Agreement which parents are invited to sign.

You will find that class teachers are always happy to talk to you about the progress and welfare of your child, and Mrs Wheatcroft is also available for consultation and advice.

Before your child starts you will be invited to look round the school and to a meeting with Mrs Wheatcroft and Mrs Ardill, the class teacher. Mrs Ardill or Mrs Wheatcroft will also arrange to meet you to talk about your child. When your child has been in school for about half a term you will have a

'settling down' consultation. Apart from these initial arrangements there will be continual opportunities for informal contacts when you deliver or collect your child from school. As your child progresses through the school there will be three formal opportunities for you to meet the class teacher each year, in the Autumn and Spring Terms and in the Summer Term, after you have received a written report.

We encourage parents to come and help in school, and some do this on a regular basis. We can use a wide variety of skills, and all we ask is that you enjoy being with children (not just your own) and are a willing learner.

### **P.T.A.**

We have an active and supportive P.T.A. to which you automatically belong when your child starts school. It organises a wide variety of events during the year, many of which serve not only to bring the school and parents closer together, but involve the wider community too.

The children will bring home newsletters informing parents of the meetings and events the P.T.A. is arranging, and we hope all parents will feel able to play an active part in its activities. The A.G.M. is held in January each year.

#### P.T.A. Committee 2009

Jim McCalman (Chairperson)

Bridget Braham (Treasurer)

Anne Wallace (Secretary)

Lisa Hewlett

Sarah Funnell

Mary Mackney

Becca Woolmington

Sarah Rushbrooke

Sarah Moody

Angela Wheatcroft (Headteacher)

Mandy Clegg

Sandy Massey-Thompson

### **Goring and Cleeve Pre-School**

The Goring and Cleeve Pre-School is housed in its own building on the school site. We liaise closely with the Pre-School and they use some of our facilities. Mrs D Lewington and Mrs S Hickling are the supervisors and the Pre-School telephone number is 01491 875036.

### **Goring Out of School Club**

The Breakfast Club is open from 7.30 to 8.35am and the After School Club runs from 3.15 – 6.00pm (Monday to Friday) in term time. Please telephone 0776 2054204 for more details.

### **Transfer to Secondary School**

There is close liaison with the staff of Langtree School, Woodcote, an 11 - 16 comprehensive with approximately 500 pupils to which most of our children transfer at 11+. Langtree and its feeder primary schools all work closely together. The sixth form provision is at Henley College.

Some children transfer to other state secondary schools and also into the private sector. Mrs Wheatcroft is very happy to discuss alternative choices with parents.

### **Dogs in School**

The Governors feel that the presence of dogs within the school boundaries presents a possible hazard and danger to pupils so ask parents not to bring dogs beyond the school gates.

### **Smoking**

Oxfordshire County Council has a no smoking policy and smoking is not allowed on the school premises.

### **Community Education**

The School is committed to learning as a continuous lifelong process and the facilities and resources are made available for Community Education classes. This is administered through Sonning Common Adult Learning centre (telephone 0118 9723362). This year Adult Keep fit Classes are held on Thursday evening.

There is also an opportunity for adults to enjoy singing with the Goring Chamber Choir on a Thursday evening.

### **Oxfordshire County Council Complaints Procedure** **(Curriculum and Religious Worship)**

Under Section 23 of the 1988 Education Act each LA has to have a complaints procedure. The arrangements define three stages:

- 1) informal discussion with the Headteacher and/or other member of staff
- 2) a formal complaint to the Governing Body
- 3) a formal complaint to the County Council

Only if these avenues were exhausted would there be recourse to the Secretary of State.

We would hope that any unease could be resolved by informal discussion.

## **Goring C.E. (A) Primary School - Complaints Procedure**

We would hope that the concerns of parents can be resolved by informal discussion with the Headteacher and/or other school staff.

If, however, this is not possible then the Headteacher will supply the complainant with the name and address of the Clerk to the governing body, together with a full copy of the Complaints Procedure. The complainant can then make a formal complaint to the governing body.

If the complainant is dissatisfied with the outcome of the governing body's response to the complaint then there are two further channels, both to the Secretary of State for Education and Employment under Sections 68 and 99 of the 1944 Education Act.

## **Availability of Documents to Parents and Members of the Public**

The following are available in the school office:

- 1) all statutory instruments, circulars and administrative memoranda relating to powers and duties concerning the curriculum sent to schools by the Department for Education and Employment.
- 2) the Governors' statement of curriculum policy;
- 3) current subject guide-lines in use in the school;
- 4) a full copy of the O.C.C. (Curriculum and Religious Worship) Complaints Procedure noted above;
- 5) copies of the minutes of Governors' meetings;
- 6) a copy of the Governors' Admission Policy.
- 7) a full copy of the school's Complaints Procedure noted above.
- 8) the school's SEN Policy.
- 9) a copy of the school's disability scheme.

A charge can be made for providing personal copies of certain documents.

NOTE: The details contained in this prospectus relate to the school year 2009 - 2010 and are correct at the time of printing – September 2009.