



Goring Church of England Aided Primary School

2024–2025 Prospectus

*We are all part of God's vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and
spread out into the world to love and to serve.*



Welcome to Goring C. of E. Primary School

Welcome to Goring Church of England Primary School where we strive to be the best that we can be, to be happy and healthy, and to act with kindness and generosity. We cherish our traditional links with the Church, and our Christian values are rooted in everything we do. Our sense of community encourages kind and respectful behaviour where everyone's contribution is valued, and where diversity and what makes us all individuals are celebrated.

Through our partnerships with other schools, the community and the Church we enjoy a range of experiences, enabling us to be successful and generous in our lives ahead. Our curriculum is exciting and engaging and our children are enthusiastic to learn in an environment where they feel safe and supported. The children say they love school and all the opportunities it provides. If you are considering Goring C. of E. Primary School for your child, please contact the school office to book your place on a guided tour where you will be able to see our school in action.

Mrs Angela Wheatcroft, Headteacher



To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

About us

As an Aided Church of England school, our Vision Statement reflects our heritage and our school ethos:

**We are all part of God's vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and
spread out into the world to love and to serve.**

*I am the vine; you are the branches. If you remain in me and I in you,
you will bear much fruit (John 15:5)*



Our associated values are:

Belong

Jesus said 'where two or three gather in my name, there am I with them'.

Matthew 18:20

Believe

God loved the people of this world so much that he gave his only Son, so that everyone who has faith in him will have eternal life.

John 3:16

Achieve

I can do all things through God who strengthens me.

Philippians 4:13

Staffing Structure

Our Headteacher is Mrs Angela Wheatcroft and our Part time Deputy Headteachers are Miss Hannah Grey and Mrs Kelly Mitchell. Children in Reception and Years 1 and 2 are in mixed-year classes. We have a team of teaching assistants who support the class teachers throughout the school. There is also a team of midday supervisors, administrative staff, and premises staff, including a caretaker.

The teaching structure from September 2024 is:

Greenfinch (Reception)	Mrs Thomas
Owl (Year 1 and 2)	Mrs Dryden
Robin (Year 2 and 3)	Mrs Pratley/Mrs Wilson
Ibis (Year 4)	Mrs Parkinson/Miss Grey
Nightingale (Year 5)	Mrs Mitchell
Goldcrest (Year 6)	Mrs Toolin

Mrs Wheatcroft, Mrs Monk and Mr Monk provide cover for Preparation, Planning and Assessment time for the teachers.

EYFS (Early Years Foundation Stage) covers pre-school childcare and education and the Reception year.

Key Stage 1 is the legal term for the two years of schooling in maintained schools in England and Wales normally known as Year 1 and Year 2 when pupils are aged between 5 and 7.

Key Stage 2 is the legal term for the four years of schooling in maintained schools in England and Wales normally known as Year 3, Year 4, Year 5 and Year 6, when pupils are aged between 7 and 11.

Admissions

The Governors will admit up to 30 children born between September 1st 2019 and August 31st 2020 for the academic year beginning in September 2024. We also accept in-year admissions for other year groups throughout the school year provided there is space in the year group. Applications should be made directly to the school office. Please refer to our website (www.goring.oxon.sch.uk) for a copy of our admissions policy or in-year admissions form. Please do not submit in-year applications to Oxfordshire County Council.

The School Day

School Organisation

Children are taught in their own classroom in classes of up to 30 pupils. The dedicated and professional class teachers are supported by a team of experienced teaching assistants. Teaching assistants also act as midday supervisors during lunchtimes.



School Times

The school day starts at 8:50am and children are permitted to arrive on the school site from 8:40am. Children go straight to their classrooms. Any children arriving after 9am must go to the school office to be registered. The school day ends at 3:20pm.

Lunchtimes

Lunchtime starts at 12:00pm and ends at 1.00pm. At lunchtime the children are supervised and cared for by midday supervisors. There is a choice between having a school lunch, a packed lunch or going home for lunch.

School lunches are cooked on the premises and currently cost £2.50 per day for children in year 3 and above (KS2). Payments are made online via the Parentmail system. All children in Reception, year 1 and year 2 are eligible for a free school meal. We operate a 'cafeteria' system where the children go up to collect their own food, which they have ordered in advance. There is always a choice of main course (including a vegetarian dish) and sweet. The meals are produced to exceed the National Nutritional Standards for school meals. Children bringing a packed lunch also eat in the Small Hall with the other children. No fizzy drinks or nuts are allowed.

Pupil Premium

Pupil Premium is extra funding that is available to the school and to your child if you are on Income Support, Job Seekers Allowance and Child Tax Credit. Please contact the school office if you think your child is eligible. Children receiving extra funding from the Pupil Premium are eligible for free school meals. They are not identifiable to others.

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 is entitled to receive a free piece of fruit or vegetable each school day. This scheme - which children participate in voluntarily - reinforces our commitment to healthy eating.

Children are encouraged to bring in healthy snacks for break times. Examples of the types of snacks you can provide for your child, can be found at:

<http://www.nhs.uk/Change4Life/Pages/healthy-snacks.aspx>

To encourage children to try new foods we periodically hold 'Fruity Fridays' where children bring in fruits to share with the rest of their class.

Curriculum

We aim to provide a broad and balanced curriculum that is individualised for each child. Using a cross-curricular approach we ensure that we meet all the requirements of the National Curriculum. Full details of the National Curriculum for schools can be found at <http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary>. Year-specific curriculum plans are available on the school website.

School library

At Goring Church of England Primary School, we aim to instil a passion for reading. We recognise the transformative impact that being a confident reader can have on a child's

learning. Research shows that reading for pleasure is vital for academic success, mental health and even later economic success. Our aim, therefore, is to help every child develop a life-long love of reading. As part of this ambition, in June 2021 our wonderful new school library opened. Funded largely by PTA donations, this fantastic resource provides all the children with a bright and engaging space in which to choose from and enjoy a fabulous selection of books.



Home–School Agreement

We ask all parents to sign a copy of our home–school agreement when their child starts at school. This lays out what parents can expect of the school and in return what the school expects of parents and pupils. This policy also includes the Code of Conduct for Parents and Carers.

The purpose of the school is to provide learning and teaching which responds to the unique educational needs of each child. A calm, happy and purposeful working atmosphere is fostered within a caring community. An active partnership is encouraged between children, parents, teachers and governors. High standards are promoted by expecting pupils to work hard and to persevere in all areas of the curriculum.



Homework

We encourage active parental support and involvement in their children’s learning through activities to be carried out by children at home.

The type and amount of homework varies as children move up through the school but starts in the Foundation Stage with bringing home reading books to share. All types of homework will 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.

Special Educational Needs and Disabilities

We aim to integrate children with Special Educational Needs and Disabilities – including learning, physical or medical needs – into our school. Additional support is provided using a variety of methods. We seek the advice of the Educational Psychologist and the Speech and Language Therapist, or, if appropriate, other specialist services provided by the local authority. We expect all children, whatever their ability/disability, including children with Education Health Care Plans, to participate fully in the life of our school, the National

Curriculum and collective worship. Our Special Educational Needs and Disabilities Policy is available on the school website.

As a school, we are committed to meeting the needs of all pupils and, we therefore also need to ensure that more able and talented pupils have the necessary opportunities to use their abilities and to excel. Our intention is to give children confidence in themselves by promoting appropriate skills and attitudes so that we can help them develop their individual talents and abilities to the full.



Disabled Access

For children who need wheelchair access we have access to eight classrooms, the library, our two halls, the staffroom, small workroom, our administrative area and to toilet facilities.

Relationships and Sex Education

Our Relationships and Sex Education Programme is introduced at a time and in a context that is relevant to the age and maturity of the child. The aim is to ensure that children have the ability to accept their own and others' sexuality and to learn about relationships based on mutual respect and responsibility within a context of family (in its many forms) and Christian values.

Relationships and Sex Education is delivered to the children through topics, science, PSHE (personal, social, health and economic education) and visits from the school nurse. Parents have a right to withdraw their children from all or part of sex education that is outside the National Curriculum provided they notify the Headteacher in writing.

Mental Health and Wellbeing

As a school we recognise the important role we play in identifying and responding to mental health and wellbeing concerns. Through whole-school as well as specialised, targeted approaches aimed at vulnerable children, we aim to promote positive mental health for all of our staff and pupils. The Mental Health and Wellbeing Policy is available on the school website.

Safeguarding and Child Protection

Safeguarding is an absolute priority and is embedded in all aspects of the school, from the security of the school premises to the provision of e-safety skills to all children. The Child Protection and Safeguarding Policy is available on the school website.

Drugs Education

As part of its care for the welfare of pupils, the school believes it has a duty to inform and educate children on the consequences of drug and substance use and misuse. The school actively works with other agencies such as the Local Authority and County Advisory teachers to ensure its programme is up to date and relevant. The Drug Education Policy is available on the school website.

School Uniform

See the School Uniform Policy on the [policies page](#) of the school website for details about the uniform, PE kit, and book bags.

Jewellery and Physical Activity

In line with local authority policy, we actively discourage the wearing of jewellery to school. Except for small stud sleeper earrings worn by children under nine years old and the same studs worn in the newly pierced ears of older children, earrings will not be allowed in PE lessons. In addition, hair decorations, especially Alice bands, should be simple and practical, preferably navy blue. Long hair should be worn away from the face and should not impede the child's vision.

Attendance

Delivering and Collecting Children

In the interests of safety, parents delivering and collecting their children by car are asked to respect the parking restrictions near the school and not to stop on the yellow lines. Please also adhere to the 20mph speed limit close to the school and park with consideration for local residents, not blocking driveways. The school car park is for staff only.

Foundation and KS1 children will not be allowed to leave the premises unless they are accompanied by a known adult. Parents must inform the class teacher of any changes to adults who will be picking up their child when they drop children off, or by calling the school office. Please ensure that your child is aware who will be collecting them.

If a parent or carer is late to collect a child, the child will be taken to the school office. If you are going to be late for your child please contact the school office immediately in order to minimise distress for your child.

Absence

Please let the school office know if your child is going to be absent for any reason by telephoning before 9am on the morning of the day of absence. We ask parents where possible to arrange medical appointments outside of the school day. If this is not possible children should be collected from the school office.

Wherever possible we like to have 3 contact telephone numbers where we can get in touch with parents or carers if a child becomes unwell during the school day, or if there is some emergency. We will ask you for this information when your child starts school and appreciate updates if information changes.

Holidays

From September 1st 2013 the law changed regarding term time absences. All references to family holiday, extended leave and the statutory threshold of ten school days have been removed. The Amendments to the 2006 regulations make it clear that *'headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.'*

The governors have agreed that parents should still be able to apply for leave of absence in exceptional circumstances. If approved, the parents will then be duly notified. If the request is not approved and the child is then absent from school, the child's absence will be recorded as an unauthorised absence and a penalty notice may be issued. More information regarding this change in law can be found on the Department for Education website.

<https://webarchive.nationalarchives.gov.uk/20130502124726/https://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/a00223868/regulations-amendments>



Extracurricular Activities

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 extracurricular) independent of their parents' / carers' 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. This policy is available on the school website.



Visits

Visits are used to initiate or enrich the curriculum. We usually have to ask for a voluntary financial contribution towards visits as otherwise it might not be possible for the visit to take place.

All Year 6 children currently have the opportunity to participate in a five-day residential visit. This not only gives them a chance to study a very different environment, but also helps them to grow in independence away from home.

Music Tuition

At present woodwind, string and brass tuition can be arranged for children in Years 3, 4, 5 and 6.

Sport

- We are fortunate in having a well-equipped PE 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 KS1 and KS2 children.
- School sports teams of all abilities regularly play matches and compete in tournaments against other schools.

Lunchtime, Before and After-school Clubs

During the year, groups of children have the opportunity to enjoy a range of activities including football, chess, cricket, running, orchestra and choir. These activities vary with staff/parent availability. Other clubs and classes are often available after school – details are available from the school office.

Community Links

Parent, Teachers & Friends Association (PTFA)

We have an active and supportive PTFA 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 PTFA plays a crucial role in raising funds for school enhancements. See their website at <https://www.goringonthamesprimaryschoolpta.co.uk/>.

Parents are informed about PTFA activities via Parentmail, and we hope all parents will feel able to play an active part. There is an AGM each year.

Goring After-school and Breakfast Club

The breakfast and after-school clubs operate each weekday during term time. They are run on the school premises by an independent company, J.A.G (Junior Adventure Groups) <https://www.junioradventuresgroup.co.uk/>

St Thomas' Church

We have close links with our parish church of St Thomas of Canterbury. The Reverend Ben Phillips leads us in 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.

Transfer to Secondary School

There is close liaison with the staff of Langtree School, Woodcote, an 11–16 secondary school with academy status 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 and various other local secondary schools.

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.



School Governors and their Terms of Office end

Iain Alexander	Foundation – PCC governor	January 2027
Wynne Barrett	Foundation – PCC governor	June 2027
Mandy Clegg	Co-opted governor	September 2027
Paul Davies	Foundation – PCC governor	March 2027
Henry Fay (Chair)	Foundation – Diocesan governor	November 2027
Hannah Grey	Associate member	September 2027
Janet Haresnape	Local Authority governor	July 2027
Louise Hewitson	Parent governor	November 2027
Lara Knight	Parent governor	September 2026
Kelly Mitchell	Associate member	August 2027
Tim Monk	Foundation – PCC governor	July 2027
Revd Ben Phillips	Foundation – ex-officio	Ongoing
Gail Rainsden	Foundation – Diocesan governor	January 2027
Bernadette Sachse	Parent governor	January 2028
Helen Scurr	Foundation – PCC governor	October 2026
Zoe Sims	Parent governor	March 2028
Sara Todd	Foundation – PCC governor	April 2028
Ailsa Toolin	Staff governor	August 2027
Angela Wheatcroft	Headteacher	Ongoing

Jill Kirby

Clerk to the governors

Goring C.E. Primary School – Raising Concerns

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 contact details of the Clerk to the governing body, together with a copy of the Raising Concerns 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.

Oxfordshire County Council Complaints Procedure (Curriculum and Religious Worship)

Under Section 23 of the 1988 Education Act each local authority must 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 are exhausted is there recourse to the Secretary of State. We would hope that any unease could be resolved by informal discussion.

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
- 2) the governors' statement of Curriculum policy
- 3) current subject guidelines in use in the school
- 4) a full copy of the OCC (Curriculum and Religious Worship) Complaints Procedure noted above
- 5) copies of the minutes of governors' meetings
- 6) the Admission policy
- 7) the Raising Concerns Procedure noted above
- 8) the Special Educational Needs and Disability Policy
- 9) a copy of the school's Equality and Accessibility policies

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

NOTE: The details contained in this prospectus relate to the school year 2022–2023 and are correct at the time of drafting.