

ORSETT C.E. PRIMARY SCHOOL

MOTIVATING AND INSPIRING OUR CHILDREN TO ACHIEVE



IN A CREATIVE, CARING, CHRISTIAN, COMMUNITY

PROSPECTUS

Prospectus

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Introduction

Orsett C.E. Primary School is a rural Church School, which opened in 1848. It is a Victorian built school situated in the lovely village of Orsett and has the benefit of the use of the surrounding areas and close links with the parish church of St. Giles.

The school is one form of entry and there are 7 classes with one class per year group. We are committed to ensuring that where possible there is a maximum of 30 children in each class.

The large majority of the school is accessible to anyone with a disability and we are committed to ensuring that those with disabilities are supported to access the curriculum in full. We have large classrooms and extra rooms including an ICT Suite, Creative Arts Room, Library and two Group Rooms. We are also very fortunate to have many of the most recent resources that are currently available including interactive whiteboards in all classrooms, a well-equipped Foundation Stage classroom and outdoor play area and a wide variety of outdoor play equipment for older children.

The school grounds surround the entire school and there is a large front play area, which is zoned for active play and quiet play, a Sensory Garden and a rear playground and field for summer months. There are both netball courts and a football pitch (in an adjacent field) and additional outdoor activities for the children including an Adventure Trail. At the rear of the school there is a well-established nature area that is used for teaching and learning and a garden, which we are intending to develop in the future. We are also fortunate to have the use of the neighbouring field for athletics and football throughout the year.



Orsett C.E. Primary School operates an 'Open Door' policy. Parents are welcomed into the school either to help or to speak to a member of staff at a mutually convenient time. We firmly believe that it is vital to create strong links between home and school as in this way the children will feel supported in their learning both inside and outside school hours. We also actively seek and encourage links with both the local and wider community (residents, schools and businesses) as in this way our children have access to a wide variety of opportunities that would be otherwise unavailable to them.

At Orsett everything that we decide upon within the school is being done with our children at the forefront of our thinking, as we believe that here at Orsett our children are firmly placed at the heart of all that we do.

The Aims of Our School

All those who are connected with the life and work of Orsett C.E. Primary, including the Governing Body, staff, church and the Local Authority (LA), have been involved in realising the vision for our school (*see Vision and Values Statement*).

We believe that every child is a unique and special individual who has the right to the best possible education that we can provide and rooted in Christian principles. It is vital that every child is able to follow their own learning path as everyone has differing abilities in all areas and learns in a different way. Consequently, we aim to ensure that all children follow a broad and balanced curriculum, both during school hours and through extra-curricular activities, and that a variety of teaching methods are used so as to enable every child to realise their own potential. At all times we aim to ensure that every child has equal access to the best possible education and we are committed to the inclusion of all children catering for any specific needs that may arise for each individual child.

The aims of Orsett C.E. Primary School are agreed by the school's Governing Body. It is the intention of all within our school to offer a broad and balanced curriculum drawing substantially from each of the following areas of experience and learning:

- ✓ Linguistic
- ✓ Mathematical
- ✓ Technological
- ✓ Cultural – both aesthetic and creative
- ✓ Spiritual
- ✓ Moral – both human and social
- ✓ Physical

We believe

We aim

That every child needs to be both literate and numerate to gain full access to all areas of life and that children should be encouraged to both question and challenge assumptions rationally so that they gain a greater understanding of the world in which we live.



To develop their knowledge and understanding of all areas through encouraging 'hands-on' experiences and developing thought processes which enable children to enjoy discovering new areas of learning.

That every child should be given the opportunity to achieve their full potential and to further extend areas in which they are talented.



To develop lively, enquiring minds where children are both challenged and supported.

That every child has the right to equal access to all areas of school life and that all children should have a feeling of self-worth, pride and fulfilment in all that they do and achieve.



To encourage children to become confident, independent learners who can take personal responsibility for their learning, taking pride and putting maximum effort into their learning.

That all children should be given opportunities to understand how Christian principles will support them both at school and in their daily life.



To ensure that Christian values and principles underpin the learning and teaching within our school, giving care, support, guidance and encouragement to our children.

That all children should be given opportunities to consider the differing cultures, beliefs and lifestyles that exist in our multi-cultural society.



To encourage all children to develop a caring attitude towards all and a sensitive appreciation of the differences, beliefs and attitudes to life of others.

That all children should be given opportunities to discover their own individual inner-self.



To nurture all children giving them opportunities to develop their own spirituality in an atmosphere of trust through discussions and reflection time.

That it is through a close partnership between home and school that children will gain the maximum possible from their education.



To foster close links with parents in all aspects of school life and to maintain an 'Open Door' policy whereby all parental views can be heard.

That it is essential to foster close ties with the local community (the church, residents, schools and local businesses), as there is a wealth of differing talents that can be accessed for the benefit of our children.



To pursue all opportunities for our children to link with the local and wider communities to ensure that our children understand the world in which they live and the interdependence of individuals groups and nations.

The Governing Body

In order to achieve our aims members of the Governing Body have voluntarily given up their time to meet regularly both as a full Governing Body and in sub-committees. Sub-committees have taken on the overall responsibility for different aspects of our school including:

Curriculum, Teaching & Learning, Behaviour & Assessment
Finance, Premises, Personnel & Pay
Safeguarding
Admissions

There have also been governors who have individually taken on a specific responsibility or worked together as a working party to consider a particular issue. The current members of the Governing Body are as follows:

Name	Position	Committees
Laurie Eve	Chair	Curriculum, Teaching and Learning (T & L), Behaviour & Assessment, Lead Governor for Vulnerable Children
Yvonne Fearnside	Vice Chair/Foundation (DBE)	Finance, Premises, Personnel & Pay (FPP&P), Admissions
Lynn Bennett	Foundation (PCC)	Safeguarding Lead, Curriculum, T & L, Behaviour & Assessment, Admissions
Lorraine Robinson	Foundation (PCC)	Curriculum, T & L, Behaviour & Assessment, Admissions
Simon Lloyd	Parent Governor	Finance, Premises, Personnel & Pay
Jackie Wood	Foundation (DBE)	Curriculum, T & L, Behaviour & Assessment, Admissions
Diane Barrick	Foundation (DBE)	Finance, Premises, Personnel & Pay
Jay Redsell	Parent Governor	Finance, Premises, Personnel & Pay
Julie Pritchard	Staff Governor	Finance, Premises, Personnel & Pay
Shelley Jones	Headteacher	All of the above
James Dickson	Deputy Headteacher	All of the above

All members of the Governing Body can be contacted c/o the school.

Outdoor Learning Day at Orsett



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Staffing Structure

We are committed to ensuring the well-being of all our children at the school and as such all staff working in the school will have current Police Checks. The current staffing of Orsett C.E. Primary is as follows:

Teaching Staff

Year Group	Teacher	Roles & Responsibilities	Teaching Assistant	Intervention and Challenge
	Miss S. Jones	Headteacher <i>SLT</i>		
	Mr J Dickson	Deputy Headteacher <i>SLT</i>		
6	Mrs J Richardson	Class teacher <i>SLT</i>	Miss H Lloyd	Mrs W Willett Mrs K. Kent Intervention groups and Challenge groups Mrs K Wignall Reading Intervention
5	Mrs L. Olajide	Class Teacher <i>SLT</i>	Mrs R. Martin	
4	Miss S. Dow	Class Teacher	Miss L McCandless	
3	Mr D Partridge	Class Teacher	Mrs W. Smith	
2	Mrs D Gosling	Class Teacher	Mrs P. Newton/Mrs J Lewington	
1	Miss S Hackley	Class Teacher	Mrs M Rayner/Mrs K Kent	
R	Mr K Foster	Class teacher	Mrs B. Reynolds	
	Miss N Linale/ Mrs R Manley	SENCO Innovation Support		
1-5	Mrs S. Young	PPA HLTA cover		

Non-teaching Staff

Staff member	Roles & Responsibilities	
Mrs J. Pritchard	Bursar <i>SLT</i>	
Mrs L. Fox	Administrative Assistant	
Mr K. Jones	Caretaker	
Mrs M. Pearson	Cleaner	
Mrs A. Bortolozzo	Cleaner	
Mrs S. Westhall	Cleaner	
Mrs. J Lovegrove	Cleaner	
Mrs K. Beatens	Senior Midday Assistant	
Mrs M. Pearson	Midday Assistant	*LARKS/OWLS Club
Mrs P. Sargeant	Midday Assistant	
Mrs P. Sinclair	Midday Assistant	
Mrs A. Lyons	Midday Assistant	
Mrs R. Machar	Midday Assistant	
Mrs M. Hirst	Midday Assistant	
Mrs T. Bowyer	Midday Assistant	
Mrs J. Harrington		*LARKS/OWLS Club

*LARKS (Breakfast Club) & OWLS (After School Club) – Paid Facility

Admissions

Orsett C.E. Primary School is a Church of England Voluntary Aided (VA) School and as such the Governing Body is responsible for the admission arrangements working in conjunction with the Local Authority.

The number intended to admit in each academic year is 30. Our current Admissions Criteria can be found on our school website at www.orsettprimary.co.uk

In the event of over-subscription within each category of the criteria, as published in our Admissions Criteria, priority will be determined by straight-line distance from home to school (as calculated by the Local Authority) with those living closest being given the highest priority.

In order to apply for a place at Orsett C.E. Primary School for your child it is necessary to contact Thurrock Admissions on 01375 652554

If you are applying for a place in the Early Years Foundation Stage for your child you will need to complete an Application Form on line from the Local Authority website at www.thurrock.gov.uk which is usually on-line from the October of the academic year prior to your child starting school. The Local Authority must receive your application **before** the deadline specified on the Admissions Form.

It is also **essential** that you complete the Supplementary Information Form (SIF) for our school and return this form directly to the school before the closing date for admission as otherwise we are unable to rank you according to our Admission Criteria and this may mean you are placed in a lower position. This is also available on line on both the Local Authority website and our school website or can be collected directly from our School Office.

You will receive notification from the Local Authority on whether your application has been successful together with guidance for those unsuccessful applicants who wish to appeal against the school/ Local Authority decision.

We would be very grateful if you could let us know of the decision as soon as you hear (as you will usually hear before us) so that we can arrange the induction sessions for your child.

Admission Procedures

Children who are due to start in our Early Years Foundation Stage are normally admitted in the following way:

- All children will join the school at the beginning of the Autumn Term
- For the first two weeks all children will attend for the mornings only
- A small group of children will attend an afternoon session on each day during the first two weeks so that we can spend time getting to know their needs on an individual basis thus helping us to ensure that we plan according to every child's individual needs.

All admissions are as above unless otherwise agreed between the school and the parents.

Children transferring from other schools will normally be admitted at the beginning of a new term, or by special arrangement with the school.

All children who are due to start at Orsett will have the opportunity to spend some time in the school prior to the actual start date, where appropriate or possible.

The Organisation of the School

Currently the school is organised into seven classes and the class structure is as follows:

Early Years Foundation Stage
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

Every effort is made to ensure that all children gain access to the full school curriculum, regardless of the path that they follow through the school. There are curriculum schemes of work for English and mathematics, which ensures that every child will cover the required skills of the National Curriculum during their time at Orsett.



Our school has implemented a skills-based approach to learning for the foundation subjects, e.g. scientific enquiry, history, geography etc. which are linked to the National Curriculum skills that our children need to learn. These form a part of Learning @ Orsett Through Skills (LOTS) and all classes are taught these subjects through themes which makes the learning both relevant and meaningful for our children.

Each class teacher is responsible for planning, preparing, delivering, monitoring and assessing the children's learning and progress and every effort is made to ensure that all individual educational needs are catered for within the school day. Teachers also have the responsibility for leading one (or more) areas of the curriculum throughout the school and, in this role, may teach other classes either on their own or alongside another member of staff so that children have the benefit of their expertise in that particular area.

The school employs Teaching Assistants who work within classes, with groups or individual children, to support educational learning needs within the school and involves learning support organisations where the need arises and, where sufficient resources are available, in accordance with Section 5 of the 1988 Education Act.

Parents will be informed, in a half-termly letter from class teachers, the areas that will be covered during the half-term, homework requirements and any ways in which they might support their child's learning.

Homework is divided into Daily/Weekly Homework which includes essential skills that children need to practice. Children will be asked to learn spellings and tables and to read regularly at home. They will also be given Extended Homework which has challenges to enable our children to become independent learners. This is set by the individual teacher according to the child's age and the learning that is taking place.

The support by parents of their child's homework is vital if the child is to become more independent in their learning.

Parent Consultations are arranged on a termly basis and parents will receive a short Termly Report (in the Autumn and Spring Terms), which includes the child's current reading, writing and mathematics attainment and the next steps for progress together with comments from their child on their progress following our Pupil Conferencing sessions. The Summer Parent's Evening gives parents the opportunity to discuss their child's Annual Report should they so wish.

These Parents' Evenings provide the opportunity for parents to view their child's work and to discuss their child's progress with the class teacher. It is also an opportunity to obtain advice on how best your child can be supported at home and to update the school with any information that you feel may be relevant to your child's learning and progress.

During the year there will be opportunities to attend the school and/or the church for a variety of events such as Achievement Assemblies, Class Assemblies, Christmas Nativities, special services, Sports Day, end of year plays and shows and Parent Workshops specifically about a particular area of the curriculum etc.

These events are intended to create strong links between home and school, as we believe that if parents and those within the school work closely together children will achieve a greater degree of success in their education.

Parents are also very welcome to spend time helping within the school (either in their child's class or elsewhere). Anyone wishing to do so should speak either to the Headteacher or the class teacher to arrange mutually convenient times.

For parents of children in the Early Years Foundation Stage we run PACT Sessions (Parent and Children Together) whereby parents spend time with their child in the classroom to gain a greater understanding of both how and why we teach in a specific way. We also hold PACT sessions throughout the school during the year to give parents a chance to experience the teaching and learning in their child's class.

If at any time during the year a parent has a concern regarding their child they are encouraged to speak to the teacher, Headteacher or member of the Senior Leadership Team as soon as is practically possible so that any concerns can be dealt with quickly and effectively in co-operation with both home and school.

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Parents' Workshop on the 'Four Rules for Calculations'

*Parents and children at a MacMillan's
Coffee morning*



*Parents and children at
a Reading Workshop*



The School Curriculum

At Orsett C.E. Primary School we aim to provide a broad and balanced curriculum, which develops the ability of the individual child according to their age and ability. The school has implemented the National Curriculum and has curriculum Schemes of Work and overviews to ensure that all children cover the National Curriculum requirements and skills during their time with us.

Teachers use a wide variety of teaching methods and adapt their teaching methods according to the subject, age and ability of the children. At Orsett we place great emphasis on giving children hands-on experiences in learning, as we believe that it is only by actually doing something that true understanding of a specific area and its relevance to real-life can be gained.

The structure of the curriculum varies during the primary phase of education. It can be broadly sub-divided into three main areas: Early Years Foundation Stage and Key Stage One and Key Stage Two.

Foundation Stage

The Foundation Stage starts from the age of three, when a child could be in pre-school, and continues in school until the child enters Year 1. The Foundation Stage builds on children's pre-school experiences and extends these further.

Until a child starts at either school, playgroup or nursery the child's main educator is likely to be the parent and, in fact a child generally learns more in these first years e.g. to walk, speak, listen, eat, dress, understand instructions etc. than they will learn throughout the remainder of their life. This is one of the reasons why we encourage and aim to achieve close links with parents, as by working in partnership the child's education will be far more successful.

At Orsett, our Foundation Stage children will follow a scheme of work based on seven areas of learning:

- Communication & Language
- Physical Development
- Personal Social & Emotional Development
- English
- Mathematics
- Understanding the World
- Expressive Arts & Designs



Reception children's natural curiosity

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These areas form the basis of the Foundation curriculum and are delivered through a variety of teaching methods e.g. structured play and focussed activities either as a whole class, a group or individually. There are also many opportunities for child initiated learning as we believe that if a child shows curiosity about an area and wishes to investigate it further then, where possible, this should be encouraged.

During this Foundation year we aim to ensure that the children feel safe, happy and integrated into the life of the school. Our aim is for them to become independent, confident learners who are at the beginning of a lifetime of learning opportunities. We also aim to maximise children's natural curiosity about the world around them thus enthusing them towards learning as a means for discovering the answers to their questions.

Key Stage 1 and Key Stage 2

Key Stage One encompasses all children who are either Year 1 or Year 2 whilst Key Stage Two includes all children in Years 3, 4, 5 and 6. During these years the children's processes and strategies for learning will vary according to their age, ability or the area that they are studying.

At Orsett C.E. Primary School we follow the National Curriculum in all subjects and have schemes of work for both English and mathematics for the whole school to ensure that all children are taught the national requirements.

The curriculum comprises of the following subjects:

Core subjects	English, Mathematics, Science, Computing, Religious Education
Foundation subjects	Art & Design, P.E. (Physical Education), Music, History, Geography, Design Technology, P.S.H.E. (Personal, Social & Health Education, Citizenship and Modern Foreign Languages

Whilst the majority of morning sessions will be mainly English and Mathematics, the afternoons are linked through what we call LOTS (Learning @ Orsett Through Skills) where the children study the different subjects through a theme each half term, thus not only making it more relevant for them but also encouraging creativity. For example, the theme 'Egypt' may link learning about rivers, Islam, designing jewellery and looking at Ancient Egyptian history etc. Use of computing as a learning tool also takes place across the curriculum again linking areas of knowledge and understanding with new ideas. In this way our children will develop an understanding of the way in which different areas overlap and will therefore become more confident in using their prior knowledge and applying this to new ideas.

Our school also practices a Mantle of the Expert approach to learning which is an inquiry based approach where children are given a specific scenario and work as 'responsible teams' to solve problems and issues. This encourages children to work collaboratively and apply the skills and knowledge that they have learnt to real-life issues that are relevant to them.

We also have strong links with other schools and organisations such as the Royal Opera House and plan learning that involves these professionals in our curriculum where relevant.

We are totally committed to providing the best possible education for each and every child in such a way that children actively look forward to learning new things and will embrace each new idea with enthusiasm and a keenness to explore all aspects of the area that they are being taught.



Science Day



Ballet with the Royal Opera House

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Assessing Pupil Progress

In accordance with the 1988 Education Act both Key Stage One (for children who are seven in that academic year) and Key Stage Two (for children who are eleven in that year) Standard Assessment Tests and Tasks (SATs) are administered and published according to the current DfE requirements.

Teacher assessments are carried out during the year in reading, writing and mathematics so as to provide an accurate profile of the child's progress and tests take place in Key Stage 2 to validate the teacher assessments and to provide children with test experience. There is an emphasis on every child achieving their potential in all areas of the curriculum and children are encouraged to give of their best at all times. Children will be praised for their own individual progress and successes no matter how great or small.

Progress is monitored continually and the Headteacher and teacher keep records on the children's progress. Termly Pupil Progress Meetings focus on every child's progress in reading, writing and mathematics and actions to support or challenge the child are agreed.

The teacher will regularly discuss with the child what steps are necessary for them to take to make further progress in a specific area. These targets are reviewed and regularly updated so that every child has a clear understanding on how to achieve the next step in their learning.

Regular Parent Consultations take place to ensure that parents receive relevant and regular updates on their child's progress and an Annual Report is sent home towards the end of the year outlining their child's progress in all areas of the curriculum.

SATs Results and Progress

SATs Results for 2014/15 can be found in *Appendix A*

Whilst we aim to ensure that every child reaches their age-related expectations, as a school, we have a clear focus on ensuring that all our children make at least the expected progress across each year according to their starting points. To this end we set accelerated targets for every child in the school and track their progress accordingly.

English

Reading is taught both carefully and systematically to all children so that they develop the skills that they need to read with fluency and understanding. The school uses a phonics-based approach to teach the sounds that children will need to learn to read fluently. There is a wide collection of books of all types ranging from non-fiction, plays, poetry and fiction and the children are encouraged to read as wide a variety of books as possible to increase their vocabulary and appreciation of a variety of styles of writing.

Children have access to the library and each classroom also has its own selection of suitable and interesting books. Our children are able to borrow books and take them home where they are encouraged to read these to their parents. Parents are encouraged to take an active part in the selection of these books and to hear their child read on a regular basis.

A clear, joined and legible style of handwriting is taught and practiced regularly. The children are given regular spellings to learn at home and are tested weekly on these spellings by asking children to use sentences that incorporate the spelling so that they are not learnt in isolation. Much of the children's writing develops from current class work and they write on a wide variety of topics and also for a variety of audiences developing the ability to spell, punctuate, revise and redraft work accurately. They are encouraged to discuss and communicate clearly with others through both speech and writing.



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Mathematics

Mathematics is taught using a great deal of practical work which gives children a broad and sound understanding of mathematical principles. The National Curriculum emphasises the requirement for children to be able to use numbers effectively and to practically solve problems.

There is emphasis on oral and mental mathematics encouraging children to find ways of finding answers without writing the problem down. Mental arithmetic, including multiplication tables and number bonds, is taught systematically with an emphasis on accuracy and speed.

Children are encouraged to set out their work carefully and in an ordered fashion and are encouraged to use and apply their knowledge and skills to problem solving activities. Children are expected to learn number bonds and multiplication tables and Key Instant Recall Facts (KIRFs) at home and will be tested on them within school time.



Science

Science is a core area of the National Curriculum and importance is given to teaching children to think scientifically. Science is comprised of various areas, in accordance with the National Curriculum, and it is through enquiry and investigation that we teach our children to think in a scientific way and to gain scientific knowledge. Scientific Enquiry is also a key component of LOTS across the school. To achieve this children observe, measure, record, look for patterns, pose questions, make predictions, carry out fair tests and seek generalisations. Children are also taught how to set out experiments accurately when working, as this is fundamental to scientific enquiry.

Computing

Orsett C.E. Primary School is equipped with much of the latest computing equipment. Every class has an interactive whiteboard allowing children to use ICT through all areas of the curriculum. There is also an ICT Suite with 17 computers and a class set of Tablets as well as a variety of other soft and hardware. All children have regular access to the Suite and it is used during extra-curricular clubs as well.

Children are taught how to word process, to handle data and spread sheets, create presentations, access the Internet and to use a wide variety of software packages and peripherals. Children are encouraged to begin to write their own simple programs and predict the outcome by using control technology (computerised robots). There is also an emphasis on using ICT as a communication tool and therefore it is used in other curriculum areas to support the learning that is taking place.

Religious Education

Religious Education is taught using the Diocesan recommended scheme of work. This scheme of work supports the teaching of Christian values and encourages children to consider their own spiritual, moral and cultural development. Much of their understanding and knowledge will come through discussions and through exploring a variety of different attitudes that exist in our world today.

As a Church School we ensure that our children have good knowledge of Christian religious festivals and a good understanding of bible teachings. To this end we have services in the local parish church, St Giles, and members of the church community lead assemblies.

We aim to make children aware of the religions of the world by exploring their own experiences as well as teaching them the basic facts. We believe that it is essential that we widen the child's experiences and knowledge whilst developing attitudes of respect, care, tolerance and understanding for others, themselves and the environment. Parents have the right to withdraw their child from Religious Education if they feel that it will impinge on their own beliefs, however, we would recommend that this was discussed with the Headteacher before doing so.

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History and Geography

These areas allow children to range over broad areas of experience yet also encourage them to study different topics in depth. The areas to be covered are clearly defined in the LOTS curriculum so as to comply with the requirements of the National Curriculum. The style of teaching and the work set uses children's natural curiosity where possible and encourages them to think critically, develop their own opinions, increase their understanding and widen their experiences of our world. Children are taught to plan their work and are given the opportunity to work individually, as part of a group or as part of a team encouraging them to share ideas and consider differing opinions.

Art and Design and Design Technology

Much of the work in these areas arises naturally from class work and environmental work. Children are taught to look at things carefully and learn to develop an awareness of colour, texture, material, pattern and shape. They use a wide variety of media including paints, ink, fabrics, wood, clay and ICT. Children produce both two-dimensional and three-dimensional pieces of work and are taught to think critically about their work, discussing improvements that could be made.

Children also study periods of art, such as the Impressionists, and famous artists, looking closely at the individual styles and effects created by these artists and are encouraged to try to reproduce these styles.

In Design Technology children are given specific products or items to design, make and evaluate using a variety of different skills such as woodwork, sewing and modelling and study the technological inventions of the past.

Physical Education

The Hall is equipped with a variety of large and small apparatus and there is a good supply of sports equipment for team games. Children are encouraged to take part in both indoors and outside activities and to work individually, in pairs, as a group or as a part of a team thus developing skills such as co-operation and participation. The PE scheme of work includes hand-eye skills, control skills, gymnastics, team games, athletics and dance. Wherever possible the school will take advantage of the skills of outside agencies to support and teach new skills to the children.

All children, irrespective of their ability, are encouraged to take part in competitive sport. When the school takes part in competitive matches we expect all players to play competitively but fairly with respect for the authorities running the event and for the opposition and supporters. Orsett C.E. Primary School actively supports competitive leagues/cup competitions and is keen to promote sport for all.

Music and Performing Arts

Children are given opportunities to listen to composers, music from different cultures and the different effects of musical instruments. They learn to consider the different effects that can be created by music and are encouraged to create their own music using rhythm, different instruments and voices and then to record their work using a variety of methods.

Music, movement and drama are encompassed in Performing Arts and children work either individually or as part of a group to produce and perform pieces of work. They are encouraged to consider these performances and suggest improvements as, by performing and working with others, teamwork is encouraged and the child's confidence to perform and speak in front of an audience increases. These are skills that are vital for the modern day life. We work closely with performing arts organisations e.g. The Royal Opera House to provide additional opportunities for our children to gain experience and an appreciation of a wide range of arts activities.



*Designing Olympic
costume material with the
Royal Opera House*

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Personal, Social and Health Education and Citizenship

Personal, Social and Health Education is taught as a distinct subject throughout the school with a clear focus on the individual child through the use of Circle Time and Philosophy for Children (P4C). PSHE, together with citizenship, is also taught within all other areas of the curriculum where the opportunity arises and is an intrinsic part of the ethos of Orsett C.E. Primary School.

We aim to give all children the knowledge, skills and understanding that they will need to lead confident, healthy, independent lives and to become informed and active citizens. Children are encouraged to take part in a wide range of learning experiences to become an active member of school life and to become involved with the local community. We also recognise the importance of the whole family and both value and encourage the sharing of skills and the contributions that can be brought, by other family members, into the school.



*Pyjama Day for
Children in Need*

Sex Education

In accordance with the DfE a policy has been produced for Sex Education, which states that it is crucial in preparing the children for their lives now and in the future as adults and parents. The National Curriculum requires that children, by the age of seven, know that living things produce their own kind and that human beings vary from one individual to the next. By the age of eleven children should be able to describe the human life cycle, understand the process of reproduction in mammals and know that information, in the form of genes, is passed from one generation to the next. Children are encouraged to discuss and ask questions so as to ensure that they have a clear understanding of the life process.

Year 5 and Year 6 pupils have the opportunity to take part in a Sex Education session led by the School Nurse and parents are given the opportunity to view the material prior to their children being a part of this. Parents can, if they choose, request that their child is withdrawn from this session.

Extra-Curricular Activities

We provide a considerable number of extra-curricular activities before school, at lunch times and after school at Orsett, as we believe that these give children the opportunity to gain experiences that may not arise within the normal school day. We aim to provide a wide variety of clubs that children, dependent on their age, will be able to attend and these clubs will range from physical and sporting activities to performing arts and craft activities.

These clubs run until 4:15 pm and parents will be informed which clubs are available, to whom, and on what days. It is not possible for the school to take responsibility for siblings who are not attending the clubs, therefore parents are asked to ensure that any children not attending clubs are collected at the end of the official school day and, to be prompt when collecting children from clubs.

The school may need to cancel these clubs for various reasons and will endeavour to inform parents of any cancellations as early as possible.

Music lessons, usually brass, woodwind, violin and guitar, are available through Thurrock Music Services peripatetic music team and current prices and availability can be obtained through the school.

Breakfast and After School Clubs

There is a Breakfast Club (LARKS) every morning, and an After School Club (OWLS) every afternoon, which is run by members of our school staff. If you wish your child to attend LARKS Breakfast Club or OWLS After School Club please contact our School Office for an information pack which includes the Terms and Conditions and booking and payment details

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Children with Special Education Needs and Disabilities

At Orsett we have a responsibility to respond to children's diverse learning needs, set suitable challenges for our children, and ensure that all children have full access to the curriculum.

Children's particular talents are identified and encouraged to enhance self-esteem. High achievers receive careful attention to ensure that they are fully challenged and use is made of curriculum extension materials.

Any child performing considerably below the level of their peer group, or considerably below their own potential, is deemed to have Special Educational Needs and Disabilities (SEND). In the first place, the class teacher will usually identify such need, or parents may express that they have a concern. The majority of special needs will be catered for within the normal classroom environment through differentiating the work set.

Where necessary, extra support from Teaching Assistants is made available. However, there may be the need to refer to our Special Educational Needs Co-ordinator (SENCO) who would make an initial assessment if appropriate, liaising with the class teacher and the parents regarding any further action that might be necessary to aid the child's learning.

Further specialists are available within the Local Authority. The school will utilise their knowledge and support where necessary. Where deemed necessary a child may be placed on a register and be monitored with clear targets to support a child, as needed. This is reviewed regularly with both the parents and the child.

Further details about this can be obtained on request either from the SENCO or the Headteacher. It is vital that there is a close liaison between parents, the class teacher and the SENCO so that everyone understands the procedures that are in place to help your child.

Pastoral Care and Discipline

Orsett C.E. Primary School is a community in which behaviour is based on mutual respect, care and consideration for others. The class teacher, who knows the child well, is responsible for the care of all children in his or her class. Particular problems are referred to the Headteacher or Senior Leadership Team as soon as is possible so as to ensure that issues are dealt with swiftly and effectively.

The values, standards and attitudes of our school are made clear to the children by example and discussion so that they are absorbed and made their own. There are clear, simple and explicit rules governing behaviour within the school, on the playground or field and for times when the children are representing the school elsewhere. The school has a very proactive School Council where children are given the opportunity to take responsibility for their own actions and create a school in which they all feel that their opinions are valued no matter what age they are.

If a child displays anti-social behaviour the Headteacher will contact the parents at the earliest possible opportunity so that we can work together to resolve the issues. Local Authority policy permits, in cases of persistent indiscipline, exclusion from the school. However, we believe that in the vast majority of cases, by working in partnership, this situation need not arise.

The school has a detailed Behaviour Policy outlining the rewards, sanctions and procedures that the school operates to encourage good behaviour. A great emphasis is placed on rewarding positive behaviour and thus encouraging children to show care, consideration and politeness to all those that they interact with during the school day.

Outdoor Learning Day



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General Information

School hours

During the school week the children will be taught for 23 hours in the Foundation Stage and Key Stage 1 and 23.5 hours in Key Stage 2. This figure excludes collective worship, break times, lunch times and registration.

With the full implementation of the National Curriculum 43% of this time will be spent on English and Mathematics and 57% on the remaining curricular areas. There will, however, also be many opportunities for children to link subjects so that they are able to use prior learning to facilitate new areas of learning. The school times are as follows:

08:45	Thinking skills and registration
09:10	Assembly
09:25	<i>Lessons</i>
10:30	Break
10:45	<i>Lessons</i>
12:15	Lunch
13:15	<i>Lessons</i>
14:30	Break (Key Stage 1 only)
15:15	End of school

School Uniform

At Orsett we have adopted a school uniform as we firmly believe that it fosters a feeling of belonging and encourages children to take a pride in their school (it also helps eliminate designer clothes competitiveness or telling parents that 'everyone else is wearing it!') and we are very grateful to parents for supporting the wearing of uniform. The uniform is as follows:

Boys	Girls	P.E.
Royal blue jumper (with school logo)	Royal blue jumper or cardigan (with school logo)	White short-sleeved polo shirt
White shirt with school tie	White shirt with school tie	Royal blue shorts
Grey trousers	Grey skirt, pinafore or trousers <i>or</i> Blue and white checked summer dress	Blue tracksuit bottoms for winter <i>(optional)</i> Plimsolls
Black or grey socks Black shoes	White socks or grey tights Black shoes Blue or white hair accessories	School PE Bag
School Reading Bag-EYFS/KS1 School rucksack-KS2		

For reasons of Health and Safety we recommend that all shoes should be sensible and that the only jewellery worn is as follows:

- One wristwatch*
- One pair of stud earrings*

If a child is wearing more jewellery than this they will be asked to remove it and it will be returned at the end of the school day as we wish to avoid any unnecessary accidents. The school cannot accept liability for the loss of expensive jewellery. Any items of school uniform that are likely to be taken off should be clearly marked with the child's name.

Absence and Lateness

Government legislation confers authority to the school to decide whether an absence is authorised or unauthorised and as such the school is required to record and publish authorised and unauthorised absences annually. Schools receive visits from the Educational Welfare Officer (EWO) who will check registers and investigate any absences

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that appear too frequent or have a pattern. The EWO will then contact the family to ascertain why the child is absent on this basis and what strategies can be put into place to ensure regular attendance.

A note is required to explain any absence, unless a phone call or personal call is made. If we have not heard from you on the first day of your child's absence you will receive a phone call from the Administrative Assistant to ascertain the reason for absence. If your child is likely to be absent from school for a longer period of time we will do all that we can to support your child by providing material that can be completed at home if you so wish.

Our school is a part of the Thurrock North East Cluster and as such have agreed that we will **not** authorise holidays during term time except in exceptional circumstances. Only the Headteacher (or in their absence a member of the Senior Leadership Team) can authorise absences from school. Holiday Request Forms are available from the School Office and reasons must be given for requesting a holiday and the Headteacher will arrange to meet with parents to discuss reasons for the holiday being taken during term time before deciding whether to authorise the holiday. Thurrock Local Authority will also issue Penalty Notices (£60 per child, per parent) for any holiday that is taken during term time where the circumstances are not deemed to be exceptional.

If a parent is likely to be late collecting their child at the end of the school day due to unforeseen circumstances we would be very grateful if you could telephone the school as soon as possible so that we can arrange for your child to be supervised. This will avoid your child becoming anxious and will ensure their safety at the end of the day.

Health, Welfare and Safety

If it is necessary for your child to take certain prescribed medicines whilst at school, please inform the School Office who will give you a consent form to sign and ask for details. Please label all medicines, including inhalers, clearly with your child's name, date and relevant instructions.



If your child has a severe allergy e.g. to nuts, stings etc. please inform the school immediately so that any necessary precautions can be taken. There will be procedures in place for any child who has a strict medication routine.

If your child has an infectious illness such as sickness bug, conjunctivitis, or has head lice, please do not send them to school until they have been given treatment either from the doctor or pharmacist. However, we would be grateful if you could inform us so that

we remain aware of the situation.

The School Nurse will also carry out health checks as and when necessary and parents will be informed in advance when this is due to take place. If you wish the School Nurse to see your child please inform the school so that we can contact the School Nurse to arrange for this to take place.

We aim to ensure the safety of all our children whilst on the school premises. Therefore we would be grateful if all visitors (however brief the visit may be) report to the School Office as soon as they arrive and again when they leave. In this way we will know who is on the premises and in what capacity. Visitors to the school will be given a badge to wear that will clearly identify them.

If, at the end of the school day, your child is being collected by someone other than those who normally do so, we would be grateful if you could let the class teacher know so that we can ensure that your child goes home with the correct person. If someone other than yourself will be regularly collecting the child we would be grateful if you could introduce him or her to us so that we will recognise them immediately.

Prior to your child joining Orsett C.E. Primary School you will be given a Pupil Information Sheet to complete, which will give us information that will facilitate the successful induction of your child as well as contact numbers in case of illness or an emergency. We would also request that any changes of contact telephone numbers and e-mail addresses are sent in to the School Office as soon as they change so that we can contact you (or a relative or friend) easily should an emergency happen at the school.

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If at any time you have concerns about your child please do not hesitate to contact us at any time. All information is strictly on a 'needs to know' basis but by working together on any issues we can ensure that your child remains happy, safe and healthy at Orsett.

Safeguarding

Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parent/carers should know that the law (Children Act 2006) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse.

The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible, seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm.

Our school will seek advice from Social Care when staff have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Policy for Charging for School Activities

There are occasions when we will wish to take children out of school either to visit or take part in an activity that will enrich an area of the curriculum that they are studying or it may be that we are able to buy in a visiting group or organisation to run workshops or perform to the children as a part of the programme of work. The Governor's have accepted the Local Authority's policy on charging for school activities.

In summary:

For school activities which occur as part of the school day or as part of the curriculum (unless the visit is to fulfil statutory duties under the National Curriculum) parents will be asked to make a voluntary contribution towards the cost of the activity. It has been agreed that this will take the form of a one-off payment at the beginning of the year which will cover the costs of the trips/events for the children in that academic year with the exception of Residential Trips which would be paid for separately. Parents in receipt of certain state benefits are asked for a 50% contribution and the school funds the remainder using Pupil Premium Funding. Children of parents not wishing to contribute will not be stopped from taking part in the activity and the school will meet the cost, however if the contributions do not meet the costs it may be that the activity will have to be cancelled.

School Meals

We provide a school meal every day for those who request one and these meals are where possible cooked from locally produced food, which supports our aim to ensure that our children have healthy minds and bodies. Thurrock Catering who have been awarded the Gold Mark for their quality of food provides our meals. From September 2014 all children in the infants are entitled to a Free School Meal, however children in Key Stage 2 will still have to buy the meal. We would ask parents to pay in advance on a Monday morning for any meals that they intend their child to take that week. Parents can also pay either termly or half-termly and any meals that are not subsequently taken will be credited back to you.

For those who think that they might qualify for free school meals, details are available in the School Office and again we would assure you that all information given to us would be passed on only on a 'need to know' basis.

Birth Certificate

We are required by law to check your child's birth certificate on entry to our school and so we would ask that it is either brought into the School Office on one of the Induction Days or on the first day of entry where a copy will be made and the original returned to you.

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Complaints in Respect of the School Curriculum

At Orsett C.E. Primary School we have an Open Door Policy whereby parents are welcomed into our school and where suggestions and concerns are listened to and acted upon. In the case of a complaint about the school, guidelines may be obtained from the school. Again, parents with complaints are encouraged to see the class teacher, a member of the Senior Leadership Team or the Headteacher at the earliest opportunity and it is hoped that all complaints can be dealt with at a local level informally. However, where this is not possible the complaint should be made in writing to the Area Administrative Officer at the Area Education Office, Civic Centre, Grays or to the Chair of Governors care of the school.

Acquiring Relevant Documentation

We aim to keep all parents well-informed as to the workings of the school, children's progress and future plans for development through newsletters and meetings. Parents are encouraged to come into the school to see their own child's work on a regular basis as we believe that this communication between parents and ourselves is vital to the success of our children's education.

Should any parent or other individual concerned with education wish to see any document relevant to his/her child's education, Governor's minutes or National Curriculum documentation, they should make arrangements via the School Office, to see the Headteacher prior to acquiring the said documents. In some cases there may be a charge to cover the copying costs of the documentation required.

Arrangements for Parents to Visit the School

The Headteacher is always happy to see parents, show them around the school and provide any further information that you may require. Arrangements can be made to visit the school by contacting the School Office.

The Headteacher, staff and Governors of Orsett C.E. Primary School appreciate that deciding on a school for your child can be a daunting task and will willingly offer any support and advice that you need in making that decision.

Parents of new entrants to the school, whether at Foundation Stage or throughout the school, will be invited to bring their children to the school for a Familiarisation Day (or several half days if in the Foundation Stage) during the term prior to their admission to the school and meet the Headteacher and the teacher and children of the class that they will be joining. We feel that this gives the child an opportunity to see the workings of the school before starting and can often reassure both parents and children who are anxious about starting in a new environment.

Parents are always very welcome at our school and are encouraged to join us for special events, Parent Consultations, workshops and other gatherings as well as helping in classrooms by arrangement with the class teacher. If a parent has any concern about their child we would encourage you to come in at the earliest possible opportunity to discuss it with either the class teacher or the Headteacher so that we can all work together to find a swift and positive solution to the issue.

In conclusion...

Here at Orsett C.E. Primary School we will make every effort to ensure that your child receives the highest quality education possible and that their time with us will be happy, secure and successful. We believe that by working together closely with parents we will be able to ensure that every child receives the support and encouragement needed to become capable, independent learners who actively embrace new challenges.

We aim to ensure that every child who spends time in our school will leave with a feeling of self-worth, having achieved his or her potential and having developed into a caring and thoughtful individual who will be equipped to continue to enjoy and to take every opportunity to learn throughout the next phase of their education and the rest of their life.

The staff and the Governing Body would relish the opportunity to work more closely with you and your child in the near future and would like to thank you for taking the time to read our Prospectus and do please also visit our website at www.orsettprimary.co.uk where you will find additional information about our school.

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If you need any further details, or have any questions, please do not hesitate to contact us on 01375 891383 or by e-mail on admin@orsettprimary.thurrock.sch.uk .



Our children at the heart of what we do...



...their future safe in our hands

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Appendix A
Early Years Foundation Stage

% of pupils at the expected level for Personal, Social and Emotional Development (<i>PSED</i>)	97%
% of pupils at the expected level for Communication, Language and Literacy (<i>CLLD</i>)	97%
% of pupils at the expected level for Physical Development (<i>PD</i>)	97%
% of pupils at the expected level for Literacy	83%
% of pupils at the expected level for Numeracy	87%
% of pupils at the expected level for Understanding the World	97%
% of pupils at the expected level for Expressive Arts and Designs	97%
% of pupils at the expected level for all EYFS Early Learning Goals	83%

Year 1 Phonics - 90% pass

Key Stage 1

%	Reading	Writing	Mathematics
Below Level 2	0%	0%	0%
Level 2 and above	100%	100%	100%
Level 2b and above	100%	97%	100%
Level 3	50%	30%	57%

Key Stage 2

%	Reading	Writing	Grammar, Punctuation & Spelling	Mathematics
Below Level 3	0%	0%	0%	0%
Level 3	3%	15%	25%	6%
Level 4 and above	97%	85%	75%	94%
Level 5 and above	47%	41%	50%	41%
Level 6	3%	3%	3%	3%
% of pupils making at least 2 levels progress in Reading from Key Stage 1				100%
% of pupils making at least 2 levels progress in Writing from Key Stage 1				97%
% of pupils making at least 2 levels progress in Mathematics from Key Stage 1				100%
% of pupils making at least 3 levels progress in Reading from Key Stage 1				80%
% of pupils making at least 3 levels progress in Writing from Key Stage 1				57%

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% of pupils making at least levels progress in Mathematics from Key Stage 1	33%
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