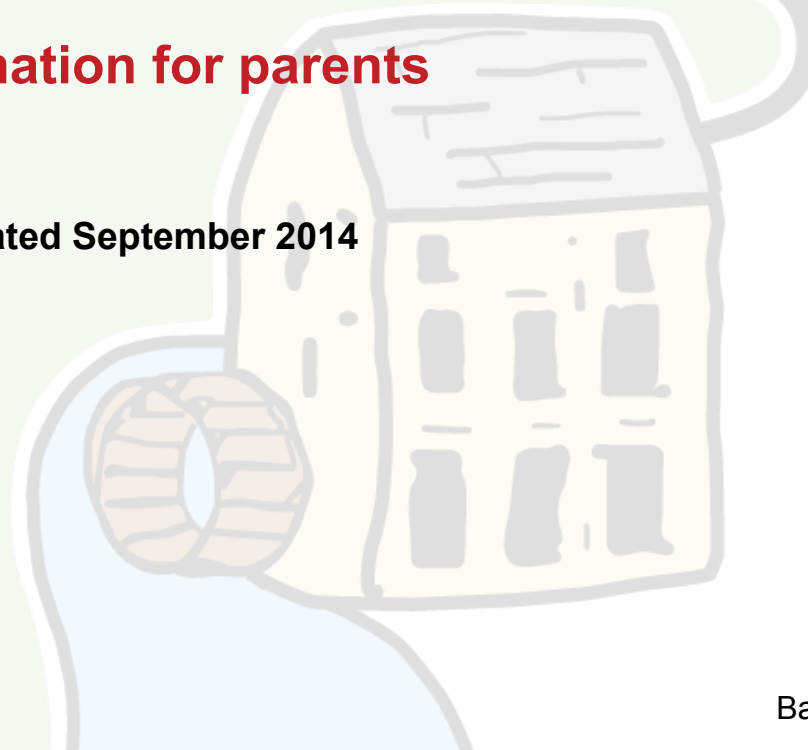


# *Uley C of E Primary School*

**Information for parents**

**Updated September 2014**



The background features a stylized illustration of a school building with a yellow facade and a blue roof, situated on a riverbank. A boat is visible on the river in the foreground. The entire scene is set against a light green background with a white wavy border at the top.

**“ This is a good school ”**

**Ofsted 2012**

**“ A strength of the school is excellent provision for pupils’ social development. Parents and carers note that their children develop into self-assured young people who are well prepared for their future. ”**

**Ofsted 2012**

Dear Parents,

**On behalf of the children, staff and governors, we warmly welcome you to our school!**

Here, we consider happiness and enjoyment to be the building blocks to successful learning and consequently, we pride ourselves on our friendly and engaging learning environment. We aim to inspire, motivate, challenge and support each and every pupil, encouraging each to do his or her best in all areas of life, both in and beyond the classroom. We have and model high standards, both academically and socially, celebrating children's achievements, and learning together.

As a church school, we are proud of our partnership with parents, the church and the community and always look for opportunities to work together for the good of our pupils, collectively sharing our successes.

We hope that our prospectus gives you a flavour of our school and answers as many questions as possible. We'd love you to visit so that you can see for yourself how we can meet the needs of your child, and are confident that we will be able to work with you so that your child's transition and subsequent years in our school are smooth and happy for both child and family.

We look forward to meeting you!

Yours sincerely,

Mr D Warren  
Headteacher  
Tel: 01453 860350

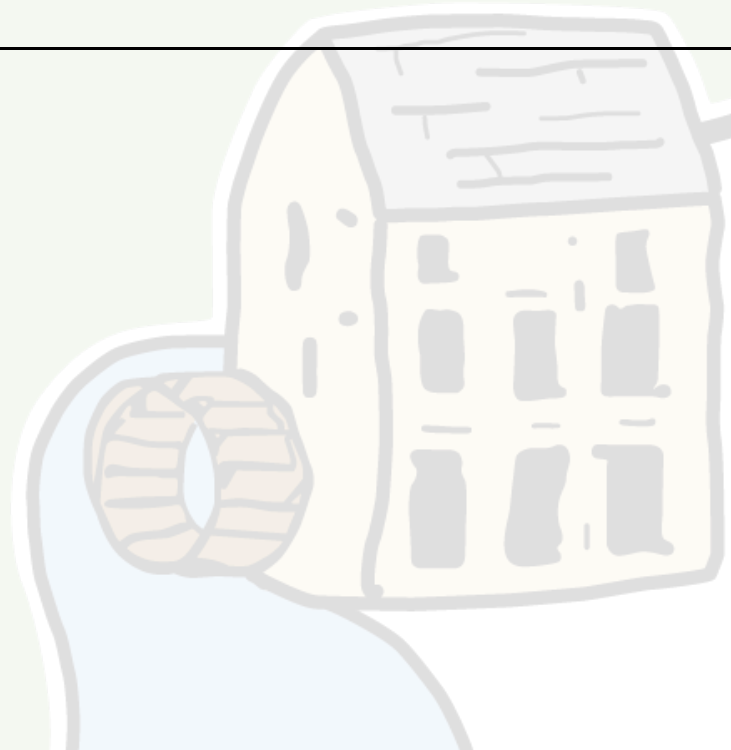
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About us

## **The School, The Church and The Local Authority**

We cater for the education of children aged four to eleven years old and welcome new pupils wishing to start part way through the primary phase. We are a Voluntary Controlled School and as such, our daily act of worship follows the Anglican tradition. The Local Authority has sole responsibility for the employment of staff, the admissions process and the content of the Religious Education Syllabus. It also funds the cost of all major building work; most recently our fantastic new Reception classroom and outdoor space. The Governing body includes governors nominated by the church and the LA, as well as elected governors representing parents, staff and the community. Working together with the Church and the Local Authority, we hope to continue moving our school forward, striving to achieve the next big success.



## Our Aims and Philosophy

We aim to create an open and friendly school where children and adults are encouraged to grow in confidence, become independent, use creativity, and develop skills, regularly reflecting on their learning. Mutual respect and appreciation for each other and for the world around us are constantly and consistently promoted as we focus on the moral, intellectual, spiritual, social, physical and emotional development of each child, enabling them to be the best that they can be.

Through their learning (guided by the National Curriculum), children are helped to develop and use language and mathematical skills across the curriculum, and to explore Science and Information and Communication Technology in an ever changing world. Other examples of learning include History and Geography, where we develop an understanding of the world around us, and how / why events happen.

We aim to present a broad, balanced, and relevant curriculum to all children, fostering the Christian ethos in an inclusive and secure environment, and equipping them with skills that they will need both now and later in life.

As a village school, we are a part of the community we serve and we foster and develop links with an awareness of responsibility and partnership to and with others, within and beyond our village.

## Core Values

At Uley CE Primary School, we have chosen four core values that shape our approach to learning both in and beyond our school. They are

- Friendship
- Compassion
- Trust
- Wisdom

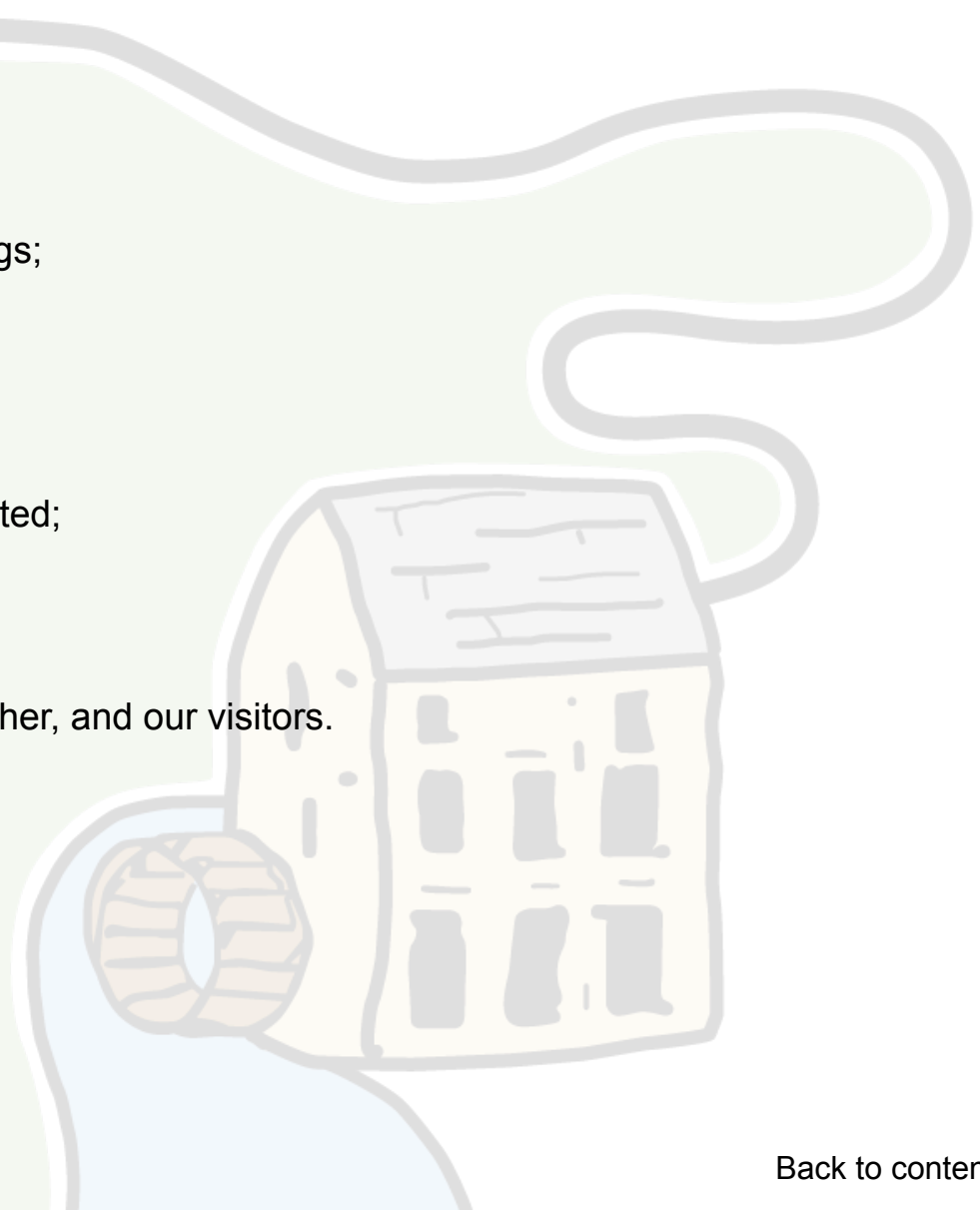
*“Good provision is made for pupils’ spiritual, moral, social and cultural development. The school makes strenuous efforts to raise pupils’ awareness of different cultures”. Ofsted, 2012*

## Behaviour Charter

### We will:

- line up quickly and silently;
- include everyone in our games;
- respect other people's thoughts and feelings;
- be polite, in word and action;
- look after school and others' property;
- help and care for each other;
- walk sensibly in school;
- treat people how we would want to be treated;
- listen to each other; and
- share with each other.

We are all responsible for ourselves, each other, and our visitors.



## A proud heritage

During the 18th and early 19th centuries, the village played an important part in the Cotswold woollen trade. Uley blue cloth was famous all over the world. In 1827, members of a local mill family provided financial support for the foundation of a school in Uley. Thanks to the generosity of the Sheppard Family, our school has been at the heart of the Uley community for almost two hundred years.

## Our Mission Statement

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos.

Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment. In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

# The people who care for and teach your children

We are an energetic and caring team (including both part-time and full time staff) who recognise the invaluable role that parents and carers play in the development of their child. We strive to include parents throughout their child's learning journey at our school and always welcome the opportunity for a chat and to invite you into the classrooms. Children at our school always enjoy sharing their work and we would love for you to share in our celebrations of their achievements.

- Mr D Warren – headteacher
- Mrs H Saunders – class teacher
- Miss K Priest – class teacher
- Miss A Spain – class teacher
- Mr J Taylor – class teacher
- Mrs S Delrosa – PPA teacher
- Mrs J Saunders – school administrator
- Mrs J Batchelor – teaching assistant
- Mrs R Williams – teaching assistant
- Mrs A Tiley – teaching assistant
- Mrs R Dean – teaching assistant
- Mrs T Pugh – teaching assistant
- Mrs C Lawton – mid-day supervisor
- Mrs A Voss – mid-day supervisor
- Mrs D Brazier – mid-day supervisor
- Mrs A Tiley – mid-day supervisor

## Fun Club Staff

- Mrs J Saunders – manager
- Mrs J Perrin – play leader
- Mrs R Williams – play assistant
- Mrs A Voss – play assistant
- Ms K Hogg – play assistant
- Mrs P Thorpe – assistant play leader

# Governors

Our school has a Board of Governors made up of parent, staff, church, local authority and community representatives. Our Governing Body is committed to driving high standards of educational achievement, and to ensuring that the school environment is one in which all pupils can thrive and be happy.

## Parent Governors

We are entitled to have four at our school, with each term lasting for four years. Their role is to represent the view of parents at Governors' meetings. They are always happy to be approached to discuss matters relating to our school.

## Community, LA and Staff Governors

Each Governor serves to put forward their view at Governors' meetings, which is representative of the group of people for which they stand.

## Foundation Governor

The role of this Governor is to bring to the Governing Body an informed regard for the distinctive nature of a church school. They must ensure that the school's Christian ethos is preserved and developed and that the religious worship reflects the tradition of the Church of England.

## Ex-officio Governor

This is the minister of the parish.

## Our Governors for this year are:

- Mrs N Kelly-Davies – parent governor (chair)
- Mr S Polkinghorne – parent governor (vice-chair)
- Mrs E Latham – parent governor
- Mrs A Buckley – parent governor
- Mr R Kennedy – LA governor
- Mrs K Bass – LA governor
- Mrs J Lewis – community governor
- Miss H Kellow – staff governor
- Rev D Crook – ex-officio governor
- Mrs S-J Smallpage – foundation governor
- Mr D Warren – headteacher

The clerk to the Governors is Mr A Williams.



# The Learning Environment

Uley CE Primary is set within a beautiful Cotswold valley, surrounded by trees, and tucked well away from busy roads.

Our four inspiring classrooms cater for children in Reception through to Year 6. These have been arranged so that the needs of the children can be best identified and addressed to maximise effective learning.

We are very proud of the successes achieved by each of our four classes which are currently arranged as follows:

## **Class 1 (Reception and Year 1)**

Class 1 caters for our youngest members of the school, taught by Miss Katharine Priest.

## **Class 2 (Years 1 and 2)**

This year, Class 2 caters for Years One and Two, taught by Miss Abby Spain. It is located next to the Reception Class, with whom the children share access to the outdoor space.

## **Class 3 (Years 3 and 4)**

Class 3 consists of Year Three and Four pupils, taught by Miss Hannah Kellow.

## **Class 4 (Years 5 and 6)**

Class 4 is made up of Year Five and Six children, taught by Mr James Taylor.



## Classrooms

Our **Foundation Stage** classroom is newly built and offers both a stimulating indoor setting and a secure outdoor space in which the children can thrive. The classroom has been carefully designed to allow the children free-flow access to their outdoor classroom and in turn, supports them in becoming independent young learners. The classroom is equipped with traditional solid wood furniture and has child height windows, which enables our children to be inspired by the beauty of the natural world that surrounds them.

Our newer classrooms are brightly-painted with low windows which look out across the countryside, with displays which encourage continual interaction and enquiry. Reading is a particular strength of our school and our children always enjoy sharing their extensive range of books with each other, whether they're from the classroom or the library. ICT is used regularly throughout the school with the use of interactive whiteboards, laptops, and PCs, along with an understanding of when and when not to use modern technology.

We also recognise the importance of personalised learning, and balance support with challenge, child-initiated with adult-led, ensuring a variety of approaches that will encourage all pupils to become confident, and to have a love of learning.

## Outdoors

Our extensive outdoor space boasts three playgrounds and a large playing field for everyday use. These incorporate two adventure playgrounds for the children to practice their skills of balance, strength and endurance. We also have a very popular 'Nature Area' in which the children enjoy discovering and creating their very own 'Imaginative games of Exploration' together! We have a safe environmental area and pond, complete with its very own watery wildlife and this is used as a teaching tool throughout the year.

As the year progresses, each playtime displays an array of colours and sounds to reflect the changing seasons of our rural setting.

*"Pupils behave well and are enthusiastic learners".  
Ofsted 2012*

# The Early Years Foundation Stage Curriculum

There are seven areas of learning and development, though all areas of learning and development are important and inter-connected. Three areas – the *prime* areas – are particularly crucial:

- communication and language;
- physical development; and
- personal, social and emotional development.

We also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and expressive arts and design.

Every child is valued for their uniqueness and seen as an individual and we aim to work with parents in supporting their child / children to develop skills and abilities at this early stage of school. We create a blend of learning opportunities in providing a balance that will encourage independence alongside directed tasks, through a mixture of child-initiated, adult-led, and play activities.

# The Primary Curriculum

We have a curriculum that has been carefully devised to develop skills, knowledge and understanding in each subject, complemented with the positive attitudes that contribute to a love of lifelong learning. We support the social and emotional development of each child by providing a safe and nurturing environment. We recognise children's preferred learning styles and personalise opportunities so that each child is able to access the curriculum at their level, and through guidance, challenge and support, make progress throughout each area of the curriculum.

The curriculum is composed of the 'core' subjects; English, Mathematics and Science and the 'foundation' subjects; Religious Education, Information and Communications Technology (ICT), Geography, History, Music, Design and Technology, Art and Design, Personal Social Health and Citizenship Education (PSHCE) and Physical Education. French is currently our selected Modern Foreign Language, though on special occasions such as the 'European Day of Languages', or when studying particular countries, features of other languages will be learnt.

This year we're adopting a cross-curricular approach, where as much of the curriculum as possible will be taught through the topic of 'Water', while some aspects will continue to be taught discretely. However we approach the curriculum, we aim to enable all children to be creative, have fun, reflect and develop skills as we encourage and support them to become independent and self-motivated learners both now, and for the rest of their lives.

We are very mindful that there is to be a new National Curriculum from September 2014, and will begin to implement changes during the course of this year. The information that follows may therefore require updating as the year progresses.

# The Core Subjects

## English

At Uley CE Primary we consciously make time for books and are very proud of our fantastic results for Reading. We strongly believe that this skill is one of the keys to communication development and we therefore prioritise time for children to explore and discover a range of books daily. We aim to develop an enjoyment and appreciation for books within each child at our school with reading activities and engaging environments. Children who have confidence with words also have the power to express their opinion coherently, to ask questions and challenge ideas and, perhaps most importantly, to develop key social skills which will guide them through life.

Writing also supports children in communicating and consequently has an impact throughout the Curriculum. Children share, analyse and write a range of text types (including fiction, non-fiction and poetry) at a level appropriate to their age and maturity, across the curriculum as well as during discrete English lessons.

Our aim is to deliver rich and exciting lessons which enable each child to develop their skills in the following areas:

- Communicating – confidently, clearly and accurately;
- Listening – engaging fully and responding appropriately;
- Reading – fluent, with understanding and enjoyment, whilst developing an appreciation for literature;
- Writing – effective for different audiences and purposes;
- Spelling – using rules, phonics and grammar accurately; and
- Evidence – producing work to be proud of, ensuring that it is both well edited and presented.

## Mathematics

Our Maths lessons enable the children to continually develop their understanding and confidence with using and applying the four operations (addition, subtraction, multiplication and division) in a range of contexts. Where appropriate, cross-curricular links are made to provide children with relevant, 'real-life' experiences in which they can apply their deepening understanding and new skills. At Uley, we aim to provide our children with enjoyable, creative and accessible Maths lessons which continue to inspire and challenge the children. We recognise that, for some children, Maths can be seen as a 'scary subject' and so we always promote a caring and supportive environment in which every child feels safe and able to take risks with their learning.

Throughout the school, children are continually encouraged to apply the skills and concepts which they have learnt with improved confidence and accuracy. This is not only carried out through the practical tasks which they are set, but also through using a range of tactile resources, as well as regular practice of mental maths skills. We aim to give every child at Uley a solid mathematical grounding from which they feel confident and capable to tackle future challenges.

If you have any questions about how we teach Maths, including explanations of the different methods that your child will meet as they continue through the school, please come and ask!

## Science

Children are naturally inquisitive and like to explore the world around them. We treasure our children's curiosity and maximise it through innovative teaching which fosters their enjoyment and interest for the subject. Children at Uley thoroughly enjoy asking questions, designing investigations and carrying out their own practical experiments.

We help our pupils to become confident investigators and enjoy both independent and group-based tasks. We aim to ensure that children learn and develop the necessary skills of enquiry required to be an able scientist and support them in developing their understanding of how to:

- carry out fair tests;
- make logical predictions;
- record results accurately;
- use ICT to create appropriate charts and graphs; and
- make conclusions about their learning, using appropriate scientific knowledge, understanding and vocabulary.



# The Foundation Subjects

## Religious Education

We are a Church of England School and as such, provide an education and environment which is based on Christian values. We follow the 'Gloucestershire Agreed Syllabus' which focuses mainly on Christianity, contributing to the 'Christian character' which we maintain as a Church School. The Syllabus also provides children with opportunities to explore the traditions and values of other major world religions. We strive to give the children a knowledge of, and respect for, their own traditions and culture, as well as those of other people.

Our Acts of Collective Worship cover spiritual, moral, social and ethical aspects of life and are often led by members of our local Church with whom we have strong links. We hope that all children will join together for Religious Education and Collective Acts or Worship, though we do recognise that some parents may wish to withdraw their children. Please arrange an appointment with our Headteacher if you would like to discuss this further.

*"Uley is an outstanding Church of England School".*  
SIAS, 2012



## Information and Communications Technology

This area will undergo significant change with the implementation of the 2014 Curriculum, with a focus on programming and problems solving. Our approach will therefore evolve, but we hope that the information given here is of some help to you.

Modern Technology is continually changing the way that we live and it is essential that children are able to manage it. ICT lessons are taught discretely, or through other subjects providing children with opportunities to use it in relevant and contextualised ways. Every pupil at Uley is given their own 'Log-in' enabling them to manage their own files and coordinate the printing and saving of work. Our pupils learn how to research effectively and use trustworthy websites, how to input data and create corresponding charts and graphs with, for example, results from a science investigation. They also develop essential editing skills when they produce their own newspaper reports, chaptered stories and posters. Children create their own PowerPoint and PhotoStory3 Presentations using digital photographs and video footage. We also have Interactive Whiteboards in each class and aim for ICT to become second nature to our children so that they are equipped to embrace the advances in the technological world throughout their lives.

## Art and Design

It is evident from visiting our colourful school, that Art and Design are highly valued by staff and children alike. We enjoy giving the children opportunities in which they can express themselves through colour, texture and shape. Children learn about the role of art, craft and design in different times and cultures, as well as different technical skills and styles. From large felt designs to small ceramic models, we value the creativity and individuality of each child at Uley and celebrate their talents by exhibiting examples of their wonderful and inspiring work. We enjoy local projects and are proud to have a unique piece of 'Uley School' art displayed within local woodland for all to discover and enjoy.

## Design Technology

DT enables children to be active problem-solvers. Children enjoy the challenges which this subject offers and use their creativity and imagination to identify needs and design effectively. We give children opportunities to explore everyday objects and discover how they work, using their findings to inspire and inform their own products. Children work both independently and in groups so they can learn their own strengths whilst also developing their communication skills and an appreciation for teamwork.

## History and Geography

Children have a thirst for facts and are often thinking up the next question! We build on their enthusiasm for the subject with exciting and interactive lessons which not only teach the children the facts, but also enable them to experience life in other times and to gain an understanding of life in different times and places. From reconstructed air raid shelters and igloos to a system of tunnels leading to the Pharaoh's tomb, we strongly believe that enjoyment underpins all learning. Teachers strive to immerse every one of their pupils in each topic and support them in developing the knowledge and understanding of the time or place of study. We teach children an understanding of cause and effect in both historical and geographical contexts. We aim to give them an understanding of the heritage and geography of our local area too and provide opportunities for the children to take on the roles of Historians and Geographers, through local field trips and investigations.

## Music

Uley CE Primary has a strong tradition of vocal and instrumental music and is well equipped with instruments from a range of cultures. Children develop the skills of composing, performing and appraising and also listen to music from a range of cultures and genres.

We are proud to have a very high proportion of children who learn a musical instrument, including guitar, violin and keyboard. Many of our pupils complete proficiency tests for their instrument with some older children even completing Grades 1 and 2 before transferring to secondary school. We recently took the opportunity to enable two year groups to learn to play brass instruments over a ten week course, with noisy, but fantastic results!

We are very proud of the musical successes at our school and foster the children's enjoyment for the subject through the curriculum and where possible, specialist visits and workshops. We have also provided opportunities for pupils to perform, and hope that last year's concert for each other will be an annual event to demonstrate the musical talent that many pupils possess.

## Personal, Social, Health and Citizenship Education

We encourage our children to be active members of their school through a variety of means, including the Buddy System and the School Council. We plan frequent opportunities for children to work across key stages so that they are able to build friendships with children of all ages.

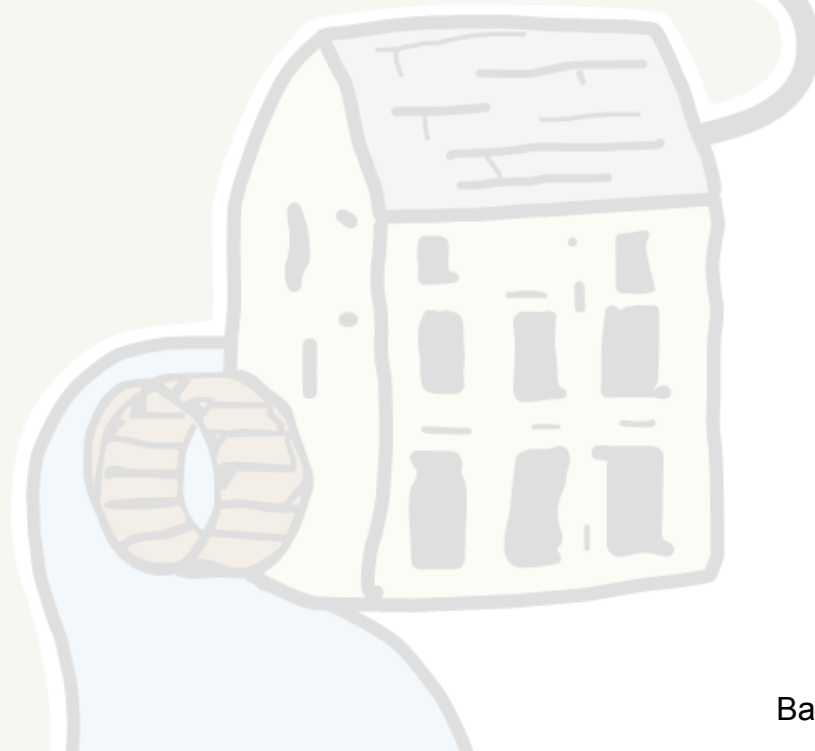
We have in the past, worked closely with Unicef and were the first school in Gloucestershire to achieve the Rights Respecting School Award. Our children have a strong understanding of their responsibilities in the wider community as well as in school. We aim, through our chosen core values of Friendship, Compassion, Trust and Wisdom, as well as during the curriculum, to instil and foster long lasting relationships based on mutual respect, support and encouragement.

*“There is a clear sense of purpose and direction about the school”. Ofsted 2012*

## Sex and Relationships Education

SRE is taught and discussed in the context of caring relationships and respect for ourselves and each other. The process of reproduction in animals and plants is progressively taught through Science. Our Year 5 and 6 children learn more specifically about 'Growing Up' in the Summer Term, providing children with the opportunity to discuss and ask questions within a comfortable and trusting atmosphere.

We recognise that parents have the right to withdraw their child from aspects of SRE, and a full version of our Sex and Relationships Education Policy is available for you to read on request.



## Physical Education

PE is a valued part of the curriculum, enabling children to develop co-operation, confidence and creativity through a variety of activities. PE also promotes a positive attitude to active and healthy lifestyles; personal choices which we believe are an important life skill.

Within timetabled PE, children enjoy dance and gymnastics alongside outdoor sports that include football, tag rugby, and netball, with an emphasis on learning and developing skills that can often be transferred between sports. We enter competitions with other schools, including the District Athletics and Field events, as well as netball, football and tag rugby festivals.

We have swimming lessons at Dursley pool. The Instructors are brilliant and very patient, enabling all children to develop their confidence in water. The more able swimmers are continually challenged as they work on building their stamina, improving stroke technique and improving diving skills. There is also an annual Swimming Gala which involves many local schools in a very noisy but enjoyable afternoon!

In the summer we hold a highly successful Sports Day when the children combine friendly competition with support for other children from other classes / houses. The children at our school thoroughly enjoy their sport and many of our pupils choose to play for local clubs outside of school as well. Details of these can be obtained on request.

We benefit from a large school field and three playgrounds which provide the children with plenty of space to run around and share games together. We also have two adventure areas, one for each Key Stage, which develops the children's balance, strength and problem solving skills in a fun and challenging way!

## Modern Foreign Languages

We take opportunities across the school to learn different languages, and for this year's European Day of Languages, we covered German in Class 1, French in Class 2, Spanish in Class 3, and Mandarin (not strictly European, we know!) in Class 4. When children enter Year 3, they begin learning French formally and we believe that learning a foreign language provides a valuable educational and social experience.

Pupils develop communication skills, extend their knowledge of how language works and explore the similarities and differences to their own. Learning another language celebrates the multilingual and multicultural world in which we live and provides an international perspective for children's learning, giving them insight into their own culture and those of others.

We will continue to take opportunities to develop our knowledge and understanding of other languages and cultures across the globe, enabling and encouraging our pupils to learn more about the world around them.





# Personalised Learning

## Experience

Our learning and teaching approaches value the talents of each pupil, on a social, emotional, physical and intellectual level. We strive to engage every pupil in a curriculum tailored to suit their individual needs. This is achieved through a variety of interventions, additional opportunities and teaching styles.

## Special Educational Needs & Disabilities

All children are continually monitored throughout their time at Uley. Support is provided by our Special Educational Needs Teacher for any pupils who we feel would benefit from this additional support. We recognise the significant role that learning styles can play on a child's engagement in daily tasks and our teachers are confident in adapting styles to suit the changing needs of their pupils. Similarly, our specialist SEND Teacher uses many different teaching techniques to individualise each pupil's access to the curriculum, in line with his or her Individual Education Plan. These 'plans' include specific targets of development, along with relevant strategies to be used. All IEPs are produced in partnership with parents and pupils, with agreed renewal dates and follow-up meetings.

If a child has special educational needs that are likely to require educational provision other than that offered in school, our Head Teacher will draw this to the attention of the Local Authority. Details of this procedure are available on request.

As an inclusive school, we strive to ensure that we fulfil the requirements of the Disability Act. We have identified and put in place, facilities to enable all children to access the school safely, these include a ramp to the main entrance, ramps from the building positioned at two fire exits and a toilet for disabled children and visitors. We are always very willing to discuss issues of accessibility with future parents, as well as other ways in which we may best be able to accommodate your child.



## Gifted and Talented

At Uley C of E Primary School, we aim to identify, support and celebrate pupils who are gifted and talented – both in and beyond the classroom – and to provide opportunities for all pupils to discover, develop and extend their abilities. We aim to extend and challenge pupils' areas of special ability by broadening their knowledge, skills and understanding, forging connections with other curriculum areas and real-life contexts.

Pupils enjoy focused workshops held at secondary schools within our cluster, where they benefit from working with older children and staff who are subject specialists.

*“Pupils behave well and are enthusiastic learners”*, Ofsted 2012

## Extended Learning

We encourage our pupils to both broaden and deepen their understanding of the world through educational visits and clubs. We aim to provide them with a range of experiences that inspire, motivate, challenge and support their learning. We have created opportunities to enjoy Uley's beautiful surroundings, with outdoor assemblies, art projects and the discovery of local animal habitats, as well as going further afield to the Science and the Literature Festivals at Cheltenham, and Cadbury World in Birmingham. The children are also excited to welcome new visitors to school and thoroughly enjoy listening to their tales and exciting facts. They are very open-minded and we are proud of their commitment to always include and care for everybody.

We also enjoy providing the children with extra-curricular activities during the school day, as well as specialist activities after school from time to time. Many children are currently involved in the Netball, Football, Tag Rugby, Singing, Board Games, and News clubs which are run during lunchtimes. We also offer Gardening (from April to October), Cooking, Theatre Fun clubs which enable the younger and older children to mix together in a caring and relaxed environment, developing their social skills and respect for one another through sharing and taking turns.

*“The small number of disabled pupils and those with special educational needs make the same good progress as their classmates”.*

*Ofsted 2012*

## Homework

Our aim is for pupils to consolidate learning at school with activities done at home, providing pupils with the opportunity to practise skills, reinforcing key concepts and vocabulary. These activities will be class specific, and will include spellings and tables. We also regularly send home 'school-wide' activities – related to our current topic – that encourage research, family participation, and a variety of approaches so as to broaden pupils' attitudes to learning. They also support children in becoming confident with decision making and to become independent learners. Finally, we ask that children read regularly at home, sharing books from different genres and discussing for example, characters and storylines, so as to develop their understanding as well as their accuracy in reading.

*“A notable feature of pupils behaviour is the way that all get on exceptionally well with each other”.*

*Ofsted 2012*

## Assessing Progress

Teachers continually assess academic progress throughout the year in a number of ways. Discussions with pupils and the marking of books highlight strengths ('Green to be Seen'), and areas for development ('Pink to Think'). Through a system called Assessing Pupil Progress (APP), we track and level pupils, primarily in Reading, Writing and Maths, on a regular basis, and at the end of the year, there are more formal assessments. These include the end of Key Stage SATs – Standard Attainment Tests – for Y2 and Y6 pupils.

We also monitor the social and emotional development of every child in our care, recognising that a pupil's confidence and well-being will impact considerably upon their development as a young person. We seek to work closely with parents in all aspects of their children's education, and Open Evenings each term provide opportunities to discuss their child's progress – academic and social / emotional with the class teacher.

*“Lessons are typified by an excited buzz of learning”. Ofsted 2012*

# Admissions

## Admission into Reception

We warmly invite parents who are considering sending their child to Uley CE Primary to come and have a look at our school. For reference, a child may start school at the beginning of the academic year in which they turn five. Parents are not legally bound to make educational provision for their child until the beginning of the term following their fifth birthday. The Local Authority will send information to parents of children who will be eligible to start school, including key dates such as when to apply by – usually mid-January. Parents will then be informed in April or May as to where their child has been allocated a place. Appeals are possible if applications are unsuccessful.

Starting school can be a very anxious time for both children and parents and we understand the difficulty some children can have in adjusting to a new routine and environment. We work closely with the parents of every Reception child in our care to ensure that each child's transition into the daily life of school is manageable for them.

We encourage children to stay for lunch and then full days, once we feel they are settled and confident in their new environment and importantly, have the stamina to last the afternoon too! We are friendly and approachable, supporting each child in feeling secure and at ease quickly. The children are integrated with the main school slowly, learning as appropriate with older pupils who may become their buddies.

Once your child has been registered to start at our school in September, we will invite you to an information meeting in the Summer Term. You'll be able to meet parents of other pupils starting school, staff – both teaching and support, governors, and members of the FUS (Friends of Uley School). There will be information about the induction process, the pupils' learning, school uniform, and the school day, as well as how you can best prepare your child for school. There will also be opportunities to discuss any anxieties which you or your child may naturally have.

During this term, there will also be opportunities for your child to visit the school and become familiar with their future teacher and surroundings. Reception children start the term one week later than the rest of the school, enabling our other classes to get settled back into their routines so that they are ready to welcome our new Reception children.

Once your child has started in September, there will be regular communication between the class teacher and yourselves so that you can hear about their daily achievements, feel reassured that they are settling in well, and share information that you think will be helpful for us to know.

## **Year 1-6 Admissions**

As with Reception, we warmly invite parents to visit our school, bringing if appropriate, their child / children. Applications are made to the Local Authority and we have the required forms, but this can also be done online. In the majority of cases, if there is a space in the year group, the LA will agree to the admission. Your child will then be able to start straight away. We are responsible for in-year admissions.

## Transfer Procedure

We aim to teach, find, encourage and develop skills, knowledge and confidence in every pupil. This will enable them to continue their learning journey through school so that they will be 'secondary ready' when the time comes.

Parents will receive the relevant information about secondary choices at the start of Year 6. As well as discussions with pupils in school, we are always available to discuss any questions or concerns which you or your child may have. The majority of our children transfer to Rednock School in Dursley with whom we have very strong links. Our pupils are already familiar with members of the Rednock staff team who visit us for lessons and extra-curricular activities, and host local sporting events for the primary schools. There are also occasions when we will go to Rednock for special events, enabling pupils to gain an understanding and knowledge of the school well before they attend as a student.

As well as Rednock, we also have a number of pupils who opt for Grammar Schools, including Stroud High School for Girls and Marling School for Boys in Stroud. Entry to these schools is via an examination and parents need to apply directly. In the past, a small number has also transferred to Katherine Lady Berkeley School in Wotton-under-Edge and Sir William Romney School in Tetbury.

We will work closely with the allocated secondary school, providing detailed information on your child's current achievements and abilities, as well as their social and emotional development, to ensure that the transition is as smooth as possible. Parents and pupils are encouraged to attend secondary school Open Days during the Autumn Term, enabling them to make informed choices.



# Collective Worship and School Core Values

As a church school our Collective Worship is predominantly Christian in character.

We see our Acts of Worship as an opportunity to explore community and Christian values together. We achieve this through a 'Values for Life' approach to worship where we focus on a range of values throughout the academic year. These values are further developed by the staff and underpin aspects of our learning. We will help pupils to develop an understanding and appreciation for our four School Core Values as chosen by the school community:

- Friendship
- Compassion
- Trust
- Wisdom

Other values will include Courage, Creativity, Endurance, Forgiveness, Hope, Humility, Justice, Partnership, Peace, Reverence, Service, and Thankfulness.

We observe the Anglican year within our worship and on special occasions, hold services in our local Parish Church, St Giles, with friends and families of our school warmly invited. In the last year we've had our Harvest festival, Christmas Carol service, 'Mothering Friday', Easter, and an end of year service in July all up at the church. Close links with the church are extended into school with the vicar leading our Acts of Worship on a regular basis. We respectfully recognise that parents may wish to withdraw their child from daily Acts of Worship, and ask that they discuss this with us.



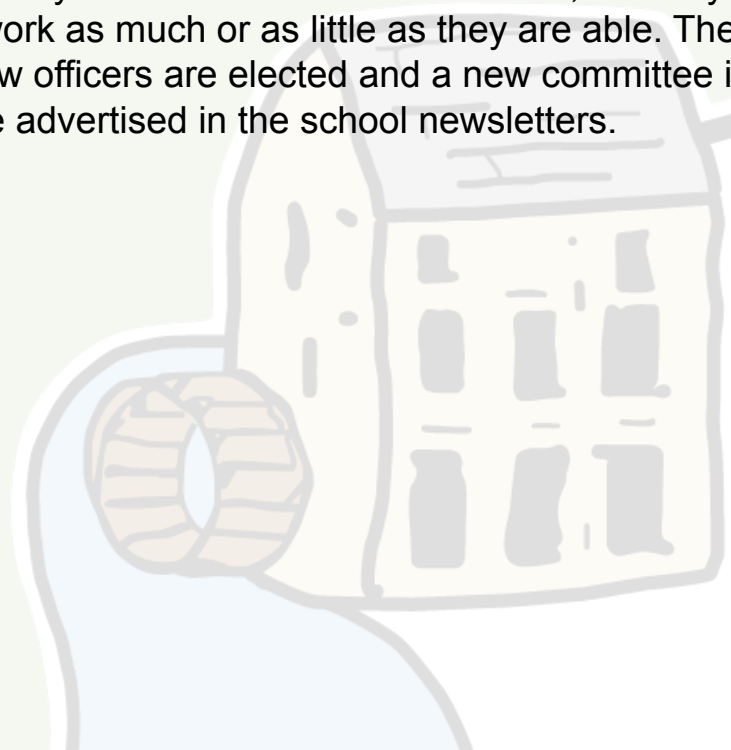
# Friends of Uley School

## Fun and Fundraising

The Friends of Uley School (FUS) is an association of parents and teachers, working together to support the school through a wide range of fundraising and social activities.

We call ourselves 'The Friends of Uley School' rather than the commonly used name, 'Parent Teacher Association', because we welcome input from all members of our community, including parents and staff, carers, grandparents, past parents, and neighbours! Our passion is to support the school in driving up standards, and in keeping the school as an invaluable asset within the community life of our village.

All parents of children at the school automatically become members of the FUS, are very welcome to attend meetings, and to get involved in our work as much or as little as they are able. The Annual General Meeting is held in the Autumn Term when new officers are elected and a new committee is formed. Meetings are held as required, and these are advertised in the school newsletters.



## **We aim to:**

- provide practical support to enrich our children's school experience and promote Uley CE Primary School as a vibrant contributor to the community;
- arrange activities which stimulate interaction and develop a social network between parents, carers, families and staff, helping children to see parents actively involved in school life;
- raise funds to assist in the provision of facilities for activities, both curricular and non-curricular; and develop and foster relationships between Uley CE Primary School and the local community.

Last year we raised £4000, with the Christmas and the Summer fairs doing particularly well. Our Cake Sales are popular and well supported, and other events included coffee mornings, a farewell party for the previous headteacher, a Bunco night, storytelling and a Father Christmas visit, Valentines disco, and the Leavers' party. We also paid for the Connection Scheme with Gloucester Rugby.

This year, along with our focus of ICT, we will pay for Mathletics – an online subscription for all pupils to help develop their maths skills and knowledge, contribute towards Anti-Bullying bands for each pupil, perform a pantomime for the pupils and the community, as well as arrange cake sales, discos, and Christmas and Summer fairs!

As you can see, we're an active group, and are keen to do as much as we can to enable all pupils to receive the best that the school can offer!

## Breakfast and After-School Club

Our highly successful extended school facility, which the children refer to as their 'Fun Club', is open to all parents regardless of whether they are working or not. The club is open every day during term time with the morning sessions running between 7:45am and 9am and the afternoon sessions from 3:15pm until 6pm.

The children have access to a range of toys and games, including equipment for practising circus skills and a Wii Fit! With den-building, sledging on the snowy school field and a comfy area for reading and relaxing, Fun Club aims to provide children with a real home from home experience, enabling children to play and share together after their busy day at school. There are also supervised arts and crafts activities on hand, including cookery for children to enjoy, in a safe and caring environment with their friends.

A healthy breakfast and tea-time snack fulfils the after-school hunger pangs. These are sometimes themed on current events such as Chinese New Year, and enable children to explore a variety of cooking skills and tastes from around the world.

Our Fun Club achieved the nationally recognised Flying High Quality Assurance Award and was graded 'Excellent'. The Club has also been inspected by Ofsted who graded us as 'Good' at every level and complimented the 'high standard of care and enthusiasm of the staff'.

Please give us a call if you would like further information.

# Uniform

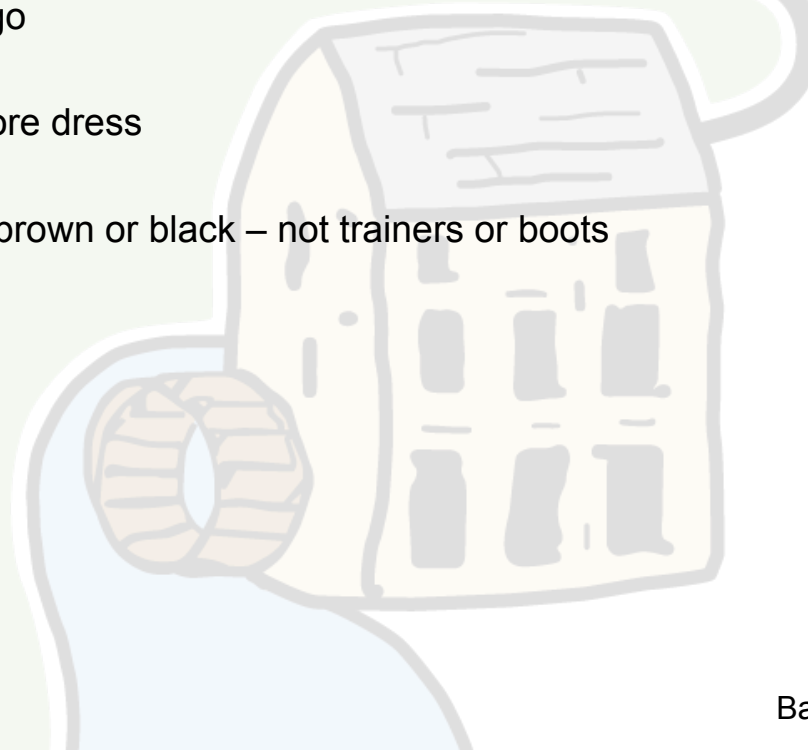
At Uley CE Primary, we believe that the wearing of a uniform encourages a sense of belonging and encourages the children to take pride in their school and themselves. We expect every child to comply with the uniform and ask that parents and carers support us in ensuring that children come to school dressed appropriately. The uniform is available from the National School Wear Centre in Stroud. Please make sure that every item of clothing, including shoes, are clearly labelled!

Each child should have the following items:

Named, weather-proof school bag

## All Year

- Red Sweatshirt or cardigan with school logo
- White shirt/blouse
- Dark grey trousers or shorts, skirt or pinafore dress
- Grey or black tights/socks
- Sensible, practical footwear which is dark brown or black – not trainers or boots
- Warm outdoor coat (any colour)



## Summer items – optional

- Red gingham summer dress
- Sensibly coloured summer sandals
- White socks
- Summer hat
- Sunglasses are optional

## Jewellery

We recognise that many children have their ears pierced but ask that they only wear studs. Other forms of jewellery are not permitted in school unless it is for medical or religious reasons. Children will be asked to remove any jewellery (including earrings) that do not follow these guidelines. For some PE lessons, children wearing studs may be asked to cover these with tape.

## Swimming

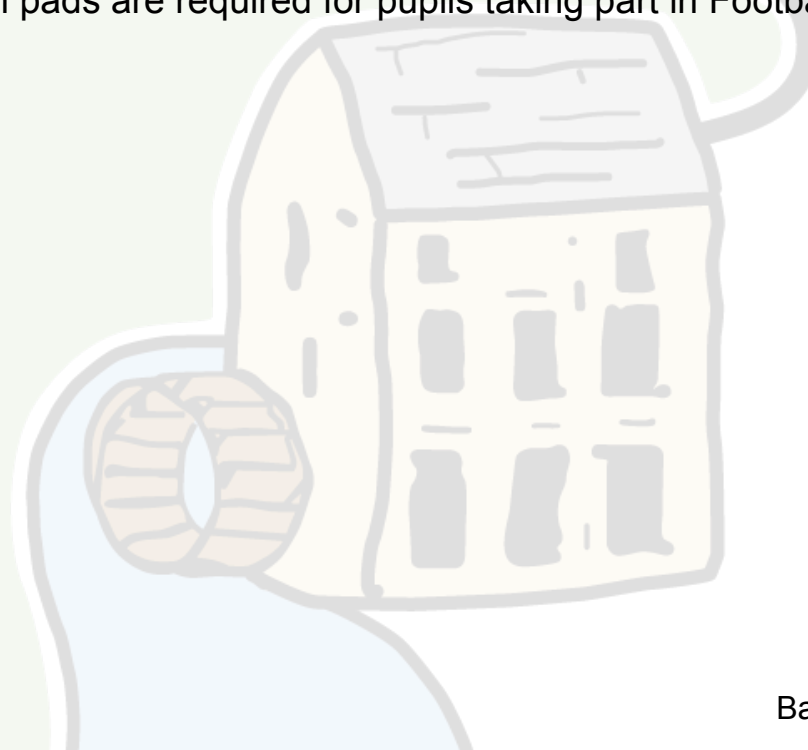
- Swimming costume / trunks (bikinis are not allowed)
- Towel
- Swimming hat
- Goggles are optional

## General PE

- Named PE bag
- Indoor gym shoes
- White or red t-shirt
- Dark-coloured shorts

## Outdoor activities

If your child is involved in sports taking place outside, they will also need outdoor trainers. A dark coloured tracksuit is advisable for colder weather. Shin pads are required for pupils taking part in Football Club, but boots are optional.



# School Day

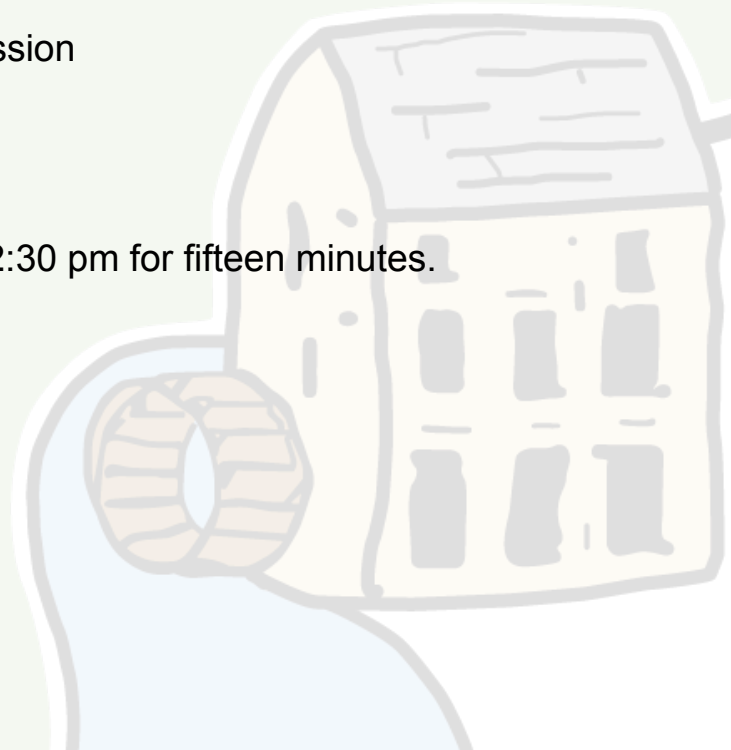
The playground is staffed from 8:50 am and we ask that children remain supervised until this time. Each day then begins promptly at 9am when the morning bell rings.

Reception and KS1 children (Classes 1 and 2) line up by their gate in the lower playground, whilst Y3 and 4 (Class 3) line up at the bottom of the ramp leading to the main entrance. Y5 & 6 children (Class 4) line up by the hall door.

After morning register, the day continues as follows:

- 9:00 am – 10:20 am First Morning Session
- 10:20 am – 10:35 am Morning Break
- 10:35 am – 10:50 am Collective Worship
- 11:05 am – 12:00 pm Second Morning Session
- 12:00 pm – 1:00 pm Lunch Time
- 1:00 pm – 3:15 pm Afternoon Session

There is an afternoon play for the infants at 2:30 pm for fifteen minutes.



At the end of the day, children are then taken out onto the playground by their teachers. We ask that children remain with their teachers until parents are clearly visible. If a different person is collecting your child (they may be going home with a friend), please let us know as without this information, we won't be able to let your child leave. Key Stage 2 children who live in the village may walk home if consent is received from parents.

We understand that from time to time, parents can be held up. We would appreciate a quick phone call to the office in such instances, so that we can reassure your child with an expected pick up time, making their wait more comfortable.





## Lunches and Mid-morning Snacks

We pride ourselves on being healthy and promoting positive eating habits daily and as such, ask that all Key Stage 2 children comply with this, by bringing fruit and vegetables for their morning snack. Water is readily available throughout the day, although parents can opt for milk instead. This is ordered on a half-termly basis and paid for at the end of the year.

Children in the Foundation Stage and Key Stage 1 are entitled to free milk (up to the age of 5) and fruit by the Local Authority. Please inform your child's class teacher regarding any allergies which may restrict their participation with this scheme.

Lunchtimes are at 12 pm and involve all the children eating together. We are able to provide hot dinners which can be ordered in the morning. Orders are then phoned through to the kitchens, and the food delivered at the right time. Payment is made online through ParentPay. If children are having a packed lunch, we kindly ask parents to provide a healthy and balanced lunch for their child, which does not contain nuts, fizzy drinks or sweets.

*"Pupils enthusiastically help out with the day to day running of the school and their sense of responsibility to the school community is strong."*

Ofsted

# Behaviour

We have high expectations from every pupil at our school and expect them to show respect for the school Behaviour Charter, an official document which is discussed and agreed by the pupils at the start of each year. For actions which support this charter, children are rewarded with verbal praise, certificates in assembly and extra 'Golden Time Minutes' at the end of the week. For children who do not choose to follow the guidance, appropriate sanctions are put in place. A copy of these sanctions can be found in the school Behaviour Policy, which can be obtained on request.

This year's Behaviour Charter:

## **We will:**

- line up quickly and silently;
- include everyone in our games;
- respect other people's thoughts and feelings;
- be polite, in word and action;
- look after school and others' property;
- help and care for each other;
- walk sensibly in school;
- treat people how we would want to be treated;
- listen to each other; and
- share with each other.

We are **all** responsible for ourselves, each other, and our visitors.

September 2013

This charter is displayed in each class, along with Playtime and Lunchtime charters, underlining our collective expectation of good behaviour at all times. We also have a Home/School Agreement, which should be upheld by all concerned.

# Complaints Procedure

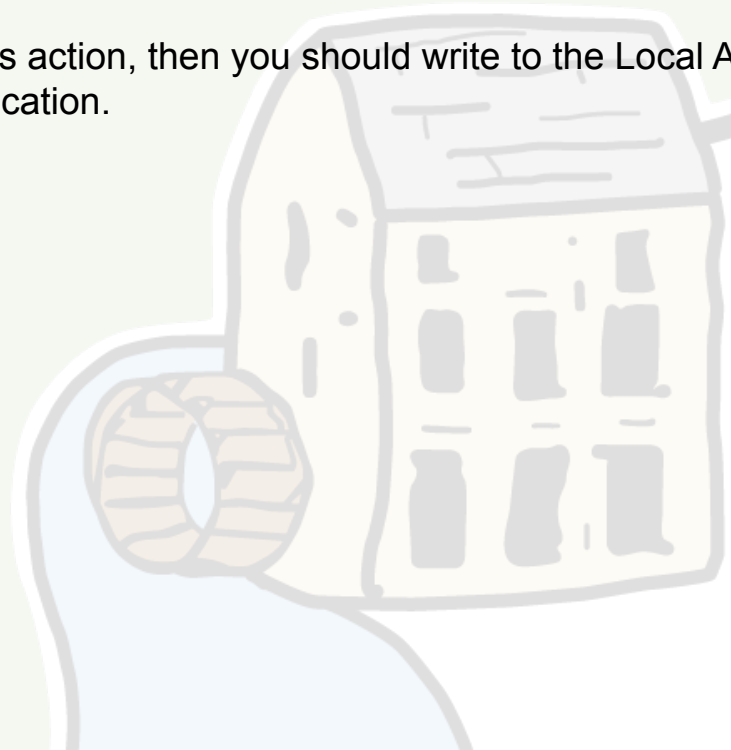
We understand that from time to time we may not always get things right. In such circumstances, we appreciate being approached at the earliest possible date so that we have the chance to resolve any issues. We kindly ask that, if you wish to raise a concern, you follow the progressive procedure outlined below. A Complaints Policy is available on request.

Arrange a time to discuss the matter with your child's class teacher.

If you feel you would like to discuss the matter further, please contact our headteacher, either in person or by letter.

After this, you then have the right to contact the Chair of Governors if you believe that previous actions have not resolved the issue.

If you do not agree with the Governing Body's action, then you should write to the Local Authority or the Secretary of State at the Department for Education.



# Useful Information

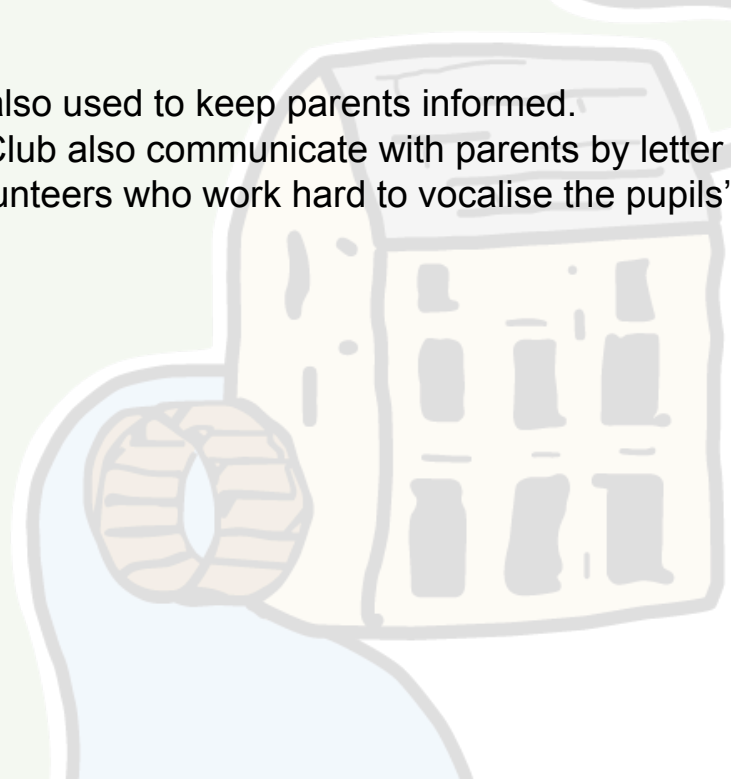
## Communication with Parents

We work hard to maintain consistent and regular contact with our parents. In the Autumn and Spring Terms, there are formal parents' evenings. In the Summer Term we host an informal open evening when parents are invited to come and celebrate their children's progress throughout the year. We also issue a written report for each pupil which covers every aspect of the Primary Curriculum.

Key dates are communicated through regular newsletters which are sent home via email or with the children as required. Class newsletters are sent out termly, informing parents about the themes that their child will be learning about, any resources needed, special guests and visits, and dates for parents to come and join in the learning. Both the regular newsletters and the class newsletters are available on our website.

We have a text messaging system which is also used to keep parents informed.

The FUS (Friends of Uley School) and Fun Club also communicate with parents by letter on a regular basis, and our School Council – budding volunteers who work hard to vocalise the pupils' point of view – is beginning to communicate in this way.



## **School Office**

The School Office is run by our very efficient and friendly administrator, Mrs Jan Saunders from 8:30 am to 4pm every day. It would be helpful if parents would make phone calls and personal enquiries within these times. Answerphone messages can be left, though it should be noted that if left after 4:30pm, messages may not be picked up until the following day.

We kindly ask that all parents wishing to visit the school premises during the day, report to the office first, using the intercom system on the front door.

## **Late arrival**

If your child is late for morning registration, we request that they must be brought into the school building by their parent or guardian and signed in at the office before they go into class.

## **Absences**

When your child is absent from school, please let us know, either by telephone or email on the first day of absence. Messages can be left at any time. A letter to explain absence may also be required. If it is necessary for your child to leave during the school day, such as for a medical visit, please contact us to explain the reason and expected times for pick up and return.

On occasions when it is absolutely necessary for a child to require absence from school for family reasons, written permission must be sought from the Headteacher. It should be noted that not all absences can be authorised, and that leave for family holidays is no longer a parental right.

## Security

Uley CE Primary is a secure school which has a keypad system for entry into and out of the school building. Our Foundation Stage children enjoy playing in their own enclosed play area which is equipped with colourful safety surfacing and ten foot gated access. CCTV cameras also enhance the security of the whole school site.


## Dropping-off and Collecting

Due to our 'tucked away' position within this picturesque village, we have to restrict vehicle access down to the school. We kindly ask that all parents park either at the top of Woodstock Terrace and walk down, or along South Street and use the footpath through to the school. The car park in South Street by The Knoll, and the gravelled space at the bottom of Woodstock Terrace are private property and for use by residents only, and we ask that parents do not park in these places.

## Contact Details

Uley C of E Primary School  
Woodstock Terrace  
Uley  
Dursley  
Gloucestershire  
GL11 5SW  
**Tel:** 01453 860350  
**Fax:** 01453 860238  
**Email:** [admin@uley.gloucs.sch.uk](mailto:admin@uley.gloucs.sch.uk)  
[www.uleyprimary.co.uk](http://www.uleyprimary.co.uk)





*We hope that this prospectus has given you a flavour of our school. We are so proud of all that we have achieved at Uley CofE Primary and look forward to the future as we continue to drive the school forward.*

*Please don't hesitate to contact us if you have any further questions or would like to arrange a visit to our school – we look forward to meeting you soon!*

*T: 01453 860350*