

# URSULA TAYLOR C of E SCHOOL



## Living God's Love, Together We Flourish



### Mission Statement

We provide a caring and happy community where everyone is valued and given the opportunity to strive for the very best.

A community where a golden thread of Christian beliefs and practice weaves through everything we do.

We recognise and cherish each individual's talents and encourage their aspirations by providing a stimulating environment, grounded in Christian values and laying the foundations for their life journey.

Through an inspirational creative curriculum children are motivated to take ownership of their learning and aim for excellence.

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## Foreword

Dear Parents

On behalf of the staff and children may I welcome you to Ursula Taylor School. I hope that you will find the enclosed information helpful, but do please write, e-mail, telephone or call in for further information or to make an appointment. I would be more than happy to show you around the school and answer your questions and queries.

Ursula Taylor C of E School caters for children from the age of four to nine years old when they transfer to Middle School. It is a co-educational Church of England Academy which means that the school is a state school, but not under the control of the Local Authority. The staff and governors strive to provide the best education possible for each individual child's needs and abilities.

At Ursula Taylor we want our children to enjoy coming to school, to settle in happily and to derive a sense of purpose, achievement and independence. We aim to enable each child, regardless of ability, to reach their full potential. This can only occur if school and home build a sound relationship based on mutual trust, understanding, co-operation and regular communication. To this end parents are always welcome to discuss issues with our staff.

I very much look forward to meeting you and your child/children.

Yours sincerely

*VJ Morrall*

Mrs Victoria Morrall

Headteacher



## INTRODUCTION

The aim of this prospectus is to give parents/carers basic information about the school and its aims. It may also assist them in expressing an informed preference for the school they wish their children to attend. In addition it will help to contribute towards the early establishment of an informed and mutually supportive relationship between parents and Ursula Taylor School.

As an Academy, most aspects of the schools management and Governance are managed directly by the Headteacher and Governing Body. However, admissions to Ursula Taylor C of E School are managed by the Local Authority. Our admissions policy for September 2014, 2015 and 2016 can be found on our website. (Information -> Policies -> Admissions)

[www.ursulataylorschool.co.uk](http://www.ursulataylorschool.co.uk)

Further information relating to the Local Authority's general arrangements for the provision of education may be obtained by contacting:

School Admissions  
Bedford Borough Council  
Borough Hall  
Cauldwell Street  
Bedford  
MK42 9AP  
Tel: 01234 363222

Although the information contained in this prospectus is accurate at the time of going to press it may be subject to change and therefore parents are advised to seek confirmation from the Headteacher on those matters about which they have a particular interest or query.



**'This is a good school which thoroughly enjoys its reputation in the local area for the quality of education it provides. Pupils enjoy school and outcomes are outstanding in many areas'  
Ofsted 2011**

## **STATUS AND CHARACTER OF THE SCHOOL**

Ursula Taylor School is a Church of England Academy. As an academy we are not under the control of the Local Authority and we have greater freedom to decide how to use our funding and to design our own curriculum in the best interests of the children of Clapham. As a church school we are also part of the Diocese of St Albans and the school has a close relationship with Clapham Parish Church. We aim to provide pupils with a good understanding of the Christian faith together with a knowledge and understanding of other faiths as part of our Religious Education curriculum. Our Collective Worship is conducted according to the provisions of the Trust Deed and is distinctively Christian. However, this is an inclusive school in which every child is valued as a unique child. The Christian ethos of the school underpins a respect for, and understanding of, those of other faiths and those of none and pervades all aspects of our school life. We consider our Christian distinctiveness and ethos to be like a 'Golden Thread' that runs throughout our school. Complementing this we have our programme of values education which has been established for many years and offers our children, parents, carers, staff and friends principles to support their journey towards being aspirational, tolerant and compassionate British Citizens.



## ADMISSION ARRANGEMENTS

Children become of statutory school age and therefore must start school no later than the beginning of term following their 5<sup>th</sup> birthday. Our school policy allows children whose 5<sup>th</sup> birthday falls between 1<sup>st</sup> September and 31<sup>st</sup> August (the school year) the opportunity to start school at the beginning of the autumn term prior to their 5<sup>th</sup> birthday. Children who have their fifth birthday between 1<sup>st</sup> September and 31<sup>st</sup> December are expected to start on a full-time basis. However children whose birthdays fall in the spring and summer terms may also start full-time if parents consider that their child is ready for full-time education. Alternatively children may attend school for mornings only until such times that it is felt appropriate for the child to attend full-time. This gives children the opportunity of completing their Foundation Stage Education prior to entering Year 1. This policy makes no change to the minimum statutory school age as above.

During the summer/autumn prior to their child's fourth birthday parents will be invited to apply for a place in the lower school of their choice. Parents will be informed of the decision regarding their child's future school in the following April. At the beginning of the summer term new parents will be invited to an evening presentation where they are introduced to the Reception Class staff and will receive information regarding the Reception year. This meeting will also give parents the opportunity to raise questions. The children and their parents will be able to meet the class teacher and visit their classroom.

Each lower school has an admission number related to its accommodation and catchment area. Currently our admission limit is 54, although we can offer places up to 60 for children living in the catchment area. Every effort will be made to meet parental wishes, but on occasions we may receive more requests for admission than there are places available. Our admissions policy can be found on our school website [www.ursulataylorschool.co.uk](http://www.ursulataylorschool.co.uk) in Information -> Policies -> Admissions 2014 / 2015 / 2016

If the number of places in a particular year group at school is not sufficient to meet the requests of all parents, then the following Borough criteria will be applied, in the order shown to determine how the places will be allocated.

- (1) All 'looked after children' or children who were previously 'looked after' (a child who is accommodated by the local authority and is subject to a full care order).
- (2) Pupils living in the catchment area with siblings at the school
- (3) Other pupils living in the catchment area
- (4) 'Very exceptional' medical circumstances
- (5) Brothers and sisters currently in the school
- (6) Children of staff members
- (7) Any other children



## THE GOVERNING BODY

The duties and functions of the Governors are defined in the Instrument and Articles of Government for Schools. It is the Instruments of Government which set out the composition and rules of procedure of governing bodies and the Articles of Government which, in broad terms, define the powers and duties of these bodies.

The governing body is made up of a combination of appointed, elected and co-opted governors which represent the various groups that have a vested interest in the success of the school i.e. the Church, the parents, the staff and the wider community. Parliament has given the school governing bodies a range of duties and the power to carry them out. Broadly these are:-

- Helping to establish (with the Headteacher) the aims and policies of the school, and how standards of education can be improved.
- Deciding how, in general terms, the school is run.
- Helping to draw up the School Development Plan.
- Helping to decide how the school budget should be spent and ensuring the Academy Finance Manual is adhered to.
- Making sure that the curriculum and Religious Education are taught and to the best possible standards.
- Appointing the Headteacher.
- Acting as a link between the local community and the school.

Current members of the Governing Body are as follows:-

Mrs Julia Monger	Interim Chair of Governors
Mrs Caroline Hedges	Vice Chair of Governors / Chair of Curriculum Committee
Mr Tim Davies	Vice Chair of Governors
Rev Stephen Liley	Governor / Chair of Finance and Audit Committee
Mrs Jennie Jepps	Governor
Mrs Sarah Hammond	Governor
Mrs Lucy Silous	Governor
Mr Wenceslas Gatarabirwa	Governor
Mr Daniel Roderick	Staff Governor
Mrs Kate Hall	Staff Governor
Mrs Victoria Morrall	Headteacher
Mrs Wendy Bartle	School Bursar
AN OTHER	VACANCY
Mr Andrew Tusting	Clerk to the Governing Body



## STAFFING STRUCTURE 2014-2015



Mrs Victoria Morrall	Headteacher
Mrs Kate Hall	Deputy Headteacher and Y1 Teacher
Mrs Heather Lee	Assistant Headteacher / Early Years
Ms Heather McLeod	Special Needs / Gifted and talented Co-ordinator
Mrs Tracey Williams	Foundation Stage Teacher
Mrs Gill Watterson	Foundation Stage Teacher / Y4 Maternity cover (part-time)
Mr Jonathan Burton	Year 1 Teacher
Miss Sam Wintle	Year 2 Teacher
Mrs Rebecca Fidler	Year 2 Teacher
Mr Daniel Roderick	Year 3 Teacher
Ms Glynis Cooper	Year 3 Teacher
Miss Charlotte Marks	Year 4 Teacher
Mrs Laura Chance	Year 4 Teacher
Mrs Kristie Lane	Part-time Teacher / Year 4 Maternity Cover
Miss Kate Dennison	Part-time Teacher
Mrs Sally McAllister	Part-time Teacher
Mrs Emma Knight	Part-time Teacher/Teaching Assistant
School Bursar	Mrs Wendy Bartle
Miss Deborah Daley	Office Manager
Mrs Carol Coard	Nursery Nurse
Mrs Julie Grove	Teaching Assistant
Mrs Tracy Harte	Teaching Assistant / Midday Supervisor/Play worker
Mrs Sue Heaslip	Teaching Assistant
Mrs Jacky Owen	Teaching Assistant
Miss Donna Parker	Teaching Assistant
Miss Diane Harper	1:1 Teaching Assistant / Pupil Premium
Mrs Sheron Proctor	Teaching Assistant / Out-of School Care Manager



Mrs Alex Shribbs	Teaching Assistant
Mrs Debra West	Teaching Assistant / Pupil Premium
Mrs Karen Curtis	Teaching Assistant
Mr Gary Beacon	1:1 Teaching Assistant and Pupil Premium
Mrs Toni Peters	1:1 Teaching Assistant / Midday Supervisor / Play worker
Mrs Amy Bowie	1:1 Teaching Assistant
Mrs Tammy Pritchett	1:1 Teaching Assistant / Midday Supervisor
Mrs Gina Morgan	Teaching Assistant/Play worker
Miss Amy Moffatt	Playworker
Miss Eva Buckley	Midday Supervisor
Miss Cindy Carter-Taylor	Midday Supervisor / Playworker
Mrs Karen Curtis	Midday Supervisor
Mrs Anne McDowell	Midday Supervisor
Mrs Suk Leung	Midday Supervisor
Mrs Susan Ghisi	Midday Supervisor
Mr Nicholas Ruff	Site Agent
Mrs Angela Brice	Cleaner
Ms Marija Pusnakova	Cleaner
Mr Paul Newbury	Cleaner

## CHILDREN'S CENTRE

Clapham Children's Centre is adjacent to the school. 4Children manages Clapham Children's Centre and works with other professionals such as Health Visitors and Midwives to deliver a range of services and activities from this building. Within the building there is a large multi-use room to allow for one large meeting / play room and two smaller meeting rooms. Services will include:-

- An Information Point e.g. childcare information, school admissions process and Job Centre Plus
- Family Play Sessions
- Ante natal and post natal care
- Adult training with crèche facilities
- Citizens Advice bureau
- Baby massage
- Speech and language support
- Dietician and oral health advice

Christian Family Care will continue to develop services in line with community need and if you would like to get in touch with the Clapham Children's Centre Co-ordinator please call 01234 352074.or for more information visit <http://www.4children.org.uk/Home>

## **URSULA TAYLOR ACTIVE KIDS (Out of School Care)**

Active Kids opens its doors at 7:45am and offers breakfast and care for those children whose parents need to be at work. At 8.45 the children are taken by the staff to their classrooms. Active Kids is then in operation again from 3.30-6.00pm (5.30pm on Fridays).

Active Kids is housed in the Children's Centre where a large open plan area enables children to have access to a wide range of activities and resources. Easy access to the outside area enables children to make the most of our lovely grounds. An internal door links the Children Centre to the rest of school allowing safe transfer at the beginning and end of the school day.

Daily care also takes place for the first two weeks during the school summer holidays.

Further details regarding Active Kids is available from the school office.

## **SCHOOL HOURS**

8.45am	All children must be in school. The doors open at 8.45am and children may go straight into their classrooms. Before 8.45am no child should be on the playground unaccompanied.	
Lunchtime	Reception	11.45am - 1.00pm
	Year 1	12.00noon - 1.00pm
	Year 2	12.15pm - 1.15pm
	Years 3 & 4	12.30pm - 1.30pm
3.30pm	End of the school day	

At UTS we follow the term dates as determined by Bedford Borough Council Local Authority. The term dates can be found on our website: [www.ursulataylorschool.co.uk](http://www.ursulataylorschool.co.uk) (Information -> Term Dates)

## OUR SCHOOL AIMS

### Stay Healthy

To promote and encourage in all children, spiritual, physical, mental, social and emotional health in order to make positive choices about their lifestyle.



### Be Safe

To provide an environment in which children are protected from harm and neglect and feel cared for, whilst taking responsibility for their own safety and that of others.



### Enjoy and Achieve

To provide a stimulating, creative environment, based on Christian values in which children enjoy learning, develop their individual skills and confidence and fulfil their potential through a curriculum that is relevant, broad and well balanced.



## Contribute to our community

In partnership with the Church and motivated by our Christian values, we aim to provide opportunities for positive engagement with the community locally, nationally and globally.



## Develop Economic Independence

To work in partnership both with parents and the local community to lay a foundation which prepares children for their on-going education and contributes to their economic independence and emotional and social well-being in adulthood.

We implement these aims by:-

- Establishing a positive relationship with parents
- Providing a curriculum which is engaging, stimulating, enriching and demanding of high standards
- Creating experiences to meet the range of needs of our all our children
- Sharing information with parents
- Promoting the values of our school

## A VALUES BASED SCHOOL

**What are values?** Values are universally accepted principles that guide good behaviour. These values are based on the qualities that the schools consider its pupils to need to develop into good learners and citizens. As a Church school our Distinctive Christian Character is very important, and although we acknowledge that these Values can be seen as Christian, they are not exclusively so. We believe they are basic human values espoused both by people of other faiths and those with no faith.

**There are many core values such as** Respect, Peace, Love, Co-operation, Responsibility, Freedom, Honesty, Happiness, Simplicity, Unity, Tolerance, Humility. Independence, Forgiveness and Perseverance. The values we are focussing on for 2014/2015 are:  
Quality, Justice, Friendship, Hope, Thankfulness, Koinonia, Respect, Peace, Wisdom, Trust and Compassion.





**Each month we choose a new value** to focus on as a school. The Value of the Month is taught in Collective Worship and in class. Children are encouraged to live our values at all times, and rewarded when they do so. Each class has a Values wall and children put their name up when they have shown the value of the month. In Golden Assembly on Friday afternoons we reward children who have lived our values during that week. Parents are invited to attend this Assembly.

**What part do adults in school play?** Adults consistently model these Values and act accordingly.

**What part do parents play?** Through our newsletters we inform parents of the current 'Value of the Month', explaining what we will be teaching through Collective Worship and in Class. We ask all parents to reinforce these Values and give some simple suggestions for supporting children at home through the monthly 'take-home task'.

## TEACHING METHODS

There are ten classes within the school, two parallel classes in each year group, which are of mixed ability. Within each class learning and teaching are organised to reflect the varying abilities. We aim to ensure that teaching provides sufficient challenge to move children on whilst reinforcing previous learning. Most children will, at times, be placed in a group which will be targeted for a particular reason. These reasons will include reinforcement of such areas as spelling or number skills, as well as extending the learning of the most able.

Teaching staff plan together in key stages in order to ensure continuity and progression. We have an experienced and well trained teaching support staff who support individual children and groups in their learning under the direction of the class teacher.

## THE FOUNDATION STAGE CURRICULUM

Reception children follow the Foundation Stage Curriculum which supports children's learning and development from birth to 5 years (the end of a child's reception year). The Foundation Stage learning journey continues into Year 1 and when the child is ready s/he will continue with learning at Key Stage One and the 2014 National Curriculum.

The Foundation Stage curriculum is organised into seven areas of learning.

There are 3 'Prime' Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

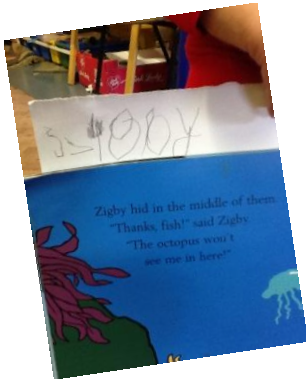
There are 4 'Specific Areas'

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

It recognises children as individuals and competent learners. These areas are not taught in isolation, and learning through play is crucial in making experiences meaningful and fun. Each half term children are involved in choosing a topic and this is the umbrella for all learning:

### **Communication and Language**

This includes speaking and listening in different situations and for different purposes, being read a wide range of books, learning the strategies to read simple texts and to write for different purposes. Children have opportunities to develop these skills in all areas of the curriculum and in their free choice activities.



### **Physical development**

Children have the opportunities to develop their skills of co-ordination, control, manipulation and movement. Children gain confidence in what they can do and learn the positive benefits of being healthy and active. Children have opportunities to work with small and large apparatus and handle a range of tools and equipment.



### **Personal, Social and Emotional Development**

Successful personal, social and emotional development is critical for young children in all aspects of their lives and gives them the best opportunity for success in all areas of learning. Activities are planned to promote emotional, moral, spiritual and social development. Much evidence is placed on the values of caring and sharing and respect for each other's. Children learn to be independent whilst understanding the necessity of listening to and following instructions.



## Literacy Development

This includes children learning from a programme of structured synthetic phonics, we use the DfE 'Letters and sounds' as our core scheme and then build in other learning opportunities from resources which we know are effective. Our Literacy work also focuses on developing children's finger strength in order to hold a pencil correctly and mark make. It time, this mark making becomes letters, graphemes and words. Literacy also includes ensuring our children are able to hear the sounds in words, through using a wide variety of nursery rhymes, sound games and activities. When children have gained their initial sounds they are started on our structured reading scheme designed to allow children to use phonics to develop their reading skill.



## Mathematical development

This includes counting, sorting, matching patterns, working with numbers, shape, space and measures. Mathematical understanding is developed through stories, songs, games and practical activities. The children are involved in number activities to develop the skills of recognition, form and counting. The Early Learning Goals are in line with the objectives in the framework for teaching mathematics.

## Knowledge and Understanding of the world

Children have the opportunities to develop knowledge, skills and understanding to help them make sense of the world. This forms the foundation for their later learning in science, design technology, history, geography and ICT. Children participate in activities based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision-making and discussion.



## Creative Development

Creative development enables children to make connections between one area of learning and another, thus extending their understanding through experiences in art, music, dance, role play and imaginative play. The children experience and respond to a variety of stimuli including instruments, tools, materials, pictures and music.



These seven areas are not taught separately: All areas are of equal importance and many of the activities will cover many of the areas.

The Foundation Stage curriculum is based on a series of 'stepping stones' which lead children to work within the Early Learning Goals in their reception year, signifying the progress in developing knowledge, skills and attitudes. Children are assessed regularly throughout the year against the 'stepping stones' and early learning goals.

A small part of teaching and learning takes place for the whole class. However, phonics, writing and numeracy are taught in groups, at a pace and learning style that is right for your child, child initiated activities are important and give practitioners the opportunity to assess and develop further children's knowledge, their social and language skills.

Parent/carer partnership is very important and we want to work closely with you to help your child develop to their full potential. We use the 'Interactive Learning Diary' to record and gather evidence about your child's learning.

## KEY STAGE 1 & 2 CURRICULUM

The curriculum for children in Key Stages 1 and 2 is based on the 2014 National Curriculum. Whilst we include all the requirements or attainment targets of the National Curriculum we always aim to provide a broad and balanced curriculum which stimulates and engages the children encouraging them to develop a lifelong love of learning.

A resume of each area of the curriculum is detailed below. Wherever possible we try to use topics from our history, geography or science to form a basis for much of our literacy, art and design, drama and music so that children are able to explore their topic in greater depth and make links



across the curriculum. Each term every year group chooses a topics through children learn the skills of literacy, art, geography and history., sometimes science.

A range of teaching and learning strategies are used, from role play and drama, research and investigation to the use of the Interactive Whiteboards and individual computers.

## **Literacy**

Speaking and listening forms the basis of all our literacy teaching as the spoken language is central to learning. A range of opportunities exist to enable children to listen carefully and with sustained concentration and to express themselves with clarity and purpose in an interesting manner using a wide vocabulary.

From Reception and Key Stage 1 children follow a structured phonics programme (DfE Letters and Sounds) to develop their reading and spelling skills. Individual, group reading or shared reading takes place throughout the week with children taking a reading book home each day so that reading can be practised and enjoyed at home. We also send a range of key words, sounds and spellings for children to practice to support their Literacy. Guidance is given to children so that their reading books are progressively more challenging, using books from reading schemes such as Oxford Reading Tree, Ginn and Big Cat and a range of other reading materials. Children also make extensive use of our well stocked library.

Throughout the school children learn to write in many different contexts and for a variety of purposes and audiences, such as stories, letters, accounts, explanations, poetry and plays. The skills taught include handwriting, spelling, grammar and punctuation, as well as the ability to be creative and to express themselves in a variety of ways.



## **MATHEMATICS (Numeracy)**

We aim to help children to develop a positive attitude towards mathematics by encouraging in them an ability to think clearly and logically, with an appreciation of the nature of number, space, shape and dimension. Above all we help each child to develop the skills of number, calculation, measures and data handling and how to apply these in practical situations. A daily numeracy lesson takes place in every class. Teaching is usually differentiated so that learning is directed

towards different abilities. Frequent assessment enables teachers to monitor children's progress and therefore to plan according to children's needs.

## **Science**

We aim to provide a curriculum which encourages children to adopt a scientific approach to learning and to acquire the skills of observing, testing, investigating and forming conclusions in their explorations of the natural and the man-made world. The curriculum is planned for the whole school in topics which enable progression of skills. Science is taught in a very practical way with children gradually being introduced to appropriate ways of recording their findings.



## **Computing (ICT)**

We aim to provide the children with the ability to use ICT as a valuable learning tool, both in its own right and as a means to support other areas of the curriculum. A well-equipped computer suite enables a whole class of children to work together. All classrooms and the computer suite have access to the Internet which the children are taught to use as a learning tool. Each classroom is equipped with an Interactive Whiteboard which has provided us with an effective and efficient resource for learning and teaching. We also have a selection of mobile devices for the children to use, ipods, ipads, cameras, 'Easi-Phones', remote control cars and laptops.

## **Art and Design**

Children are taught a range of skills to enable them to explore their own creativity. They also learn about the work of famous artists and the skills used in their work. This together with their own environment is used to encourage an aesthetic awareness and appreciation. We are also working towards achieving the Artsmark and Arts Award.



## Music

Children participate in singing and music making and learn to appreciate a range of forms and styles of music. Activities involve listening skills, singing together, rhythm, pitch, basic instrumental skills and composition. Children have the opportunity to be involved in performances given throughout the year. A choir meets weekly and performs in a variety of events during the year. Recorder groups also meet during the week. Currently individual lessons in violin, trumpet, guitar and piano are available to children.

## Drama

Drama lessons enable children to express themselves and interpret experience through movement, role play, mime and improvisation. Themes develop other curriculum areas. We also have a Christmas extravaganza where all children in the school take part in Nativity plays.

## Physical Education

Through the areas of dance, games, gymnastics, athletics, and outdoor activities we encourage the children to lead a healthy and active lifestyle, to develop teamwork and to enjoy being physically active. We have our own swimming pool which is used three times a week class by class during the summer term. A range of other extra-curricular activities are also on offer to both Key Stage 1 and Key Stage 2. These include football, netball, cricket, gymnastics, hockey, multi skills, creative dance and street dance.



## History

Learning about the past and the methods used to study it, helps the children to make sense of the world in which they live. They learn to sequence events and objects in order to develop a sense of chronology. Visiting speakers/actors, the use of artefacts and visits are used to promote first hand experiences and meaningful learning for the children.

## Geography

The children learn about the local environment and compare it with others on a national and international basis. They learn about physical aspects of geography and about the human impact

upon our environment. Learning is extended through visits within the locality and further afield wherever possible.

### **Personal, Social and Health and Citizenship Education**

The PSHCE in our school is mainly based on materials which help children develop skills such as understanding another's point of view, working in a group, persevering at things when they get difficult, resolving conflict and managing worries. The materials are organised into seven themes: New Beginnings, Getting On and Falling Out, Say No to Bullying, Going for Goals!, Good to be Me, Relationships and Changes. These areas are further enhanced in Collective Worship where themes are developed within the Christian context.

### **Religious Education**

The school follows the Bedfordshire Agreed Syllabus for Religious Education. This incorporates learning about religions and learning from religions. Children learn about the beliefs and practices of the major faiths in the world with the majority of time being given to Christianity. Visits to places of worship are part of the curriculum with much use being made of our local church.

In accordance with the 1944 Education Act parents / carers may request that their child(ren) be exempt from this area of the curriculum. Children doing so will be accommodated within another class for the duration of that lesson.

### **Design Technology**

Children learn to design and construct simple models using a variety of tools and materials as well as being able to develop their own creative skills within other curriculum areas. They explore and work with a range of materials including food, construction materials and textiles. They learn to use tools correctly and safely.

### **French**

All children in Years 3 and 4 learn French. Currently the school is fortunate to have weekly input from a specialist upper school specialist which is supplemented by the class teachers who have all been trained in the teaching of French. Activities to engage and enthuse the children take place such as French Day and the visit of a French theatre.





## **COLLECTIVE WORSHIP**

Collective Worship is central to all aspects of our school and is an important part of each day. Collective Worship is mainly Christian in character reflecting our Church Foundation, but does reflect a multi-faith society. The values of our school are explored through the Christian context together with the celebration of the different festivals and events of the church year. Children take a very active part in our worship through drama, role play and helping the leader. The Rev Stephen Liley, Vicar of St Thomas a Becket Church leads worship once a week. Our friends from Open the Book Christian Drama Group also lead Worship on a regular basis. The Headteacher, or other members of the teaching staff, lead all other worship. Prayers, singing and a time of reflection are all part of our worship time. Parents and carers are invited to join us every Friday when we hold our celebration assemblies.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

For many children there will be a time in their school career when they require additional support to address an individual need. This can cover a wide range of needs, from a small amount of additional group work on a short term basis to longer term provision to support very specific learning difficulties and needs. At all times parents are consulted, informed and supported, should it be deemed appropriate that any form of SEND provision is in their best interest.

As far as possible we believe in including all children in the curriculum and lessons that are taking place in their classroom, although there are occasions where groups or individual children are withdrawn to a quiet space for small group or 1:1 support.

Children are also taught in ability groups and are 'set' for Numeracy in Year 2 and Literacy and Numeracy in Year 3 and 4. In particular groups of 'more able' children will have time to develop their skills and talents through specially designed teaching and tasks.

A copy of the school's policy on SEND is available from the school office and also on the school website (Information -> Policies) Staff are more than willing to advise on any area of special needs and advice can be sought from the Special Needs Co-ordinator and the Headteacher.

## **EXTRA CURRICULAR ACTIVITIES**

The range of extra-curricular activities will vary from term to term. Besides the sports activities mentioned above clubs also include, recorders, cricket, Christian Club, Football, Construction, Cross stitch, Multi-skills and the School Magazine. We also have a very successful school Choir made up from Years 3 and 4. Our school choir has performed in the Ouse Valley Festival and with the Bedfordshire Choral Society in their Christmas Concert.



## RESIDENTIAL OPPORTUNITIES

For the last six years children from Year 4 have been able to participate in a three day residential visit to the Frontier Centre at Irthlingborough where many exciting activities are on offer.



## INFORMATION FOR PARENTS

The school is happy to allow parents access to their children's work and books. All parents receive an annual written report towards the end of the summer term, giving full details of their children's academic and social progress. In 2015 Year 2 children these reports will also contain results of the Key Stage 1 assessments. In the autumn and spring terms parents are invited to attend a consultation evening with their child's class teacher. However, should the need arise, parents may make an appointment to meet with the class teacher at other times. Parents receive information at the beginning of each half term about the expectations for each class of their children's learning during that term. The children in Foundation Stage have their observations gathered and uploaded on to the 'Interactive Learning Diary', parents are able to access this from home and see what sort of things their children have been doing at school. We hope to roll this system out into the whole school in the future.

## CHARGING POLICY

Charging is permissible for the following areas of activity:-

'Activities which take place wholly or mainly outside school hours, but which are not provided as part of the syllabus for a prescribed examination and are not required in order to fulfil statutory duties relating to the National Curriculum or to Religious Education'.

Charging for day trips and the like will be sought in the form of voluntary contributions with the proviso that, where sufficient contributions are not raised to cover the whole cost of the trip or visiting speaker / group without resource to subsidy, then the school reserves the right to cancel such a trip or visit.

This policy has been agreed by the governing body. The Charging and Remissions policy is available on our school website (Information -> Policies)

## SEX EDUCATION

Sex and Relationships Education is the learning and teaching we offer to the young people in our school, helping them to understand their own and others' feelings and bodies and to develop skills for relationships and informed decision-making. SRE is delivered within a broad and balanced programme of health education, supporting them in learning about different faiths and cultures underpinned by values promoting equality and respect. Our policy for Sex and Relationships Education is available on the school website. (Information -> Policies -> SRE)

## HEALTH

We aim to give children an awareness of the need to care for themselves. We would discuss, for instance, the need for a healthy diet, personal hygiene and exercise. The school nurse regularly visits school and is available to discuss specific concerns with parents if requested to do so.

Head Lice – regrettably this does occur. There are no checks made in school and indeed staff cannot inspect children's hair. Parents are strongly advised to check their child's hair and scalp regularly and thoroughly. School has an assortment of written advice it can provide. Please do ask for advice. All enquiries will be treated in confidence.

## SAFEGUARDING OF CHILDREN

At Ursula Taylor we take our responsibilities towards Safeguarding our children very seriously. We have a detailed policy and audit system to ensure we keep up to date with the latest guidelines and requirements and that we are doing all we can to keep our children safe from harm. Every school is required to follow a set procedure in cases of suspected child abuse. The school refers concerns to the Social Services department for further investigation. This procedure is intended to protect children. When a school refers a concern about a pupil to Social Services it is not accusing the parents, but requesting that further investigation take place to establish whether a child is at risk. Our Safeguarding Children policy is available on our school website. (Information -> Policies)

## MEDICAL CARE

A record is held in school of contact addresses (both home and work) and appropriate telephone numbers (where available). We also request that in addition, *all* parents provide an emergency contact address and telephone number. ***Please ensure that you provide us with full information for this purpose and that all changes of address and telephone number are reported to us without delay.*** Minor accidents etc are dealt with at school. Where a child has a more serious injury, or is sick, the parents or emergency contact will be sought without delay.

## **Routine Medical Care**

A medical assessment is offered for each child during their first years at school - Year R/1. Where necessary, follow up checks are instigated. Within the first two years at school all children have their hearing and vision examined.

Staff are not allowed to administer medicines to children. Children who require medication should be referred to Headteacher. Asthmatics may, of course, bring inhalers to school. Asthma inhalers (clearly marked with the child's name and class) should be kept in a safe place in the classroom. Any child who requires an inhaler, epi-pen or other medicines will have a Care Plan in place. This care plan is written in partnership with the staff and parents and is updated annually, or as necessary.

## **COMPLAINTS PROCEDURES**

### **Complaints about the Curriculum and Religious Worship**

The complaints procedure policy document is available for inspection on the school website. (Information -> Policies) A copy will be given, if desired, to any person wishing to make a complaint under these arrangements.

Where possible there should be a preliminary informal discussion with the Head Teacher, or other appropriate school staff, to see if the complaint can be resolved without recourse to the formal procedure.

If the complaint cannot be resolved informally the complainant should write either to the Clerk to the Governing Body at the address given on page 1 of this prospectus.

## **OFSTED**

Ofsted inspected our school in December 2011. A full copy of the report is available on request or can be found on our website (Information -> Inspection reports) or on the Ofsted website.

## **HOMEWORK**

Key Stage 1 children are expected to do about one hour of homework and Key Stage 2 children about one and a half hours per week.

Children will take home a reading book on a regular basis. It would be helpful if parents could encourage them to read for about 10 - 15 minutes each evening.

Children, from Year 1 onwards, will have a weekly word list / Sounds to practice to enhance their skill with reading. There may also be lists of key spellings for children to practice. A half termly numeracy target is also sent home at the beginning of each half term. Again, we do encourage you



to give your time and effort to support your child. All help given by parents really does pay dividends for the children.

Children will take home learning projects connected with various topics. Whilst there is no compulsion to complete these you are encouraged to give your support and assistance. The children are encouraged to bring things into school that relate to their topic and all children's work is displayed in their classrooms. It is very important that we share and value the contributions made by our children.

## **ABSENCE**

School is required to report the rates of Authorised and Unauthorised absence of pupils of compulsory school age each year. This covers the period from the start of the school year i.e. September to the end of May. Parents must contact early in the morning if the child is going to be absent. Should parents wish to take their child out during term time for a holiday the absence will only be authorised if there are exceptional circumstances for taking the holiday at that time (this does not include cheaper holidays). Our Attendance policy is available on the School website (Information -> Policies)

Children's attendance is monitored by the Attendance Managers, (Miss Daley and Mrs Morrall) and also by our Educational Welfare Officer. If a child's attendance drops below 85% this is termed 'persistent absenteeism' and a parent contract may be drawn up to increase the percentage. In September 2015 the percentage will increase to 90%.

## **MEALS / PUPIL PREMIUM**

All children in Foundation, Year 1 and Year 2 are entitled to a free school meal through the 'Universal Infant Free School Meals' Government initiative. Year 3 and 4 children, are, of course invited to have a school meal, at a cost of £2.15 a day.

Children who do not want a hot meal may bring a packed lunch. We ask that parents endeavour to provide a healthy packed lunch, no fizzy drinks, sweets or chocolate (other than a chocolate coated biscuit).

If you are in receipt of Income Support/Job Seekers Allowance you will qualify for provision of a free school meal for your child(ren). This entitlement is called 'Pupil Premium' and for every child who qualifies for Free School Meals through the criteria, we receive £1320, to use to support your children's learning and ensure they are able to access all aspects of the curriculum. At Ursula Taylor we use the 'Pupil Premium' for a wide variety of provisions. For more information, please see our school website, where you will be able to read our Pupil Premium Policy and also the Impact report from 2013/2014.

**Please do register with the office if you are entitled; all enquiries will be treated in the strictest confidence.**

## SCHOOL UNIFORM

Parents are encouraged to support the provision of the school uniform - the colour is red. Parents can order uniform through the School Office.

Please note items marked \* are readily available at competitive prices from chain stores and children's outfitters and therefore school does not offer them for direct sale.

Sweatshirts and Sweatshirt cardigans - embroidered with the school badge (Plain red cardigans/jumpers are permitted - they do not have to be embroidered.)

White / Red polo shirts - embroidered with the school badge (Plain white or red Polo shirts are also permitted)

- White blouses and shirts \*
- Grey trousers, skirts and pinafore dresses \*
- Red/white gingham dresses for the summer \*
- Sensible black school shoes\*

For PE we ask that all children be equipped with a white T shirt and black or dark blue shorts, plimsolls or trainers. During the winter your child will require a tracksuit for outdoor PE.

We trust that all parents will support our school uniform. It contributes to a sense of belonging and fosters a feeling of pride. From time to time school is able to offer pre-worn but good condition uniform. We are always grateful to receive any outgrown or unwanted items that are in a saleable condition. The proceeds from the sale of used uniform goes towards school funds.

**We ask that all items of clothing are clearly named.**

Full details of our uniform policy are available on our school website (Information -> Policies)

## BOOK BAGS

We would ask you to ensure that books are carried in a flat bag and respected and cared for. School Book Bags are available from the school office. Please **do not** allow anything other than books, papers or letters to be placed in your child's book bag. Loss/damage of books and reading books *must* be paid for under all circumstances.

## EQUAL OPPORTUNITY STATEMENT

The staff and governors of Ursula Taylor C of E School have a strong commitment to a policy of Equal Opportunity. This includes issues of race, gender, religion and health.

We encourage children to develop attitudes of understanding and respect towards one another. In part this is achieved by learning about different cultures and backgrounds.

We acknowledge all the different strengths and values within our school community and so encourage the children to develop their own positive identity. We are aware of the need to constantly monitor and evaluate our approach.

We believe in positive intervention and we expect governors, parents and the wider community to be actively involved in helping us to implement our policy.

### **DISCLAIMER**

All information was valid at the time of printing. It would be wrong to assume there will be no changes affecting either the arrangements generally described in this prospectus, or in any particular part of it, before the start of the school year or in subsequent years. Any anticipated changes have been included as part of the text.