



Windlesham Village Infant School

Futures are created where learning begins



Welcome

Deciding on the infant school that your child/children will attend is an important decision because you will be helping to lay the foundations for a lifetime of learning. It is important that the school has a caring and happy environment, so that your child's individuality can be recognised and so that they can be both encouraged and challenged.



At Windlesham Village Infant School we believe in setting the highest possible standards in everything that we do. We plan and tailor the learning for each child and involve them in a wide range of experiences. We aim to make the school day exciting and energising-and yet set clear boundaries within which the children can explore and develop vital social skills. We strive to develop respect amongst our children; respecting difference, respecting others and respecting themselves.

These are important values to hold but our overriding aims are simple; we want each child to develop a love for learning and have the confidence to shape their lives as they wish and reach their potential. We are proud that our school is seen by the children as a safe, fun place to be where they feel valued and nurtured.

In 2018 we formed The Alliance Multi-Academy Trust, TAMAT, with Connaught Junior School, Crawley Ridge Infant School, Crawley Ridge Junior School and Holy Trinity Primary School.

The Alliance Multi-Academy Trust (TAMAT) brings together local, like-minded schools within collaborative reach to achieve even greater outcomes for every child than would be individually possible. We place learning at the heart of our communities. We pool our resources to deepen and nourish the education of all. We aim to improve the life chances of all our children, by helping them develop wisdom, hope, a sense of community and dignity.

Each school's unique ethos and values, whether secular or faith, are strengths to be celebrated and enrich our Trust. Fundamental to all schools within our alliance is a belief in a child-centred approach to education and a commitment to raising the aspirations, achievements and well-being of every one of our children, our staff and our communities.

Thank you for your interest in our school. I will be very happy to give you a tour of our school and answer your questions about our approach to teaching and learning.

Mrs Ezzard
Headteacher

Mrs Ezzard



Our Vision:

Futures are created where learning begins

What that looks like for children

We want school to be a creative, interesting and fun place they want to go to everyday. We aim to give children a happy introduction to education; a warm, secure, encouraging and nourishing environment which provides new learning experiences. With a holistic, inclusive and fair approach we will support the children as they develop their understanding of the world around them and where they fit, reflecting the society in which we live today, and that of tomorrow. We aim to provide an all-round education which encourages the children to act independently, to be positive, to be prepared to make mistakes and learn from them, finding their strengths as they grow.

What that looks like for parents and carers

We expect school to be a happy, safe, supportive and inclusive environment for all. Children will be well taught so that they make excellent progress and are engaged in their learning, regardless of their individual starting points. We will provide a broad curriculum which provides enrichment and challenge so that the pupils have a great start to their school career and leave with happy memories, ready for the next stage. We will work with parents and carers in collaboration. We work closely to optimise transition across educational phases and maximise learning opportunities.

What that looks like for staff and governors

We aim for Windlesham Village Infant School to be an enjoyable, inspirational and motivational place for children, their families, the wider community and those of us who work here! We offer a supportive, caring environment which allows for growth. We work as a team, sharing good practice, celebrating success and supporting development. We trust each other, we are honest with each other, respect each individual and share the same mission of educating the whole child so that each pupil makes pleasing progress across the curriculum and in their social, emotional, moral and cultural development.

About our school

We are a two-form entry infant school, meaning that we have a Published Admissions Number of 60 in each year group, with two classes in each year. Our pupils range between 4 and 7 years old and attend our school for Year R, Year 1 and Year 2. Staffing is stable with a close-knit team committed to nurturing the children in our care.

happy
confident
motivated
learning
team
positive
respectful
included
creative

Our teachers are recognised for their commitment to high-quality teaching and learning. We are fortunate to have a dedicated Learning Assistant team who work closely alongside the class teachers, working with small groups of children to support learning.

Our school is well-resourced and we strive to use our outdoor spaces to support learning, including our pond area, all-weather surface, outdoor classroom, field and copse. We understand that young pupils learn through being active and immersed in first-hand experiences; we incorporate this approach into our daily teaching. We have held the Basic Skills Agency Quality Mark for over ten years; recognition for how well we teach phonics, early reading, handwriting, spelling, punctuation and early maths concepts. The Quality Mark acknowledges our partnership with parents and carers in teaching our children these fundamental skills in the early years of their school careers.

Learning extends beyond the formal school hours and we are pleased to offer extra-curricular activities such as Karate, Musical Theatre, Dance, Football, Gymnastics, Club Energy, Tennis (seasonal) and French lessons. We invite external speakers and groups to the school to enrich our learning and these include theatre and dance groups, authors, poets, artists, healthcare professionals, teams from the emergency services and the armed forces. We get involved with community events, such as Remembrance Day services, and in charity events, such as Sports Relief and Children in Need fundraising days. Educational Visits support our learning in the classroom and these have included visiting our local church, farm parks, Painshill Park and outdoor pursuits centres. We request voluntary contributions for some activities whilst ensuring that no child is excluded because of an inability to contribute.

School Council

Our school council is formed by representatives from each class in Years 1 and 2. Children write a letter of application to our Deputy Headteacher and those chosen meet throughout the academic year; they share their ideas and concerns and we involve them wherever possible with our plans for the school. They represent the pupils at events, host events and act as advocates for their class. Recent activities have involved them hosting "Cake and Play" events for pre-schoolers and running the chocolate tombola at the school fair.

Local Academy Board

We benefit from the commitment of our governors, who offer us a range of skills from different backgrounds as parent governors and co-opted governors. The focus is on holding the school leadership team to account and working to support the team so as to improve outcomes for children. The governors are an integral part of our school improvement cycle, developing strategic plans and monitoring progress against action plans.

Our Local Academy Board has 10 members and our Deputy Headteacher is "in attendance" at each meeting. We are supported by a Clerk and meet twice a term. Our Business Meeting oversees Finance, Personnel and Premises; our Children and Learning Meeting oversees pupil progress and attainment, pupil welfare and well-being and safeguarding.



In partnership with parents

A successful school requires a positive partnership between the school, the children and their families and other stakeholders.

Induction

For those preparing to start school in Reception, we offer a Home Visit; this enables the class teacher to meet the family in the setting where the child feels safe and secure. This is soon followed with an Induction Visit, where the families attend an event at school and the children visit their teacher in their new classroom for an hour. An evening meeting for parents/carers allows us to explain our approach and encourage our new families to network. Our new pupils live throughout Surrey Heath and we liaise with local nurseries and pre-schools as we prepare for our new pupils. The school year offers a staggered intake, meaning that each class begins school over 3 days and build up to full-time attendance in the third week of the term. We find that this induction process enables the children to make the most successful start to school and settle quickly.

Some of our pupils join us during the academic year; our pupils are always excited to welcome new classmates and we support the family so as to ensure a smooth transition. Families often comment on how welcome they are made to feel by the school community.

Helping your child at home

Starting school raises many questions by parents about how best to support their child. For us, a child's readiness for school centres around the social and emotional aspects; experience of playing as part of a group, listening to instructions, sharing toys and equipment, taking turns and having self-help skills are really important.

In Year R, we hold a Parents' Workshop to explain our approach to teaching, with a focus on early reading, phonics, handwriting and early number. We talk through how parents can help to support the learning that has happened in school. We are committed to 'Home Learning' and we encourage parents/carers to share a book with their child/children each day and listen to them read. Additional Home Learning is flexible, so the family can decide how much they complete. Parents/Carers can "Meet the Teacher" at the beginning of the Autumn Term so that we can explain how the class operates and how to support at home. Topic Webs are shared with our families to inform them of the learning we have planned for the term.

Parental involvement in school

Children thrive on the interest that parents/carers show in their learning at school and we see evidence of this daily. We value the help and support we get from parent helpers in the classroom, as this can bring a different set of skills and can enable the teacher to plan for smaller work groups. Some of our parents are able to volunteer regularly in class to listen to children read, support learning in groups, help in an art lesson or prepare resources. Other parents help occasionally, when we go on a local walk, or hold an event, or support the PTA when they are able.

In the Spring Term we invite our parents/carers to join their child for a lesson; this gives parents/carers an opportunity to work with their child/children and offers an insight into what lessons look like for pupils. Each Class operates their 'Family Learning' session on a different day.

Friends of Windlesham Village Infant School, FOWVIS.

We are extremely fortunate to have a strong, dedicated group of parents/carers who plan and organise social and fundraising activities. Money raised in the past has provided the school with new resources such as computing equipment, maths books, maths manipulatives, play equipment, books, an outdoor shelter and bikes for Year R. Our calendar of activities varies from year-to-year, but popular events feature fairs, Fireworks Night, Easter Egg Hunt, Dad's Camping and supporting the children's Christmas Party. Class Reps organise social events outside of school for parents/carers and these include coffee mornings, meals or drinks out.

In partnership with others

Our relationships with other schools are strong, particularly with pre-schools/nurseries and with our local junior schools. Many of the children entering our Year R classes attend local early years settings and we work with their teams to ensure a smooth transition to our school.

At the age of 7, at the end of Year 2, the majority of our children move on to Year 3 at either Connaught Junior School in Bagshot or Hammond Junior School in Lightwater; a minority of our children move to the private sector or, if they live further away, a junior school nearer to home. We ensure that we prepare the children gradually for the transition to their next school. Before the end of the summer term, staff from the junior schools visit us at Windlesham and the children visit their new school.

Our staff network with other schools within Surrey Heath, so that we can share best practice and work together on initiatives. We work closely with our TAMAT partners to improve outcomes and opportunities for children across the five schools. We see our schools as a strong part of our local community and take an active role in local events wherever possible.



Curriculum

We follow the Early Years Foundation Stage Curriculum for Year R and the National Curriculum for Years 1 and 2 (Key Stage 1). We teach these subjects through topic themes each term, making links with other subjects and immersing ourselves in the theme. We believe that children learn best when they enjoy, are engaged with and are challenged by the learning activities that they do.

Children make continued progress in learning with good planning, high quality teaching, informative assessment and record keeping. We set targets and monitor and track children's progress. Teachers assess children's attainment individually, in groups and as a whole class. Children's work is sampled and assessed on a regular basis. We look to enrich the curriculum with themed days and weeks, such as Maths Problem Solving Day, Arts Week, Book Week and Sports and Health Week. We like to learn outside wherever possible.

Early Years Foundation Stage

Year R follows the Early Years Foundation Stage Curriculum. It covers three prime areas of learning: Communication and Language; Physical Development; Personal and Emotional Development. In addition, four specific areas are English, Mathematics, Understanding the World and Expressive Arts & Design.

The children learn through a combination of carefully-planned individual and group activities, which may be led by the teaching staff or child-initiated. The children learn outside each day and we look to challenge the children as they play. We follow the 'Letters and Sounds' program to teach Early Phonics, Reading and Writing. Early Maths focuses on number, shape, space and measure.

English

Children are encouraged to develop their ability and confidence to speak, listen, read and write across a range of contexts and for different audiences. The children have a Talk Partner for class discussions and paired activities. We talk through ideas to prepare the children for their writing.

Daily phonic sessions follow 'Letters and Sounds' program, with the use of Jolly Phonics and Phonics Play to make these sessions interactive and engaging. We teach cursive handwriting throughout the school. All children are encouraged to produce quality written work in line with age-related expectations, to write grammatically correct sentences and to develop strategies to help them spell and structure their work correctly. We write for a range of reasons across all the subjects of the curriculum.

We look to create a long-lasting love of reading and have a well-stocked library which we use regularly. We follow a banded reading scheme which offers a range of genres, so as to encourage a varied reading diet. Every child takes a reading book home each evening to share with parents/carers.

Mathematics

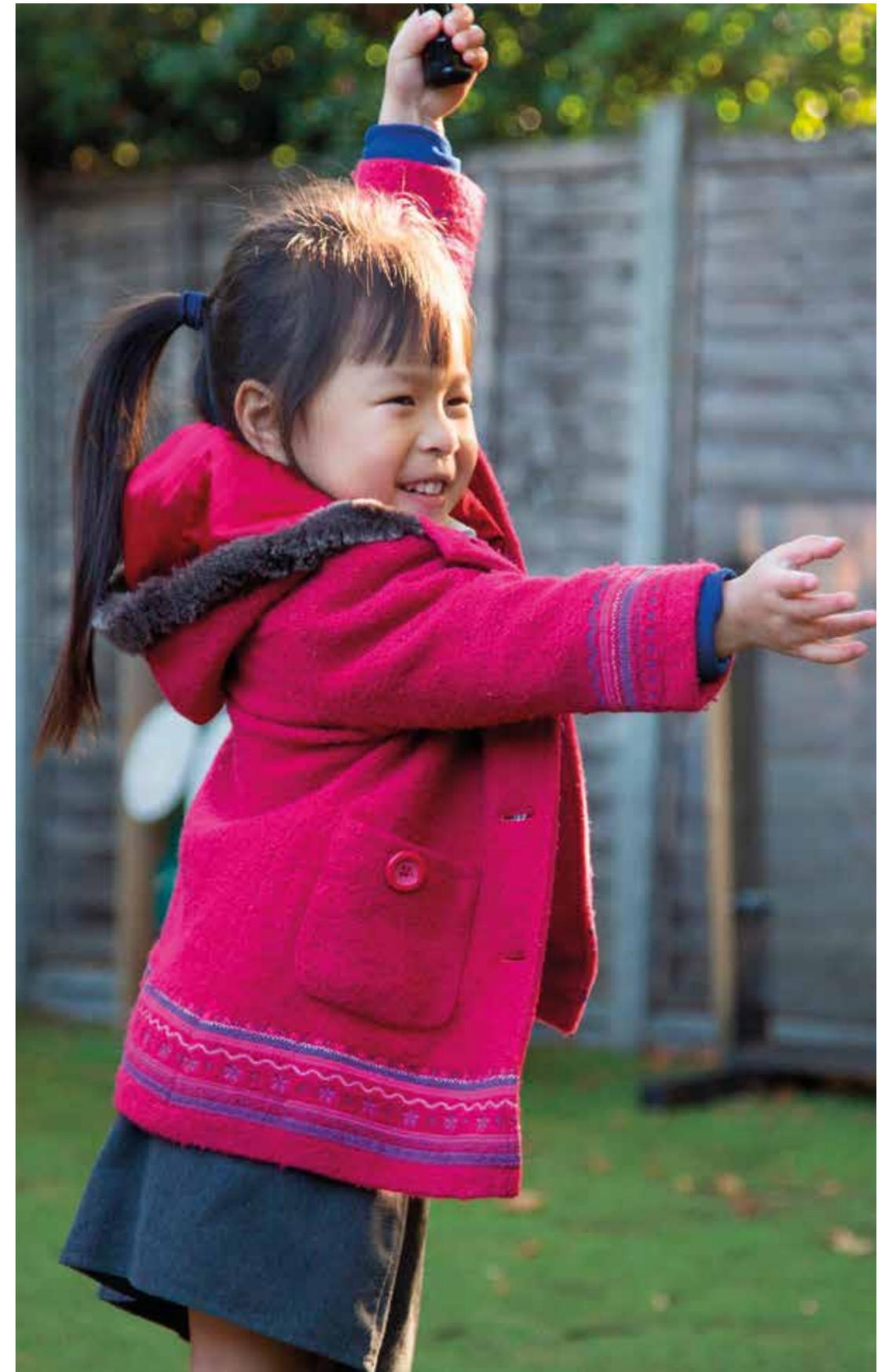
We want all of our children to be confident and effective in their mathematical skills.

We understand that the learning of mathematical concepts must have meaning and purpose for children; all of our mathematical activities have strong practical foundations where children use manipulatives to practice skills and develop their mathematical reasoning. Children need to work through concrete experiences before moving on to pictorial representations.

We follow the Maths Mastery approach. Children are supported to develop maths fluency and their ability to reason about number, shape, space & measurement and recognise pattern, along with predicting and being able to apply problem solving in different contexts.

Science

Science at our school means exploring, discovering and investigating the world around us.



We offer a broad range of experiences to help the children learn to observe, compare, classify and predict. The skills of estimation, measurement, creating and testing hypotheses, as well as the interpretation and communication of information, are developed. The children are encouraged to question and develop attitudes of perseverance, cooperation and open-mindedness.

We are fortunate to have an environmental area including a pond, copse and large field; we make use of these throughout the year to explore different themes.

Computing

Children at our school have access to computers in all year groups and use them confidently to support their learning. Each classroom has an interactive whiteboard.

We teach computing as a separate lesson as well as using laptops, iPads, programmable toys and class computers to enrich teaching and learning across the curriculum. Online learning resources, such as Phonics Play, enhance our lessons.

Whilst children are taught how to access the internet, we teach E-Safety, ensuring that our network is screened and filtered. Children are carefully supervised so that we can protect our pupils whilst online in school. We get involved in Safer Internet Day each year and involve our families wherever possible.

Arts

We teach Art, Design Technology, Music and Drama throughout the curriculum.

We find that music plays an important part in our school day and children are encouraged to enjoy all aspects of music and dance. Children create their own compositions using rhythm, atmosphere, pitch and notation using a wide range of percussion instruments available.

Our children take part in annual Christmas performances and Year 2 children perform in our summer term Extravaganza.

Children experience different approaches to art; throughout, they are taught about visual and tactile elements. An appreciation of the work of artists is introduced through a variety of styles. Arts Week allows for quality input and experiences.

Design technology focuses on planning, designing, making and evaluating a wide range of objects. Activities enable children to tackle practical tasks and draw on their learning from across the curriculum. Children are encouraged to find solutions to problems and improve existing designs by investigating them and developing, drawing and modelling their ideas.

Activities include cooking, sewing, making models and construction.

Humanities

We learn about history to develop our understanding of the passing of time, how the past can impact the future and the chronology of events. We learn about significant periods in history, such as The Great Fire of London, famous people, such as Tim Peake, and how things have changed over time, such as toys.

We learn about geography by stimulating an interest in the world around us and talking about places we have travelled to. We compare these places to where we live and our local area. We learn about continents, countries and their geographical features.

Religious Education

We follow the Surrey Agreed Syllabus for Religious Education and teach the children about a range of faiths and beliefs. Children are introduced to aspects of religion and religious ideas through everyday experiences. Our daily assembly provides an opportunity for reflection and we use this time to explore moral values and develop an appreciation of different viewpoints and creeds. We celebrate a range of religious festivals, particularly those pertinent to pupils in our school, whilst recognizing that not all of our families profess a faith or gather to worship.

Parents/carers have the right to withdraw their child from religious education and specific acts of worship, after discussion with the Headteacher. We strive to be inclusive and acknowledge sensitivities.

Physical Education

This is an important part of the curriculum, developing children's physical literacy and confidence. They take part in three aspects of physical education; games, gymnastics and dance. Ball skills are developed to introduce team games. We look to provide opportunities for competitive sports as well as emphasizing practicing individual skills. Sports and Health Week allows us to experience a range of sporting activities, which have included African Dance, Yoga, Zumba, Golf and Tennis. Sports Day includes a team event for all children before races on the athletics track. After-school clubs offer Karate, Football, Gymnastics, Dance and Multi-Sports.

Personal, Social and Health Education

We are committed to helping our children to become well-rounded individuals who are thoughtful, sensitive and critical thinkers. We create opportunities for children to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

At Windlesham Village Infant School we adopt and provide a values-based education for the children. We work on developing principles that guide children's positive attitudes and behaviour, which will, in turn, support them in becoming citizens and develop them into self-disciplined, active learners.

We have six school values and focus on one each half term. This means that over the time the children are at our school, each child is introduced to, and gets an understanding of, the core values that will set them up for life. These values live through the behaviours that we encourage and that the staff model at school. We bring them to life through the children helping to create a definition of each one and deciding ways in which they can demonstrate it at school, in the community and at home.

Autumn Term 1 - **Respect**

Autumn Term 2 - **Friendship**

Spring Term 1 - **Happiness**

Spring Term 2 - **Courage**

Summer Term 1 - **Cooperation**

Summer Term 2 - **Appreciation**



Assessment

At school entry in Year R, the teacher completes a baseline assessment and progress from this starting point is mapped throughout the year. Our assessments are based on observing the children in their play and in completing specific tasks. At the end of Year R we assess to what extent each child has met the Early Learning Goals.

In Year 1 and 2, formative assessment is carried out regularly so that we can evaluate children's learning of key skills and concepts; this informs our planning of the next steps in learning. We use questioning, observation and marking to inform our judgements which enable us to reinforce areas of weaker learning. We use intervention groups to support our learners and this includes pupils who are 'fast graspers' of new concepts. We set targets for each pupil which we share with the children and their families, so we are all clear about the next steps for learning.

In June in Year 1, all children complete the Department for Education's Phonics Screening Check with their teacher. As the children reach the end of Key Stage One in the summer of Year 2, we finalise our Teacher Assessments against the end-of-year expectations and submit these results to the Department of Education. These judgements are included in the end of year report for each pupil.

We evaluate our performance with our Local Academy Board on a regular basis and consider the impact of our initiatives on outcomes for children.

Special Educational Needs and Disability.

We are an inclusive school. We believe that all children are to be given an equal opportunity to reach their potential regardless of gender, ethnicity, background or disability, and that no child is treated less favourably than others. Children receive additional support to ensure that they are able to access our exciting curriculum and make progress.

The school follows a programme of intervention depending on the needs of the child and, where a child requires support from professionals outside of the school, a Pathway Plan is written. We enjoy strong working relationships with an external multi-professional team and seek the advice and support of speech therapy, occupational therapy, physical therapy, behaviour management, language support and educational psychology. This work is led in school by our Special Educational Needs Coordinator (SENCo). Regular meetings are held with parents/carers and relevant professionals to review plans that are put into place.

Our Accessibility Plan ensures that we arrange training and development for all of our staff, so that they may understand how to adapt their teaching and cater for different learning needs within lessons. The Plan also includes our intentions to constantly review and improve upon the access to the school for those with mobility issues.

Pupil Premium

The school receives additional funding for eligible pupils from lower-income families. We use this funding to provide additional Learning Support in the classrooms.

Service Premium

The school receives additional funding to support pupils from families who serve our armed forces. "Sunshine Club" offers a nurture programme to support these children, particularly when a parent has been deployed or the family are preparing to move because of a change in posting. Sunshine Club takes a lead role in planning our annual Camo Day.

The School Day

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| 7.45am – 8.30am | Breakfast Club |
| 8.30am | School doors are open for children and welcomed by their class teacher |
| 8.40am – 12.00noon | Morning session (Break time is at 10.30am) |
| 1.00pm – 2.55pm | Afternoon session |

Doors open at 8.30am for registration with the class teacher at 8.40am. There are two areas to drop-off and pick-up your child at school; Year R and Year 1 children arrive and leave school via the front entrance and Year 2 children use the back entrance.

Mid-morning all children are offered a healthy snack and drink followed by a short break in the playground.

Lunchtime is from 12.00 noon - 1.00pm. Cooked school lunches are prepared in our own kitchen or children can bring packed lunches from home. Free play takes place after lunch and before the afternoon session begins.

Parents/carers should collect their children from the correct pick-up area at 2.55pm.

Punctuality and attendance

We believe that children get the most out of school-and the opportunities it offers-through consistent, regular attendance and being on time each morning. Prompt arrival at school is a positive life skill to acquire and we encourage our families to ensure that their child arrives at school ready to begin the day with time to settle. At the end of term, we celebrate and reward those children with 100% attendance with a certificate.

Holidays must be taken during the school holidays. Leave of absence can only be authorised by the Headteacher in exceptional circumstances. Unauthorised absences and persistent absence may result in parents/carers being issued with a Penalty Notice and fine.

Behaviour

Good behaviour and pleasant manners are rewarded at our school within the classroom, during lunch and during our weekly celebration assembly. The children are involved in the writing of school rules and the emphasis is on mutual trust and respect for others. Bullying is not tolerated and children are encouraged to tell staff about any incident that is seen as emotionally or physically threatening. We encourage friendship and inclusion, showcase positive behaviour and foster responsibility.

We find that, for the most part, children live up to the high standard of behaviour they know we expect of them. Our approach is firm and positive. Should there be any verbally or physically aggressive behaviour, we speak with all those involved, emphasising the hurt caused. All our staff are alert to unacceptable behaviour whether in the classroom or playground.

School Uniform

We expect all children to wear our school uniform: we believe that this not only fosters a sense of belonging and unity, but helps children to take pride in both their school and their appearance. The school colours are blue, white and grey. Families decide when to wear winter or summer uniform, which can be ordered from Kidz-Biz, a local company and FOWVIS regularly run second-hand uniform sales.

Our Commitment

At Windlesham Village Infant School, we know that our parents need to be comfortable with, and confident in, our approach and our policies which we renew annually with our Local Academy Board and are available to view on our school website.

Health and Welfare

The welfare of our children is paramount. Health and safety inspections and fire drills are carried out regularly and adapted for those who are less mobile. All staff are trained first-aiders and this training includes auto-injector adrenalin pens and inhalers. We have earned a reputation as a nurturing school and look after the children in our care.

Safeguarding Children

We have a duty of care to ensure that our children are safeguarded from the risk of abuse. The school has policies and procedures in place to ensure that appropriate action is taken with the aim of making sure that children are kept safe at home and at school. If we suspect any form of abuse we shall report our concern to Children's Services. All staff and volunteers hold a DBS check to prove that they have been deemed safe to work with children.

Equality and inclusion

Our approach to inclusion can be seen in the way we teach, instil and recognise a core set of values. As part of this we discuss differences between people and the positive aspects of difference. We believe that all children, parents and staff have the right to equal opportunities in school life, irrespective of culture, gender, ethnicity, religion, physical, emotional, intellectual or behavioural difficulties. Respect for others is key to our approach.

Communication

Parents and carers are our partners in the education of the children and we strive to ensure that they are informed of school events and any changes to our daily operational arrangements. A weekly and monthly newsletter seeks to keep families up-to-date.

Teachers greet the pupils at their gate each morning and dismiss them every afternoon. This means that parents/carers have the opportunity to talk informally with teachers on a daily basis and we are willing to meet with parents/carers when they would like to discuss a concern; we encourage parents/carers to make an appointment to allow a more focused and private conversation. Parents' Consultation evenings take place in the Autumn and the Spring Terms, with the annual written report sent home in the Summer Term.

Issues and complaints.

We hope your child will enjoy coming to school and that as a parent, you will be happy and satisfied with your child's education.

Should you have any concerns or problems, please let us know. We find that most concerns and difficulties can be resolved through informal discussion with the class teacher. However, if this is not the case, the issue should be referred to the Headteacher. We will attempt to offer solutions to help with the problem or issue. If you feel that a complaint has not been handled satisfactorily by the school, you may wish to make a formal complaint. Details of the procedure for doing this can be obtained from the school office.

Data Protection

Schools hold information about the children in order to inform and monitor the education we are providing, as well as to meet specific needs which the child may have. Within the school we use the information to support teaching and learning, provide appropriate pastoral care, monitor attendance and progress and report on these. We are required to submit data to the Local Authority, to another school where a child is transferring their education or to the Department of Education.

Admissions and next steps

Admissions

Most of our pupils live in Windlesham, Lightwater and Bagshot, though plenty of pupils live further afield in Camberley, Frimley, Bracknell, Ascot, Chobham, Deepcut, Sunninghill and Sunningdale. In the last few years, all those who have applied to our school have been offered a place. If the school were to be over-subscribed, our admissions criteria are:

1. Looked-after, and previously looked-after children
2. Exceptional social/emotional need
3. Children who will have a sibling at the school at the time of admission
4. Children for whom the school is the nearest to their home address
5. Any other applicant

Surrey Admissions team processes our applications and this includes in-year applications. Further details are available on our website and at www.surreycc.gov.uk/admissions

Starting School

All children start school at the beginning of the academic year in which their fifth birthday falls. Prior to starting, we offer a Home Visit, an Induction Evening for Parents/Carers and an Induction Visit for pupils. Children begin school on a staggered basis during the first week of the Autumn Term to allow time to start in smaller groups, helping the children to adjust and settle more quickly. We build up to full-time attendance in the third full week of school.





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