

Wellington School Prospectus



Our Mission Statement

Our mission is to ensure that Wellington School is a place where discovering and learning together is a reality, and where high quality learning experiences are accessible to all members of our community in order to provide the best possible education for our children.

Our Aims

Each child will develop a lively, enquiring mind and become an effective life-long learner.

Each child will 'Aim High' and develop good working practices in order to achieve the highest possible standards both academically and socially.

There will be an ethos where all members of our school community feel valued and understand that 'Learning Together' is the best way to support our children.

Each child will understand the role they play in affecting their immediate environment and how this relates to the wider world.

Each child will take responsibility for their own actions and develop a supportive and cooperative respect for each other.

Each child will formulate their own opinions and have the confidence to voice them so that they may participate in the decision making process and contribute to the work of the school.

There will be a safe, secure, stimulating environment and each child will be taught the important life skills to help them stay safe and healthy.

Each child and their parents will be welcomed and supported as they join our school so that they can quickly feel part of our school and parents can be fully involved in the work of their children.

Introduction

At Wellington School, we believe that every child matters. We also believe it is vitally important to provide a broad, balanced and sparkling curriculum which will equip our children to be lifelong learners in the 21st century. We want to raise attainment and foster the pleasure of discovering and the joy of learning. We know our children achieve best when they are motivated, excited and supported. Our planned curriculum fosters discovery and creativity enabling children to explore their own ideas as well as using investigative skills to learn more about the world in which we live. In order to promote deeper learning and confidence in applying skills across subject areas, we have formed strong and relevant curriculum links and allow time for teachers and children to explore these to the full. We use the expertise of specialist teachers in Music, German, P.E, Art / Drama who assist in planning and lesson delivery across the school. We want to ensure that our children understand the notion of citizenship and develop tolerance and respect for people within our school and in the wider community. We plan our personal, social and health education programmes of study to foster these aims. Our children have parents who are part of or who serve the military community and we feel it is important to foster a pride in the important service our parents provide and to enable our children to experience the specialness associated with living within this community. Our children live in Germany and therefore have opportunities to experience a culture other than their own at first hand. We embrace this opportunity by engaging with our host nation through our curriculum. We understand the vulnerability of our children due to their parents' frequent postings and resultant school changes. We are very conscious of the need for us to induct our children thoroughly, assess them accurately and quickly and to help them make progress without delay because our opportunities to make a difference may well be short.

High levels of success have been achieved in the end of Key Stage Assessments (SATs) in recent years and the targets set aim to maintain and, where possible, improve upon these results. The National Literacy and the National Numeracy Strategies are fully implemented and we have embraced the principles of the new Primary Strategy 'Excellence and Enjoyment'. Beyond the classroom children can take part in a range of activities. They can also learn how to swim, learn to play a musical instrument, experience a short residential activity, take part in a variety of educational visits and enjoy a selection of after school clubs including art, football, gymnastics and gardening.

We are committed to providing the best quality learning experiences we can for all our children regardless of gender, race or religion.

Wellington School is housed in a spacious and well-converted building. The space is arranged over three floors with a modern entrance and assembly hall attached. It is a First School, catering for children from the ages of 3 to 8. The school has a large, well stocked library, a newly refurbished computer suite, a music room and expressive arts rooms. There is a playground with a ball game enclosure, outdoor activity area and garden. Classrooms vary in size but are generally more spacious than in purpose built schools. Wellington School has two Foundation Stage One settings, one adjacent to the main school and one in the village of Lotte, 10km outside Osnabrück.



Staff list

Acting Headteacher	Mrs Karen Ward
Acting Deputy Headteacher and Foundation Stage Leader	Mrs Shona Turner
FS2 Octopus class	Mr Bill Ashley
FS2 Starfish class	Mrs Rachel Ball
Y1 Whales class	Miss Emma Stanley
Y1 Sharks class	Miss Jane Garner
Y2 Turtle class	Mrs Pat King
Y2 Seals class	Miss June Byron
Y3 Seahorse class	Miss Kerry Waslin / Miss Anne-Marie Hannett
Y3 Dolphin class	Miss Ferelith Mackintosh
Curriculum enrichment	Miss Vivienne Moody
Admin Officer	Mrs Eve Hall
Receptionist	Mrs Sara Nye
Teaching Assistants/ Lunchtime Supervisors	Mrs Helen Prentice Mrs Becki Fleming Mrs Tracy Meek Mrs Linda Briscoe Mrs Phytoulla Dukes Mrs Lisa Batley Mrs Zoe Soane Mrs Emma Henshaw Mrs Julia Porter Mrs Paula Hall Mrs Paula Standing Mrs Denise Milner

Foundation Stage 1 staff

Osnabrueck
Mrs Claire Marshall
Mrs Heather Young
Mrs Christa Vink-Niese
Mrs Lisa Rees
Mrs Shirley Macpherson
Lotte
Mrs Yvonne Quin
Mrs Alison White
Mrs Debbie Kelly
Mrs Joanne Williams
Mrs Elke Rooker

Our Teachers and Support Staff

Teachers at Wellington School all have U.K. Qualified Teacher status. Teachers are either recruited in the U.K. or locally. All our teachers have undergone a rigorous selection process and are expected to meet the standards set by the Dfes at all times.

In addition to our teachers with full time responsibility for classes we have specialist teachers who offer additional expertise in P.E. Music, Art / Drama and German.

We have a dedicated team of support staff who offer general classroom support and specialist support for children with SEN. Support staff are normally recruited locally.

Our Daily Routine

The day begins when the children arrive on the buses between 8.20 – 8.35am. We take responsibility for the children from 8.20 onwards so if children walk to school or are dropped off by parents they may be left at that time.

8.35 - 8.45 'Meet and Greet' time - children are met by their teacher and escorted to the classroom.

8.45 Morning session starts

10.30 – 10.50am Playtime

12.00 Morning session ends

13.00 Afternoon session starts

15.00 School ends

Making a start

Admissions

The school complies with the Service Children's Education admissions policy which can be accessed through the school or from HQ SCE Wegberg [contact number Wegberg military 672305]

Foundation Stage One

Children may attend one of our FS1 settings the term after their third birthday. Our families quartered in Lotte or Atter, are served by our Lotte FS1 setting, which has just undergone extensive refurbishment in recent months and has 50 places. It has a light and spacious purpose built environment, including a newly fitted kitchen which includes child height units and a sink for baking activities. It also has a safe and stimulating outside environment, with fixed climbing equipment and a garden area. The setting currently has three Key Workers and a Lead Key Worker as well as administrative support.

Our families quartered in Osnabrück itself, are served by our Osnabrück Foundation Stage 1 setting, adjacent to the main school building. This setting is housed in a well-converted spacious building and has recently had a new toilet block added. It is well resourced and has a safe and secure outside environment with fixed climbing equipment and a lawned play area. This setting also has 50 places and currently has five Key Workers and a Lead Key Worker as well as administrative support.

Although the settings are geographically distanced, the school's Foundation Stage Leader ensures that both settings follow the same practices and procedures to ensure consistency of provision. Both settings follow the UK National Foundation Stage Curriculum Guidance.

Taking the next step

Transfer into Foundation Stage Two

Children transfer to the main school building and join the Foundation Stage 2 unit, the academic year in which they will be 5. [The academic year runs from Sept 1st to August 31st]

In Foundation Stage 2 the children continue to follow the programmes of work taken from the Foundation Stage Curriculum Guidance.

The Foundation Stage Leader ensures that the transition from FS1 to FS2 is as smooth as possible through the following liaison procedures:

- The FS Leader attends planning meetings in FS1 and FS2 to ensure continuity in the planning and delivery of the Foundation Stage curriculum.
- The FS Leader is responsible for liaising with Key workers and teachers to ensure all children's needs are met, including children who have been identified as having special educational needs.
- The FS Leader co-ordinates the transition procedures, which include a number of visits by the FS1 children prior to starting in FS2, and a meeting for parents in order to provide information and answer any questions.
- The FS Leader arranges for the FS1 Key Workers to meet with the FS2 team to share information on individual children prior to transition so that FS2 staff can deal sensitively with any particular fears or worries that children may have on entry to the FS2 unit.
- The FS Leader ensures that children's individual achievements are observed and recorded throughout the Foundation Stage. In Foundation Stage 2 teachers complete a Foundation Stage Profile for each child, which provides evidence of a child's achievements as they move through the Foundation Stage. This information is shared with parents on a regular basis.

Parents are encouraged to share any concerns they have regarding their child with their child's Key Worker / Teacher or the Foundation Stage Leader so that issues can be resolved quickly and sensitively.

Building on Good Foundations

Key Stage One

In Key Stage One there are two year groups Year 1 and Year 2.

Children transfer to Key Stage 1 in September of the academic year in which they will be six years old and join Year 1. Their work is now based on the UK National Curriculum, which builds upon the Foundation Stage Curriculum.

Wellington School currently has two classes in each Year group in Key Stage 1. The teachers work closely in partnership to plan the curriculum and Year group teams have fortnightly planning meetings with the Curriculum Leader to ensure that all children are being appropriately challenged and supported and that there is consistency of provision across classes within Year groups.

Towards the end of their time in Year 2, the children undertake National Curriculum Assessments which help to measure their attainment as they leave Key Stage 1.

Key Stage Two

The children transfer to Key Stage Two in September of the academic year in which they will be eight years old and join Year 3.

Their work is now based on the Key Stage Two curriculum which builds on their previous learning throughout the Foundation Stage and Key Stage One. The teachers in KS2 work closely with the KS1 team to ensure that the transition to KS2 is seamless. Year 3 also have fortnightly team planning meetings with the Curriculum Leader to ensure continuity, consistency and progression throughout the school.

Moving On

Transfer to Middle School

Towards the end of Year 3, the teachers begin to prepare the children for the next phase in their learning journey. Children who are staying in Osnabrück transfer to Derby Middle School in September of the academic year in which they will be nine years old. In the Summer term of Year 3 the children make a number of visits to Derby school in preparation for their move. They meet their new teachers and are paired up with 'buddies' [older children who will look after them during their first few days]. Parents are invited to attend a meeting to meet the Head teacher and the Year 4 team and to familiarise themselves with the layout of the building. One of the Year 3 teachers visits Derby school on a regular basis in the Autumn term after the children have transferred to meet with the children and to ensure all the children are happy and settled in their new environment.

Progress and Attainment

We encourage all our children to 'aim high'. We set challenging targets for each individual and provide high quality learning experiences in order to help them make the best progress and achieve the highest attainment they can. You will be informed about the targets your child is aiming for in all core subjects.

Below is a table showing the targets set together with the results achieved in the school's Key Stage 1 tests 2006. You can also see a comparison with National results.

Analysis of data – Year 2 SATS 2006

Comparison of Targets and Actual Performance in Year 2 SATS 2006

Subject	Target Level 2+	Actual Level 2+	Target Level 2B+	Actual Level 2B+	Target Level 3	Actual Level 3
Reading	87%	89%	62%	78%	19%	33%
Writing	88%	91%	57%	78%	21%	33%
Maths	95%	93%	79%	87%	26%	39%

Comparison of School Results 2006 with National Results

Subject	School Level 2+	National Level 2+	School Level 2B+	National Level 2B+	School Level 3	National Level 3
Reading	89%	84%	78%	71%	33%	26%
Writing	91%	81%	78%	60%	33%	14%
Maths	93%	90%	87%	73%	39%	21%
Science	96%	89%	N/A	N/A	35%	24%

This chart shows that in comparison with 2006 national performance our children have achieved higher than national average across all levels and in all subjects. We are particularly pleased with the high levels of attainment at Level 3.

The Curriculum

At Wellington School, we mirror the best practice you would find in schools in the UK. The National Curriculum requirements are fully met and the subjects taught in the school are as follows:

Core Subjects	English
	Mathematics
	Science
	Information and Communication Technology
Foundation Subjects	History
	Geography
	Art
	Physical Education
	Music
	Design Technology
RE	Personal, Social and Health Education

We will provide you with an information pamphlet each half term which sets out what your child will be learning.

Religious Education and Collective Worship

RE is taught within classrooms in accordance with the guidance of the SCE agreed syllabus for religious education. This guidance document is available for parents to see at the school. Collective acts of worship take place each day. They are broadly Christian and non-denominational in character and content. Parents may make a written request for their child to be exempt from religious education lessons and collective worship.

Physical Education

Physical education is a very important part of the curriculum for young children. We do need support from parents in order to ensure children do not miss any part of their physical education.

- Children will normally only be excused from P.E. if we receive a written request from parents in the short term [i.e. one lesson] and a medical note in the longer term [i.e. more than one lesson]
- Children must not wear any form of jewellery for P.E. including ear studs. Staff are not permitted to remove earrings from pierced ears. Parents will be notified of the P.E. days and we ask that all jewellery is removed and left at home on these days.

- Children need suitable, safe clothing for P.E.
Indoor – shorts, T-shirt, leotard, plimsolls
Outdoor – shorts, T-shirt, sweatshirt, leotard, plimsolls / trainers

P.E. equipment should be kept in a suitable bag eg drawstring so that it can hang on a coat peg. We will encourage children to take their P.E. bag home at the end of each week.

All items of P.E. clothing need to be marked clearly with your child's full name.

Sex Education

There are no formal lessons for sex education but Personal, Social and Health Education is an integral part of our curriculum. Occasionally children may ask questions particularly in their Science lessons, such questions will be answered in a sensitive manner commensurate with the age of the child. If staff consider it necessary, parents will be informed so that further discussions may take place at home.

Parents

Partnership

We believe very strongly that in order to provide the best possible education for our children we must work closely with you.

Your child spends more of their learning time with you than with us and you are their first and principal educator. When your child starts school we join you in the process of educating them. Your support is vital. If you show keen interest in school and are positive about school and demonstrate to your child that school is important and that hard work and good behaviour are important, it is much more likely that your child will feel that way too. Here at Wellington we actively encourage a good partnership with our parents. We aim to keep you fully informed and we welcome your views on any aspect of your child's education. We would like you to tell us if there are areas in which you feel we can improve. You can expect a range of activities organised by school in order to help you keep in touch. Activities will vary from term to term, but will certainly include some of the following:

- Weekly newsletter
- Curriculum information each half-term
- Induction meetings prior to children starting in FS2
- Parent / teacher interviews at least twice a year
- Parent workshops in Maths, Reading and Writing, ICT and Science
- Invitations to join your child in their work
- Invitations to join your child for lunch
- Invitations to class / year group assemblies
- Opportunities to work alongside your child on special activities

- Opportunities to accompany your child on educational visits

Homework

We believe that homework should be manageable and enjoyable for our children. The type and amount of homework will vary depending on the age of the children. It will certainly include reading activities and often spelling, handwriting and maths activities. On occasions we may ask you to help your child with some special activities linked to specific topics.

Special Educational Needs

Many children have SEN at sometime during their school career and at Wellington School we aim to provide or facilitate the appropriate support for our children in order to meet their needs and enable them to access the planned curriculum as fully as possible. We reviewed our Special Educational Needs policy in Summer 2006, copies of which are available on request. Our Special Educational Needs Co-ordinator supports and advises teachers in identifying children with Special Educational Needs and in the planning of appropriate activities as well as liaising with outside agencies such as the Educational Psychologist, Social Worker and Speech and Language Service.

We will always consult Parents and keep them fully informed at every stage when taking action in order to meet their child's needs. Parents will have the opportunity to contribute to individual education plans [IEP's] and will be invited to attend all meetings / discussions related to their child. We keep careful records of interactions and reports which are, of course, fully accessible to Parents. We consider the provision of appropriate learning support and resources for children with special educational needs to be one of our main priorities and allocate funding from the school budget as well as applying for exceptional additional funding from SCE for individual children.

There may be some occasions when the school does not have the required resources in order to meet the very special needs of some children.

Gifted and Talented

Some children attain levels in academic subjects which are **markedly** above average for their year group. We classify these children as 'gifted'. Some children demonstrate skill, ingenuity or ways of thinking that are **markedly** advanced for their year group. We classify these children as 'talented'. At Wellington School, we aim to provide appropriate learning opportunities to meet the individual needs of such children and to encourage them to make suitable progress. This may be achieved through the provision of additional or different resources for learning, working with a different year group or enabling them to access specialist teaching.

Behaviour

At Wellington school we want our children to be happy and secure so that they can learn from all the experiences we provide for them.

We believe that in order to maintain a happy, supportive environment we must all conform to an agreed code of conduct defined by clear Golden Rules.

We believe our rules must be positive and easy to understand.

Wellington School

Golden Rules

Do be gentle, and help everyone stay safe

Do be kind, helpful and polite

Do be honest and truthful

Do look after property and use equipment with care

Do work hard and use your time well

Do listen to people and give others time to speak

We expect the adults in our school to keep our Golden Rules and we encourage our children to keep them in the following ways:

Rewards

Children are rewarded in a number of ways:

Praise
Stickers
20 minutes of Golden time per week
Class – based rewards / treats
Entry into the Golden Book
Termly 'Good Behaviour' certificates

Sanctions

- 1] Non-verbal warning [this may be a signal or a 'look']
- 2] Clear verbal warning + yellow card, explaining why the behaviour is unacceptable and what will happen next if they choose to continue.
- 3] A red card is issued which means that the child loses a minute of Golden time
- 4] 2nd red card is issued which means that the child loses a further minute of Golden time
- 5] Child is taken to the Head teacher or Deputy Head teacher

If we feel a child is not able to respond to our rules, rewards and sanctions, we will contact you so that we can work together in order to address the issues. If your child voices any concerns related to their own behaviour or the behaviour of others towards them, please do contact us.

Bullying

We take any issues relating to bullying seriously and would always want to work with the parents of the perpetrators and the victims in order to address this.

You will find a copy of our Positive Behaviour and Anti-Bullying Policy in this information pack.

Uniform

We do encourage school uniform because we feel it helps our children to develop a sense of belonging to our school and we believe it also makes life a little easier for parents!

Our uniform is as follows:

Blue sweatshirt or cardigan with our school logo [designed by one of our children]

Grey trousers, grey pinafore or skirt

Sensible flat [safe] black or brown shoes

Blue gingham dresses in the Summer

Please see our uniform price list for items which may be purchased at the school.

Please ensure your child's name is clearly marked in all clothing

No jewellery please except for a watch and stud earrings if children have pierced ears. Jewellery can cause injury when children are playing and can cause problems when items get lost!

Equipment and special clothing

Bags

Children will need a suitable bag so that books etc can be taken home safely and kept out of the rain. You can buy a school bag for this purpose from the school office.

Equipment

Children will be provided with all the equipment they require at school. They do not need to bring anything from home including pencil cases, felt pens, rulers, rubbers and particularly **not toys**. Precious toys can be lost or broken and this can cause great difficulties for our children.

Occasionally teachers may ask for items to be brought in for class projects. If they want this to happen, they will write to you with details.

P.E. kit is required, please see P.E. section.

Protective cover-ups

Providing a cover up for your child is useful, an old shirt or plastic apron would be ideal for messy activities. We will endeavour to keep soiling of clothes to a minimum but young children engaging in messy situations sometimes does result in messy clothes!

School Transport

School transport is organised by the Garrison, not by the school but of course, we will assist in any way we can.

Most of our children do travel to school by bus and below are the details of the school's responsibility in relation to transport.

School responsibilities

- The school will provide the telephone number of the Garrison Transport office and will tell parents which bus their child will be on, according to where the family is quartered.
- The school becomes responsible for the children from the moment they alight from the bus in the morning and until they get on the bus in the afternoon. [Once children are on the bus, they become the responsibility of the bus escort.]
- The school is responsible for ensuring children are put onto the correct bus. The correct bus is the bus to which the child is allocated when they join the school [or when they avail themselves of the service]

Parent's responsibilities

- To organise school transport for their child
- To take their children to the bus in the morning
- To collect their children from the bus in the afternoon
- To notify the school either in writing or in person [telephone calls are acceptable] if there is any change of arrangements which result in the child not going home on their normal bus or being picked up at the bus stop by anyone other than yourself

Problems

If things go wrong and children are not collected at the bus stop they will stay on the bus and be taken to Derby School.

Absence

Illness

If your child is not able to attend school because of illness this should be reported to the school as early as possible on the first day of absence. If the illness continues it is important to keep the school informed.

Medical / Dental appointments

If your child is going for a doctors or dentist visit please inform the school of the time you intend to collect and return your child. Please note children will never be allowed to leave school without an adult to accompany them.

Accidents

If your child has an accident at school we will deal with it in the following manner:

- Administer simple first aid
- Administer first aid and send you a note with details of the injury
- Administer first aid and contact you to inform you in order to give you the option to take further action.
- Administer first aid and contact the emergency services or take your child to the Medical Centre. Please note we will always do our utmost to contact you in these circumstances but if we are unable to do so we will take the necessary action in the interests of your child.

Illness

If your child becomes ill at school we will contact you so that your child can be collected as soon as possible. Sick children need to be at home.

Contact numbers

In order to act quickly and effectively when your child is hurt or sick it is very important that we have up to date contact information at all times. Please ensure you provide us with this information.

Medicines in school

School staff are not permitted to administer medicines in school.

Any such requests should be made in only the most exceptional circumstances and must be discussed and agreed by the Head teacher.

Allergies / Medical conditions

If your child has an allergy or medical condition, would you please inform us, so that we can ensure that all school staff are aware.

Child Protection

The school is committed to promoting the health and welfare of all pupils and if staff see signs which suggest that one of the pupils may have been the victim of abuse, staff will [as is required by law] follow the procedures laid down by the Area Child Protection Committee. NB such action in no way infers that any parent / carer or other individual is being accused of wrongdoing. A full version of the school's Child Protection Policy is available on request.

Leave

We do understand that leave cannot always be taken during school holidays, but it is important for parents to understand that if children are absent, they will miss parts of their programme of study and this may result in a slowing of progress. Parents can **apply** for up to 10 days in addition to the school holidays but authorization is not an entitlement. In exceptional cases, for example if a parent is deployed for operational reasons for a minimum of six months, a further period of up to ten days may be applied for. We always endeavour to be reasonable and understanding where leave is concerned but ultimately, we must always act in what we consider to be the best interests of the child.

Attendance Levels

Below you can see the school's levels of attendance for the period from September 2006 to July 2007. The national average level of attendance is 95%.

Summary of attendance

Number of students = 263 Number of possible attendances = 63297	Percentage of possible attendances
Present	94%
Authorised absence	5.4%
Unauthorised absence	0.6%

Food

You may choose either a hot school lunch which is cooked on the school premises or children may bring a packed lunch if you prefer. We will provide you with a menu for school lunches each month and you may choose from this menu on a weekly basis.

Snacks

We do offer a piece of seasonal fruit each day or your child may bring a snack to eat at playtime from home. We promote 'healthy' snacks – no sweets, chocolate or crisps please!

Breakfast club

We run a daily Breakfast Club which offers a selection of fresh and dried fruits, yoghurts, breads and rolls, toast and a variety of toppings with fruit juice and hot chocolate to drink. There is a small charge for this facility.

Treats

On special occasions, children may be given small edible treats eg Christmas sweets, Easter eggs, class rewards etc. if you are not happy for your child to receive and eat such treats, please ensure that you inform us.

Dogs

Please do not bring your dog into the school or school grounds.

Friends of Wellington School

At Wellington School, we have an active Friends committee which consists of parents who meet regularly to organize fundraising activities for the school. They organise events such as children's discos and an annual Summer Fayre. The Friends committee are always looking for parents to help them with their fundraising activities. Timings for their meetings are on our weekly newsletter.

Leaving Wellington School

Please inform us as soon as you know that your child will be leaving our school. We will then ensure your child's records are ready to take to their next school and arrange an appointment with you to collect them.