

WILLIAM WORDSWORTH SCHOOL

SENNELAGER
BFPO 16

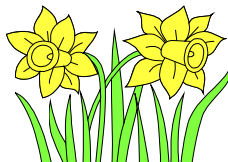
MISSION STATEMENT

To provide a secure, supportive environment,
where pupils and staff are happy, motivated
learners and value and care for each other.

A HANDBOOK FOR PARENTS



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Headteacher: Miss W. A. Simpson
SGC Chairman: Lt. Col. I. Mortimer

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The information contained in this booklet, and listed here, is correct at the date of publication.
Changes in policy will be announced to you as and when they occur.
September 2010



A MESSAGE FROM THE HEADTEACHER

I would like to take this opportunity to welcome you and your child to William Wordsworth School.

We hope to provide a school environment that offers both security and stability and where all children and adults feel that they have an important contribution to make. I hope that we can work in partnership and if at any time you have a concern please pop into school or arrange an appointment to discuss it with me.

William Wordsworth School is a purpose built school and was opened in 1970. It is a First School catering for approximately 200 children from Foundation 2 (four year olds) to Year 4 (nine years of age). In the September, following their ninth birthday, they transfer to John Buchan School, Sennelager which is a middle school catering for all children up to the age of 13+.

It is beautifully situated in a very quiet wooded area within Normandy Barracks in Sennelager. The school building is on two levels and looks onto a spacious playground and playing field. There are ten classrooms, a resources room, a computer suite and a large hall which is used for assemblies, PE and school lunches. The teacher/child ratio is good. The level of Teaching Assistant support is also high. A small number of our children are non-entitled.

There are spacious library/work areas outside the classrooms to which all children have access.

The school is surrounded by trees and also has its own mini-wildlife area and pond.

This booklet, I hope, will provide you with basic information about William Wordsworth School, what it does and what it stands for. What it can never do is to take the place of actual contact between home and school, parent and teacher. I look forward to seeing you in school and wish you and your children a happy and successful stay in Sennelager.

W. A. Simpson
September 2010

SERVICE CHILDREN'S SCHOOLS

Service Children's Schools are intended, as far as possible, to provide the same pattern of education as that given in the UK. The education will, therefore, conform in type and scope to that provided in England and Wales under the Education Acts, although these have no legal validity overseas. The responsibility for Service Children's Education, which is a Defence Support Agency, rests with the Adjutant General from the Ministry of Defence.

The professional direction and general administration of Service Children's Education is under the day-to-day control of a civilian, The Chief Executive, Services Children's Education, who is on the staff of the Commander Education UKSC(G). There is an Assistant Director officer based in Wegberg who has responsibility for primary, middle and secondary schools in the Paderborn area. If you have any problems, please speak to the Headteacher in the first instance. However, Mr Niedzwiedzki may be contacted if you still have areas of concern.

The Chief Executive is: -
She is based at: -

Mrs L Fisher
HQ SCE
Wegberg Military Complex
BFPO 40
Tel: 02161 908 2371

Assistant Director:
He is based at: -

Mr P Niedzwiedzki
HQ SCE
Wegberg Military Complex
BFPO 40
Tel: 02161 908 2319

OUR AIMS AND OBJECTIVES

Our main objective is to enable EACH CHILD to realise his/her FULL POTENTIAL.

It is our aim that every child at William Wordsworth School is offered a broad, balanced and relevant curriculum, delivered in a stimulating and structured environment. Equality of access and opportunity underpins our provision for all.

It is our resolve that through their learning, children will become independent, self-disciplined and self-motivated and achieve the highest standards of which they are capable. We will encourage the development of lively, enquiring and creative minds, coupled with the confidence to question and the ability to argue rationally. In all that we do, we will endeavour to promote in each child a very positive self-esteem.

We will encourage and support the children to acquire knowledge and skills that are relevant to their own lives and to prepare them for adult life and employment. As part of this preparation for adult life, it is our aim to develop in each child a sense of right and wrong, and to help each child understand the society in which they live and recognise their obligations to it.

We hope to develop in each child an understanding and respect for religious and moral values and an appreciation and tolerance of other groups, races, religions, ways of life and points of view.

The National Curriculum

All children in William Wordsworth School, upon reaching the age of 5, will follow the National Curriculum in the same way as children in England. All the children at William Wordsworth School study these National Curriculum subjects at the appropriate level according to their age and ability. (See page 10) We are presently awaiting the new government guidance.

Children aged 4 - 5 will follow the 'Curriculum Guidance for the Foundation Stage' and will work towards the Early Learning Goals detailed therein.

All Children Are Not Alike

Although this may seem a very obvious statement, it underlines much of what we do at William Wordsworth School. Children develop at different rates physically, emotionally, socially and academically. Teachers are aware of these differences and plan their work to take them into account. Try not to compare your child's progress with that of other children or even with that of brothers and sisters. We are concerned that your child develops to the best of his or her OWN ability.

How Can I Find Out About My Child's Progress?

Each term there is a parents' afternoon/evening when you can meet with your child's teacher to discuss, formally, your child's work and progress. The children are continually assessed throughout their time in school. At the end of each school year you will receive a written report on your child's progress and be informed of the levels within which your child is working.

Towards the end of Foundation 2 (age 5) each child will be assessed using the Foundation Stage profile. Year 2 (age 7), each child will be assessed according to National Curriculum procedures and parents will be informed of the child's levels of attainment before the end of the Summer Term.

TA Y2 Results

It is usual for a school to publish the results of the teacher assessments achieved by children in Y2 see **Annex E**.

Apart from all this, if at any time you are concerned or just curious about how your child is getting on please come in and see us. We are always happy to see you.

Teaching

Our school is generously staffed with a better Pupil Teacher Ratio (PTR) than many UK schools. The school staff is a well-qualified and enthusiastic group of teachers who have been appointed by rigorous selection and interview. SCE Schools are regularly visited, and inspected, by OFSTED teams from UK. Our own Inspection/Advisory Service visit at least once a term to monitor the implementation of the National Curriculum and the broad balanced curriculum. The school was last inspected by a team of Her Majesty's Inspectors in June 2009 and the main findings of their report is at **Annex D**. Our teachers keep abreast of current educational developments by attending courses, both in Germany and in the UK. Our school is extremely well supplied with equipment and books, as you will see when you visit us.

Your child may work sometimes as an individual, as a member of a group and sometimes as a member of the whole class, depending upon the nature of the activity. With a balance of these approaches, the teacher is able to create opportunities when your child can benefit, on an individual basis, from the teacher's expertise and professional guidance.



Teaching Staff

The teaching staff for the current academic year is shown at **Annex C**.

Non Teaching Staff



We also have teaching assistants, who have received training both in and out of school, to help the teaching staff in a variety of ways, and we are well supported by parents on a voluntary basis. We have an able team of office administrators and kitchen and care-taking staff who support the work of the school effectively.

Enrolment at William Wordsworth School

New Arrivals

When you arrive, please bring your child and any educational documents, reports or school books, to school as soon as is convenient for you to do so. You will register your child with the school secretary, meet the Headteacher and be shown round the school. You will also have the opportunity to meet your child's new teacher. **So that the staff involved are available, please telephone the school office to make an appointment.** It is always our aim to ease your child's transition into our school.

New Entrants

When your child is approaching the age of 5 years you should make sure of the date when he or she will begin school by contacting the School Secretary. In Service Children's Schools, children are eligible to start school in September if they have their fifth birthday between 1st September and 31st August of that year.

THE SCHOOL DAY

SCE recognises responsibility for children arriving and departing on the school premises not more than 10 minutes before the start and end of the school day.

| | |
|----------------------|--------------------------------------------|
| School starts | 08:25 |
| Lunch | 12.00 - 1.00 FS2 & KS1 12.10 - 1.00 KS2 |
| School Closes | 14.40 - FS2 & KS1 14.45 - KS2 |

| | | | |
|----------------------------------|--------------------|-----------------|------------------|
| Breakdown of school week: | Registration | FS2 & KS1 | - 50 mins |
| | | KS2 | - 25 mins |
| | Collective Worship | FS2, KS 1 & KS2 | - 1 hr 40 mins |
| | Taught Time | KS 1 | - 21hrs 15 mins |
| | | KS 2 | - 23 hrs 45 mins |

(See Annex B for School Timings)

Transport

Bus facilities are available for children from all quartering areas.

Please note that buses and bus escorts are the sole responsibility of the HQ 20 Arm Brg. Paderborn Garrison, and any queries regarding them should be addressed to this office and not the school. The Bus Escort Clerk's telephone number is Paderborn Mil. 2033.



Walkers

There are a small number of pupils who walk to school via the pedestrian gate on Trotha Strasse.

The School Office

The School Office is open between 0800 and 16.00. In the **case of an emergency**, there is normally someone in school from 07.30 until 17.30 to take a message. The telephone number is **05254 982 2698** and the fax number is **05254 982 2902**. Our e-mail address is sce.williamwordsworth@scschools.com, the Headteacher's email address is head.williamwordsworth@scschools.com and our website can be found at www.wwschool.ik.org

Term Dates and Closures

Term and half-term dates for the academic year are shown on **Annex B**. There will be five day closures during the academic year for staff in-service training. These days are usually common to all schools in the Sennelager/Paderborn Garrison.

Appointments to see Teaching Staff and Headteacher

I would like to stress that the door of the school is **always** open to you. If you have any query or problem, however small, in which you feel we can be of assistance, please do not hesitate to contact us immediately. Either come in to the school and speak to the headteacher or telephone us on **Sennelager Military 2698**. We firmly believe that through contact, conversation and explanation, there will be a greater understanding of the work and role of the school and the mutual co-operation that results from such meetings will benefit the educational and social development of each individual child. Open afternoons, with individual appointments, are held throughout the year and individual reports are sent out during the Summer Term.

We have 'Open House' every Wednesday between 2.45 and 3.15. This is a time when you can come into school without an appointment to discuss anything with the class teacher, or simply look at what your child has been busy working at in school recently.

Parental Help

A number of parents are keen to come in and help at various times of the week. The opportunities for involvement in the school in this way are endless and we have parents helping with the garden, the library, technology, general classroom activities and school visits. Please do not hesitate to contact us if you are able to give time on a regular basis, all help and involvement is very much appreciated. **(However, all volunteers have to be CRB checked before being able to work in school and this takes considerable time – at present we look for a 3 month wait)**

Educational Visits

Educational visits play an integral part in our active and environmental-based curricular activities. Your help and encouragement is asked for in supporting such activities, and should you feel you could take an active part by accompanying the children, please contact the school. **(Again, there are checks required)**

Each year in the Spring term the Year 4 children have the opportunity to spend a residential week at Oetz in Austria skiing. Starting in 2010, the Year 3 children will spend a residential week during the Summer term at the Möhneseesee.

Changes in your Child's Routine

If you wish to change your child's routine, the school must be informed in advance by you in person, by telephoning or writing. **We cannot accept verbal messages from children or other adults.** Changes in routine would include a child who normally travels by bus being collected by another adult.

Playtimes

Children are always supervised at playtime and whenever possible will spend playtimes outside. It is therefore necessary for parents to ensure that their children come to school wearing suitable clothing for the weather conditions, paying particular attention to footwear.

School Lunches

School lunches are cooked on the premises and provide a nutritious and balanced variety of meals and the monthly menu is displayed on our web site. Meals are preferably paid for by direct debit. The meals are served on a cafeteria system and there are Lunch -Time Supervisors present who assist with serving and drinks, help the younger children and supervise activities in the play-grounds after the meal. There is always a member of the senior teaching staff within the environs of the school who is on call. The children are encouraged to try a little of everything but no child is ever made to eat any particular item. Good manners and behaviour are expected in the dining room just as anywhere in the school, and your help in such areas is much appreciated.

The system for the payment of school meals is as follows:

- a. Payment for meals is to be made monthly.
- b. You will be notified of the payment required at the start of each accounting period.
- c. Payment should be made by **direct debit** or initially directly to the School Meals Secretary.
- d. Accounts of meals taken will be kept by the school. Credit accumulating due to absence will be deducted from the next payment due, or repaid in cash if the child is leaving.



Packed Lunches

We provide facilities for packed lunches in the hall with school lunches. If you wish your child to change from packed lunches to school lunches, please give the School office a week's notice.

Healthy Eating

We participate in a **Fruit & Vegetable** scheme where every morning our youngest children (FS2, Y1 & 2) have the opportunity to enjoy a piece of fruit. The choice available is apple, banana, carrot and other seasonal fruits. The older pupils (Y3 & 4) have a basket available in their open area and they may pick a piece of fruit or carrot as they wish.

We ask that you provide your child with mid-morning refreshment; a carton of fruit juice or water being the preferred choice for the mid-morning break.



School Uniform

School uniform is smart, sensible, hard wearing and engenders a sense of belonging. The uniform, which is set out below, is standard for all Service schools so no wastage will be involved if you move elsewhere within the Service Community. In addition, by its practical nature, it can be used in the UK. Sweatshirts are available from the School Office. **It is expected that all children will wear school uniform.**

The uniform is as follows:

| Boys | Girls |
|-----------------------------------------|-----------------------------------------|
| White polo shirts | White polo shirts or blouses |
| Royal blue sweatshirt | Royal blue sweatshirt |
| Black/Grey shorts or trousers | Grey skirt, pinafore or tunic |
| Plain coloured socks | Grey or black trousers |
| Shoes or sandals (no trainers) | Plain socks or tights in winter |
| | Shoes or sandals (no trainers) |
| | Gingham dresses in Summer (any colour) |

Winter Uniform

Winters in Sennelager can be quite severe, so please ensure that your child is equipped to withstand sub-zero temperatures.

PE Kit

A bag containing black or navy shorts and a white t-shirt, or a leotard and suitable footwear should be **brought in on a Monday and taken home on Friday**. **Training shoes are not** an acceptable form of footwear for indoor PE.

Protective Clothing

Many creative activities involve paint, glue and other “damage causing” materials. We do provide aprons but one of Dad’s old shirts with the sleeves cut away and worn back to front offers more protection than commercially produced products. It also has the advantage that it is easily washed. It would help us enormously if you could provide one for your child’s use.

Jewellery

Stud earrings only are acceptable, and pupils should be able to remove and replace them themselves for any activity involving any kind of physical activity. The school will accept no responsibility at all for any form of jewellery should it be damaged, stolen or lost, nor will it accept any responsibility for any injury to the child, or any other child, which is caused by the wearing of jewellery.

PLEASE MAKE SURE THAT EVERY ITEM IS CLEARLY MARKED WITH YOUR CHILD’S NAME.

Lost Property

Despite the request above there is always a quantity of lost property in school - usually un-named!! It is held for one term only and is put on display on Open Afternoon. Please help us, and yourselves, by naming **ALL** property brought to school. Thank you.



Medical Matters and Attendance

William Wordsworth School has a School Health Visitor, appointed by the Health Service. All children will have a medical examination while in FS2, and at regular intervals throughout their school life, which you are invited to attend.

Accidents and Illness

Please do not send your child to school if they are unwell. It is not fair on the child, to the other children or to the staff.

Please inform the school if your child is going to arrive late, so that they can be entered on the appropriate dinner register.

Please ensure that the school has a contact telephone number so that we can **immediately contact** you if your child is ill and needs to return home or has an accident at school, which warrants treatment. We will make every effort to contact you.

SCHOOL STAFF ARE NOT PERMITTED TO ADMINISTER MEDICINE

Asthma If your child requires the use of an inhaler, please discuss this with the Headteacher so that the most suitable method of access can be agreed upon.

Nut Allergy If your child requires the use of an Epipen, please discuss an emergency health plan with the Headteacher.

Punctuality and Attendance

In order to gain the maximum benefit from their time in school, it is vital that children are punctual for school and that they attend school regularly.

1. Punctuality

Registration is at **8.25**. If circumstances unfortunately prevent a child arriving at school on time, parents should inform the school office as soon as possible or by 9.00 am at the latest.

2. Attendance

a. Leave of Absence

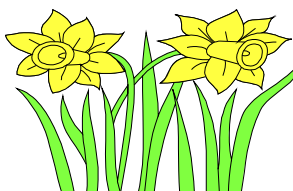
Parents are urged not to take annual leave during school time.

The Headteacher is able to grant a pupil up to a maximum of 10 days leave of absence. It is stressed that **this is not an entitlement** and may be granted when it is established that the Head of Household has no alternative but to take annual leave during school term time.

The Headteacher is required by law to classify all absences as authorised or unauthorised. If parents find it unavoidable and need to take their children out of school during term time, they are required to fill in a request form. The form may be obtained from the school secretary. All forms will be kept on the child's file for future reference. If no explanation is received, then the absence will be classed as unauthorised.

b. Illness/ Absence from School

Parents should inform the School Secretary at the start of the school day if their child is going to be absent through illness or an appointment etc.



Our youngest pupils work with the Foundation Stage Curriculum before moving on to the National Curriculum when they are ready.

THE NATIONAL CURRICULUM

As many schools in England and Wales do, we also provide all our pupils with the basic curriculum of the National Curriculum and Religious Education.

(At present we are hearing a lot about changes to the curriculum. We will take on board appropriate ideas that we believe will enhance the provision that your child is already receiving from us at William Wordsworth.)

The National Curriculum consists of:

Subjects taught :
Numeracy, Literacy, Science,
Information & Control
Technology,
History, Geography,
Art, PE,
Design & Technology,
Music and RE

The National Curriculum was designed to provide:

- | | |
|-------------------|-------------------------------------------|
| ■ Teachers | With clear objectives |
| ■ Children | With identifiable learning targets |
| ■ Parents | With accurate information. |

Reports to Parents

At the end of the Summer Term, every child will be given a written report, outlining progress and social behaviour. This report gives information on progress in all areas of the National Curriculum.

Information on attendance will also be included in this report. Parents will also be given the opportunity to meet the teachers and discuss the report.

Towards the end of Foundation 2 (all those who will be five years old by the end of the Summer term) will be assessed using the Foundation Stage profile. Children in Year 2 (all those who will be seven years old by the end of the Summer term) will be assessed and parents will be informed of the levels achieved. Please see **Annex E** for an overview of the most recent Teacher Assessment results.

Religious Education

Children in Service Children's Education follow the advice of the S.A.C.R.E. for RE. Religious education is based upon the SCE agreed syllabus that is non-denominational. You have the right to withdraw your child from any form of Religious Education by informing the Headteacher in writing.

Collective Act of Worship

The children take part in an Assembly/Collective Act of Worship every day, which is broadly Christian and non-denominational in content. Each week there is a chosen theme and this is incorporated into every assembly your child attends.

Parents have the right to withdraw their children from assemblies. Any parent wishing to do so should inform the Headteacher in writing.

German



We consider it vital that our pupils take advantage of living in a foreign country and we aim to teach German to pupils in Years 1 to 4 (There are times when suitable instructors cannot be appointed so there may be periods when we cannot meet this aim). The lessons introduce colloquial practical language and also look at German customs and culture.

Sex Education

Questions raised in the school are answered as and when it is deemed appropriate, in a factual manner according to the age and maturity of the child/children concerned. Parents are informed of any such discussions.

After consultation with the School Governance Committee, (autumn 2009) the staff and the Paderborn/Sennelager consortium of schools, it was decided that formal sex education would be the responsibility of John Buchan Middle School at the Y5 stage.

Homework

As parents, you naturally wish to help your children at home and to share your child's acquisition of knowledge and skills. Homework will vary from the practice of skills learnt in school such as reading, tables, number bonds, handwriting and spelling activities, to investigative work, research work or collecting and using materials. In whichever situation it is, your interest, encouragement and help are the vitally important points. Please provide your child with the time, and a suitable environment, to do their homework. If you have any queries about homework, please raise them with your child's class teacher. (See **Annex A** for Homework Policy)

Homework During Leave and Periods of Absence

We are often asked to provide work for children who are going on leave or who are ill. As so much of our curriculum depends upon specific resources, practical activities and professional intervention, we have found that issuing work over a period of absence is unproductive. Children going on leave may be provided with a book to keep a daily diary of events and places they have visited, and are asked to illustrate this account with drawings, postcards, tickets and other items. Not only does this provide a daily session of work but it also produces a pleasing souvenir. We also encourage children to read as much as possible whilst on leave.

Children who are really ill need time to get well again, and unless it is a long term illness when separate arrangements will be made, should have little trouble with specific and directed help, in covering the work missed on their return to school.



Physical Education and Sport

The school follows the guidance for teaching of sport as contained in the National Curriculum.

All children take part in Physical Education lessons.

Children will only be excused from PE if we receive a medical note or letter from you. Should your child suffer from any physical condition which would cause problems when taking part in PE please let the Headteacher know as soon as possible.

Children will need a change of clothing for PE. Please send your child to school with gym shoes, a white T-shirt and black or navy shorts. **Training shoes** are not an acceptable form of footwear for indoor PE. Children will not be allowed to do PE in clothes they wear to school. PE kit should be kept at school throughout the week where it can be hung on the child's cloakroom peg. The kit can be taken home on Friday to be washed and returned to school on Monday.

For reasons of safety, children will not be allowed to join in PE sessions if they are wearing jewellery of any kind. Ear studs should be removed or if this is not possible covered with tape.

In years 2, 3 and 4 all pupils go swimming for a period of time during the year. This is part of the statutory PE curriculum, which states that all pupils leaving primary school should be able to swim at least 25 metres and feel confident in water. You will be informed of the exact dates and times of this by letter, but it tends to be Y4 – Autumn, Y3 – Spring, Y2 – Summer.

It is essential your child's name be sewn or marked onto all items of clothing. While changing for PE or swimming, kit and clothes are easily lost and it is often difficult to establish ownership. Your co-operation will help us to recover lost clothing quickly.

Charging and Remissions Policy

The following information is taken from the Service Children's Education Information for Parents booklet:-

The SCE policy on charging for school activities is that the education provided in school time should, as far as possible, be free. However, some activities, in and out of school time, will be possible only if the cost can be met by voluntary contributions from parents and other sources. You may be asked to make such a voluntary contribution for your child to join an activity taking place, in or outside the school, such as a visiting theatre group or a trip to a museum, if it is in school hours.

Bullying / Racial Incidents

Bullying or racial incidents in any form is not acceptable behaviour. If you think your child is a victim of such anti-social behaviour, please immediately contact your child's teacher or the Headteacher. The circumstances can then be investigated and positive action can be taken.

School Behaviour Policy

We try our very best to create a caring environment in which children can work hard and enjoy coming to school. We expect all our children to behave in a sensible and caring manner and to respect each other, all staff and any visitors who come to our school. To help us succeed, we have an agreed set of 'Golden Rules' which encourage children to work hard, care for each other and be polite and helpful. These rules are regularly reinforced and children are praised in the classroom, around the school or in assembly each week for positive behaviour and may be awarded certificates. (See Pg. 14 for our Golden Rules)

Special Education Needs (SEN)

The school has a SEN Co-ordinator (SENCO) who liaises with all the teachers to identify children who require special help. The SENCO places children upon the appropriate level on the SEN Register, works with teachers to assist where necessary to provide an Individual Educational Programmes (IEPs) for the children concerned whom are sometimes supported by teaching assistants. The SENCO is also the interface between outside agencies such as the Area Educational Psychologist or the Speech Therapist. Parents are informed when their child is placed on the SEN register and are encouraged to help their children with their work and to discuss their child's work and progress with the SENCO and/or class teacher at a mutually convenient time.

The Child Guidance Centre

The Child Guidance Service consists of a team of staff with various professional skills. They work with, and advise on, children with a wide range of difficulties. There are four teams in Germany, each based at a Child Guidance Centre. The Centre serving William Wordsworth School is:

Child Guidance Centre
The John Farmer Centre
Building 235
Depot 90
Normandy Barracks
BFPO 16

An Educational Psychologist and an Educational Social Worker staff each Child Guidance Centre. The staff of Child Guidance Centres offers help and advice to children, parents and teachers. The types of difficulty mainly dealt with include: -

Learning difficulties, special educational needs, emotional difficulties, behavioural and adjustment difficulties at school or home.

Who Refers the Children to the Child Guidance?

Children are referred to the Child Guidance Centre mainly by: -
School, The Health Alliance, Parents, Unit Medical Officers and other medical personnel. When schools, medical personnel or The Health Alliance refer a child they will first have discussed the child's difficulties with the parents. Your agreement is necessary for a referral to be made.

Where are the Children Seen?

The Educational Psychologist:

Will usually see the children at school or within the home. If seen at school, parents are usually invited to a meeting to discuss the outcomes involving the Educational Psychologist and teaching staff.

The Educational Social Worker:

Sees parents and children mainly at home or in school. He may work with parents, child or whole family.

Speech and Language Therapist

The Speech Therapist is employed by The Health Alliance and this service is available to entitled children and certain categories of **entitled fee-paying** pupils.

The Speech Therapist sees the children in school or on some occasions at their clinic. The therapy programme is made out jointly by the speech therapist, teacher and parents. The parents follow the programme at home and there are regular opportunities for support time in school.

CONCERNS, WORRIES AND ANXIETIES.



PARTNERSHIP

From time to time, you may have concerns about the curriculum or your child's education. Please contact your child's class teacher or the Headteacher; we are always willing to talk to you. No matter is too small where a child's education or happiness is concerned.

YOUR CHILD'S BEST INTERESTS ARE OUR MAIN CONCERN

GOLDEN RULES

Always be kind to others.

Always be sensible.

Be kind and gentle, don't hurt people.

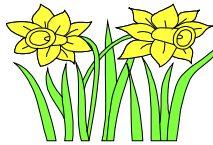
Always do your best work.

Always listen well.

**WE HOPE THAT YOUR CHILD WILL HAVE A HAPPY AND REWARDING STAY AT
WILLIAM WORDSWORTH SCHOOL**

(Complaints Procedure

There is a distinct procedure laid down by SCE, which is summarised in their booklet "The SCE Complaints Procedure", which can be obtained from the school office.)



HOMEWORK POLICY

The Nature of Homework is to:

- develop an effective partnership between the school and parents/carers involving them in the pupils learning
- consolidate and reinforce the skills and understanding developed at school (particularly literacy and numeracy)
- extend school learning in a creative and stimulating manner
- exploit resources for learning, of all kinds, at home
- encourage pupils as they get older to develop the confidence and self discipline needed to study on their own

The Purpose of Homework changes as children get older.

In Key Stage 1 (Foundation 2, Year 1 and 2) the key purpose is to develop a partnership between school and home to involve parents in children's learning.

As children get older, Key Stage 2 (Years 3 and 4), homework provides an opportunity for them to develop the skills of independent learning. This should increasingly become its main purpose.

The Type of Homework:

*Homework does not just mean formal exercises. In fact, the **creative/investigative type** often offers far more learning opportunities.*

Examples of homework:

- sight vocabulary words
- listening to reading
- spelling activities and games
- learning number facts
- playing games
- collecting resources for future study, exploring the environment, making and taking things apart with parents, shopping etc.

As children become older, KS2, many of the above are still important as well as:

- finding out information
- reading in preparation for lessons
- preparing for oral presentations
- occasional written assignments

The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning.

DFES (now D for E) guidance – Time Allocation for Homework:

F2 as appropriate

Y1/2 **1hr. per week** (reading, spelling activities/games and perhaps other literacy/numeracy tasks)

Y3/4 **1 ½ hrs. per week** (as for Y1/2 with occasional assignments in other subjects)

Special Educational Needs:

Where possible children with special educational needs will do as much in common as their peers. However, there may be occasions when they would benefit from separate tasks to meet their specific needs.

Role of Parents:

To support pupils' homework we encourage you to:

- provide a reasonably peaceful, suitable place for doing homework
- make it clear to children that you value homework, and support the school in explaining how it can help them make progress
- expect deadlines to be met and check that they are
- give praise for the completion of homework

SCHOOL CALENDAR 2010/2011**Autumn Term 2010**

| | |
|------------------------------|-------------------------------------------------------------------------|
| First Day of Term | Wednesday 1 st September (Non-contact Day) 2010 |
| First Day of Term for pupils | Thursday 2 nd September 2010 |
| Half Term | Monday 25 th October to Friday 29 th October 2010 |
| Last Day of Term | Friday 17 th December 2010 |

Spring Term 2011

| | |
|-------------------|---------------------------------------------------------------------------|
| First Day of Term | Tuesday 4 th January 2011 |
| Half Term | Monday 21 st February to Friday 25 th February 2011 |
| Last day of Term | Friday 8 th April 2011 |

Summer Term 2011

| | |
|-------------------|-----------------------------------------------------------------|
| First Day of Term | Wednesday 27 th April 2011 |
| Half Term | Monday 30 th May to Friday 3 rd June 2011 |
| Last Day of Term | Friday 22 nd July 2011 |

Autumn Term 2011

| | |
|-------------------|----------------------------------------------------|
| First Day of Term | Friday 2 nd September (Non-contact Day) |
|-------------------|----------------------------------------------------|

Primary and Middle Schools will also be closed to pupils on:

1st September 2010 1st November 2010 28th January 2011 13th May 2011 1st July 2011

Extra Mandated Curriculum Day Monday 20th September 2010

SCHOOL TIMINGS

| <u>KS1</u> | | <u>KS2</u> | |
|-------------------|--------------|-------------------|--------------|
| 8.25 - 8.30 am | Registration | 8.25 - 8.30 am | Registration |
| 8.30 - 9.30 am | Session 1 | 8.30 - 9.30 am | Session 1 |
| 9.30 - 9.45 am | Break | 9.30 - 9.45 am | Break |
| 9.45 - 10.45 am | Session 2 | 9.45 - 10.45 am | Session 2 |
| 10.45 - 11.00 am | Assembly | 10.45 - 11.00 am | Assembly |
| 11.00 - 12.00 pm | Session 3 | 11.00 - 12.10 pm | Session 3 |
| 12.00 - 1.00 pm | Lunch | 12.10 - 1.00 pm | Lunch |
| 1.00 - 1.05 pm | Registration | 1.00 - 1.05 pm | Registration |
| 1.05 - 1.55 pm | Session 4 | 1.00 - 2.45 pm | Session 4 |
| 1.55 - 2.10 pm | Break | | |
| 2.10 - 2.40 pm | Session 5 | | |



Teaching Staff - 2010/11

As at September 2010

Miss W A Simpson - (Headteacher)

FS2K - Mrs K Christie-Bennett

FS2E - Mrs F Ellery

Year 1T - Mrs A Thompson

Year 1K - Mrs K Oakley

Year 2C - Mr D Cunningham

Year 2J - Miss L Johnson

Year 3G - Mrs A Gaskell

Year 3R - Mrs B Reid

Year 4C - Mrs S Crampton

Mrs A Thompson - Deputy Headteacher

Mrs Homersham - Non class based

Teaching Assistants

A large number of teaching assistants work in William Wordsworth School but because of the turnover of staff it is often not possible to keep an up-to-date list of the names.

As at September 2010

FS2 – Mrs T Blythe, Mrs P McGee, Mrs N Tickle, Mrs L Gordon, Mrs C Fraser

Y1 - Mrs S Purves and Mrs Dolecki,

Y2 - Mrs J Bernal

Y3&4 - Mrs S Davies and Mrs D Preston

ITTA – Mrs L Bland and Mrs D Preston

Non-Teaching Staff – 2010/11

As at September 2010

Bursar - Mrs J Wilson

Assistant Administrator - Mrs A Duncan

Office support - Mrs S McConnell

Site Supervisor - Vacant

Cook - Vacant

Annex D

In June 2009 OFSTED visited the school to carry out an inspection.

Four schools in SCE were inspected over a two week period in June as part of a pilot for the new inspection framework that comes into place in September 2009. SCE was invited to participate in the pilot inspections as it was seen as a good opportunity to experience the revised inspection framework.

‘It is now significantly more difficult to achieve an overall grade that is better than satisfactory.’ Mr C. Spencer (Assistant Director Standards and Assessment) SCE.

OFSTED REPORT

This school provides a satisfactory quality of education. **Within this, the curriculum and the care, guidance and support for pupils are good.** Pupils start the school with skills and knowledge that are broadly typical for their age group. **In the Early Years Foundation Stage class and in some classes in Key Stages 1 and 2, the majority of pupils make better than expected progress in reading, writing and mathematics....**

The senior leadership team has worked with a strong drive to introduce improvements. They have succeeded in ensuring that teaching is satisfactory in the small number of classes where it was previously inadequate. They have also improved the curriculum so that it makes a much better contribution to extending pupils’ skills in literacy, numeracy and information and communication technology.

Here is a summary of the feedback highlighting the successes:

- Children enjoy attending the Early Years Foundation Stage. They make good progress in all aspects of their work.
- The Early Years Foundation Stage environment is spacious, well-equipped and very stimulating.
- The Early Years Foundation Stage is well led. Staff work together very effectively and teaching assistants are clear about their roles. Parents are very well-informed about how they can be partners in their children’s education.
- The school has the full support of the overwhelming majority of parents.
- Standards in reading are a relative strength.
- The headteacher and deputy work effectively together.
- Pupils with learning difficulties and/or disabilities make good progress in the classes where teachers and teaching assistants work effectively in partnership to provide support.
- Higher attaining pupils make good progress in those classes where they receive suitably challenging work during lessons or when taught in separate groups.
- Where teaching is most effective, pupils’ enthusiasm for learning is good.
- Pupils make a good contribution to life in their school through membership of the School Council and through a wide range of additional responsibilities such as befriending newcomers.
- Pupils’ behaviour is good and this contributes to their enjoyment of school.
- They feel safe from bullying and they are confident that they will receive help from an adult if they have any concerns.
- The school provides a good range of extra-curricular activities, which enriches the education of the many pupils who attend them.
- Pupils receive good care and guidance from staff when they join the school or when they are about to leave.
- The school’s support for pupils while their parents are deployed is valued highly by leaders in the garrison.
- Senior leaders are very ambitious for the improvement of the school and they set challenging targets for raising standards at the end of Key Stage 1 and Year 4.

What the school should do to improve further:-

Improve pupils’ learning and progress by increasing consistency in the quality of teaching and use of assessment. The school should concentrate on the following areas:

- **Improve assessment for learning by;**
 - ensuring lessons have focused success criteria
 - using targeted questions to assess the progress of all groups of pupils in lessons
 - giving pupils feedback during lessons that helps them to accelerate their progress
 - using the final part of the lesson to assess how far pupils have met the success criteria and to identify what needs to be planned for the next lesson
 - ensuring marking relates to success criteria and informs pupils about how they **can improve** their work.
- Ensure that all staff implement agreed school policies consistently.

We are determined to continue with the improvements already made. We have taken on board the above, which was recognised through our own self evaluation, and have already implemented a number of actions.

Your child has only one chance at school and they should have the opportunity to do the very best they can in all areas of the curriculum while they are with us at William Wordsworth School.



NATIONAL CURRICULUM ASSESSMENTS – KEY STAGE 1 / Y2 – 2006, 2007, 2008, 2009 & 2010

Each year, the children in Year 2 complete statutory tasks and tests in reading, reading comprehension, writing, spelling and mathematics to back up and validate **Teacher Assessments**. The results of the **Teacher Assessments** are reported to parents towards the end of the Summer term.

An average Year 2 child at the age of seven would be expected to achieve Level 2.

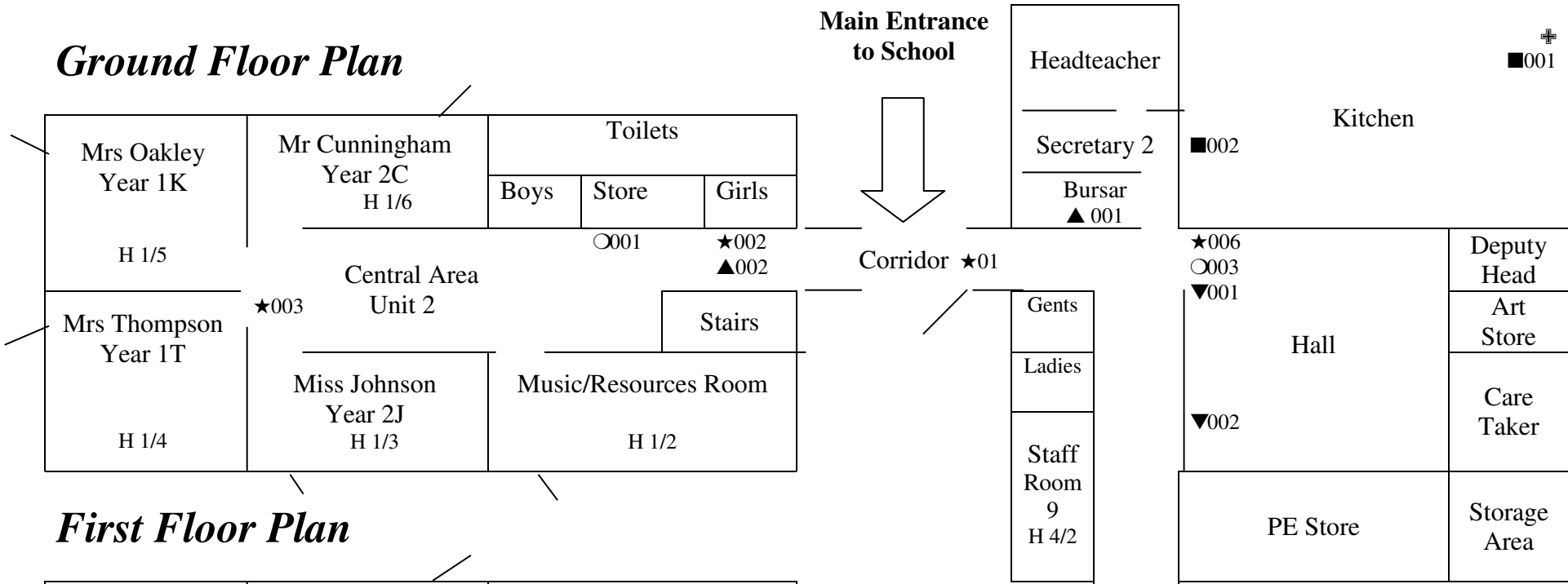
The levels achieved from 2006 to 2010 for children achieving level 2 or above were:

| | 2010 | 2009 | 2008 | 2007 | 2006 |
|----------------|-------------|------------|------------|-------------|------------|
| READING | 89% | 76% | 93% | 100% | 80% |
| WRITING | 92% | 68% | 84% | 88% | 82% |
| MATHS | 100% | 84% | 94% | 96% | 78% |

The levels achieved in 2009 were not as good as in previous years. However, if I say that we achieved **44% L3 in Reading**, which is our best result ever, you get some idea of the intricacies of our profile in 2009. This is down to a small group of pupils who worked hard and made very good progress, but who did not quite achieve L2. The other pupils did as expected, and we were pleased with their results.



Ground Floor Plan



First Floor Plan

