

WOODBOROUGH WOODS

C of E Foundation School



abound in hope

High Academic Standards, Sporting Opportunities, Christian Values, Musical Excellence, Caring Relationships

Address

Wood's Foundation C.of.E (Aided) School
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Head Teacher

Mr S. Hopwell B.Ed (Hons)

Chair of Governors

Mrs K. Watson

Type of School:

Wood's Foundation School is a Voluntary Aided Church of England
Primary Co-educational Day School for pupils aged 4 to 11

Welcome to our School

It is with great pleasure that I introduce you to Woodborough Wood's Foundation School. All members of staff and governors work closely together and the school enjoys an excellent relationship with parents. Visitors to the school constantly remark on the warm welcome they receive from children and staff alike. Our children enjoy their work, are enthusiastic and are very happy to be here. We share everyone's success. Various assemblies are held throughout the year to which you will be invited. We are a family school, with older children helping younger ones. The school has a very good reputation for music. All pupils have the opportunity to learn to play a musical instrument and we have regular performances. Sport is also very important; children regularly take part in competitions. The children achieve very high SATs results and make outstanding progress. They care about each other and their behaviour is excellent.

Wood's Foundation School is situated in Woodborough near St Swithun's church, with which we have close links. Approximately forty percent of our children come from Woodborough with many more coming from nearby Epperstone, Calverton, Lambley, Lowdham, Arnold, Mapperley as well as further afield.

We have talented children and talented staff. We constantly strive to make teaching the best it can be with weekly staff training for professional development. Consequently standards are very high with each child achieving very well and to the best of their ability. The staff and governors believe it is important to foster the development of the whole child and it is our aim to help every child achieve their full potential in a warm, supportive and encouraging environment.

You will hear a creative buzz, see smiling faces and feel the warmth of our welcome when you visit us. Parents are very welcome into school to share in the education of their children. We have a breakfast club from 7.45am and after school club which is open until 6pm every day.

Please accept this prospectus with the compliments of the governors and staff of Wood's Foundation School. We are flattered that you should be considering sending your child (or children) to this school in the near future and hope that you find this booklet informative. We realise choosing a school is a very important decision and we have every confidence Wood's Foundation will provide the best possible education for your child. If you would like any more information, please feel free to contact me. I feel lucky and privileged to be the Headteacher at Wood's Foundation School and I will be only too pleased to discuss our happy and welcoming school.

Mr Hopwell (Headteacher)

Visiting Arrangements

Parents thinking of applying for a place for their children are most welcome to visit school. Children are welcomed into the foundation stage the September following their fourth birthday, so it is never too early to visit and register your child. Visits will almost certainly be of more value if very young children do not accompany their parents on this occasion. We feel it is crucial for you to see what is on offer before you agree to entrust your child to our care.



"Woodborough Wood's is a fantastic place for nurturing and learning." (Wood's Foundation parent)

May the God of hope fill you with all joy and peace in believing so that by the power of the Holy Spirit you may

abound in hope.

Romans 15 v13

Our vision

Woodborough Wood's Foundation Church of England (Aided) Primary School will ensure everyone achieves their best by knowing and valuing each person's personal strengths and gifts providing all our children with a creative, educational experience of the highest quality within our hope and trust in Christian faith, values and beliefs. We serve the children, parents, carers and community as a committed, harmonious, caring team, providing an exciting, challenging, broad and balanced curriculum. We nurture each child so they leave our school with a wonder of the world, their understanding deepened and their minds enriched, so that they love learning and embrace the challenges of the future.



Our Christian Values

Wisdom, Community, The Environment, Hope

With God, growing the best places to learn together.

Our Aims

In order to fulfil our vision we have agreed the following aims:

- To encourage everybody in the school to learn effectively, to listen to others and to celebrate achievements in an atmosphere of security, honesty and humility.
- Provide a happy, caring and calm school that promotes a family atmosphere.
- Deliver a challenging, creative, fun curriculum that meets the needs of all our children.
- To place people first and value everyone equally because we are all made in the image of God.
- Help teach children the importance of faith and develop their spiritual understanding, whatever their belief, by learning in a Christian school.
- Maintain and develop the excellent relationships between the children, parents, carers, staff, governors, St. Swithun's Church, Woodborough, Southwell Diocese and the wider world.
- To help all children to persevere to achieve their very best.
- Enjoy and enrich our musical, dramatic and artistic traditions.
- Encourage a healthy and active lifestyle.
- Develop the skills of communication, independence, problem solving and understanding how others feel.
- Encourage a respect for ourselves as well as others, the environment and the wider world.
- Encourage support, compassion and forgiveness for each other.
- Develop the attitudes necessary to prepare the children for the responsibilities, experiences and opportunities throughout life.

"Thank you for your enthusiasm, humour and care you have provided." (A parent)

Staff

Head Teacher	Mr S Hopwell
Teaching Staff	Mr P Asplin (Class R) (Deputy Head) Mrs L Beach(Class 1) Senco Mrs R Bower (Class 2) Ms Kilbane and Mrs Rankin (Class 3) Miss N Hislop (Class 4) Ms Long and Mrs Chadbourne (Class 5) Mr C Litchfield (Class 6)
Teaching Assistants	Ms M Cheshire Mrs M Gough Mrs L Watts Mrs D Tuxford Mrs Y Crofts Miss T Attenborough Mrs L Joseph Mrs C Bloomfield
School Business Manager	Mrs S Sycamore
Office Administrators	Mrs N Buttle Mrs N Gell
Caretaker	Mrs N Watts
Cook Supervisor	Mrs L Horton
Kitchen Staff:	Mrs V Astill Mrs C A Thurman
Midday Supervisors	Mrs K Croll Mrs A Hussain Mrs C Baggaley Mrs N Gell
Chair of Governing Body	Mrs K Watson
Vicar	Rev A Giles
Family Worker	Mrs A Hill

"Our sincere thanks to the whole team throughout the school, we really appreciate your nurturing and care".
(A parent)



"This is an outstanding school. The pupils spiritual, moral, social and cultural development is excellent".

OFSTED

FULL ADMISSIONS CRITERIA Entry for Academic Year 2022/23

All parents/guardians seeking a place, either normal round (first admission) or for in year applications for their child at this school must complete the Common Application Form which should be returned to the home local authority. It is the responsibility of the parents to ensure that the school receives a Supplementary Information Form, if required, before the 15th January 2022, accompanied by the reference from the appropriate priest/ minister on the form.

ADMISSION ARRANGEMENTS 2022/2023

The Governors welcome applications for admission for any child between reception and year 6. Every year the governors will admit 30 children to the reception class. Classes 1&2 also have a maximum number of 30 children, and classes 3,4,5 and 6 have a maximum of 32 children.

All applications are considered in line with Nottinghamshire County Council's coordinated scheme, including late applications. If there are more applicants than places available, the Governors will admit using the Admissions Criteria. The school will offer places, over and above the planned admission number, where a child who has multiple birth siblings is admitted e.g. both twins would be admitted. In the case of infant class size, additional siblings would be 'excepted pupils'.

If information submitted on the application form is found to be incorrect and the child has not started the school term, the offer of a place will be withdrawn. If the child has already started at the school, the sibling criteria will not be applied to any further applications from that family.

IN YEAR APPLICATIONS.

Applications outside the normal admissions round must be submitted to the home Local Authority and will be considered in line with Nottinghamshire County Council's in-year co-ordinated admission scheme. If a place is available, it will be offered. If there are more applicants than places available the Governors will admit using the Admissions Criteria.

The school operates a waiting list, for all year groups, which is maintained throughout the school year in partnership with Nottinghamshire County Council. All children on this list, including applications received in respect of children already at school elsewhere, will be considered at the earliest opportunity after a place becomes available. All existing applications will then be prioritised by the admissions criteria. Waiting lists will then be closed at the end of each school year and parents will need to re-apply if they wish their application to be reconsidered during the next year.

CONSIDERATION OF APPLICATIONS

Education, Health and Care plan (EHCP) that name a school in the statement are required to be admitted to that school regardless of their place in the priority order. This may reduce the number of places available to other applicants

Children will be admitted to Woods Foundation School in three sections, in the following order of priority:

- A. A 'looked after child'** is a child who is: (a) In the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with Section 22(1) of The Children's Act at the time of making an application to a school. **"Previously looked after children"** are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 and children who were adopted under the section 46 of the Adoption and Children Act 2002.
- B. Foundation Place applications** i.e. children living in the Ecclesiastical Parish of Woodborough on the 15th January 2022.
- C. Open Place applications** i.e. any other applications.

ADMISSION CRITERIA

These will be used in any of the above sections where there are more applications than places available. In the event of two or more applications having equal weight for the same vacancy, under any of the following criteria, the Governors shall offer admission to the child living nearest the school, 'as the crow flies'. In the event of two distances being equal, lots will be drawn and independently verified by someone independent of the school.

1. Children who, at the time of admission, have a sibling attending the school.
2. Children where either parent is a regular worshipper at a Church of England Church.
3. Children where a parent is a regular worshipper at a church of any other Christian denomination.
4. All other children.

NOTE: - Any application under criteria 2 or 3 must be accompanied by a reference on the school form, from an appropriate minister which supports the information you have given. No application will be considered under these criteria without a current reference, but will be considered under criterion 4. In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these [admissions] arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship for a period of 12 months ending with the date of the application

SPECIAL CIRCUMSTANCES

Children will be given special consideration if their particular medical needs, mobility support needs, special educational needs or social circumstances are supported by written evidence from a doctor, social worker or other relevant professional. Each case will be considered by the pupil and personnel committee on its own merits and be prioritised before open place applications. The evidence must be presented at the time of application.

Children who are successful in their application will be offered a full time place from the beginning of the Autumn term. Some parents may wish to defer until the child is of compulsory school age and if you are considering this option it would be advisable to talk to the headteacher in the first instance.

DEFINITIONS

A **'looked after child'** is a child who is: (a) In the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with Section 22(1) of The Children's Act at the time of making an application to a school.

A **'Previously looked after child/children'** are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 and children who were adopted under the section 46 of the Adoption and Children Act 2002.

Child arrangement orders are defined in section 8 of the Children's Act 1989, as amended by section 12 Of the Children's and Families Act 2014/Child arrangement orders replace residency orders and any residency orders in force prior to 22nd April 2014 is deemed to be a child arrangement order. Section 14a of the Children's Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

'As the crow flies' is defined as the distance from the child's home address to the main entrance of the school as measured using Nottinghamshire County Council's computerised distance measuring software.

'Parent' is defined as that person or persons who have legal responsibility for the upbringing of the child.

'Sibling' is defined as any of the following:

A brother or sister who share the same parents.

A half brother or sister where two children share one common parent.

A step brother or step sister where two children are related by a parent's marriage.

Adopted or fostered children living in the same household under the terms of a residence order.

'Regular' is defined as a minimum attendance at church equivalent to once a month for the last year.

'C. of E. Church' – Church of England Church

The home address - the address at which the child resides for the majority of the school week (Mon - Fri). If a child spends an equal amount of that time at 2 different addresses the parent will nominate which address will be used for application

Ecclesiastical Parish of Woodborough – a map of this area is on the school website in policies

Admission outside of normal age range:

Parents may seek a place for their child outside of the normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1. Children should only be educated out of the normal age group in very limited circumstances.

Nottinghamshire residents should submit a request in writing to Nottinghamshire County Council's school admissions team as early as possible. The school's admissions committee will make decisions based on the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, the child's medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The views of the head teacher of the school concerned will also be taken into account. When informing a parent of the decision on the year group to which the child should be admitted, the parent will be notified of the reasons for the decision.

Where it is agreed that a child will be admitted out of the normal age group and, as a consequence of that decision, the child will be admitted to a relevant age group (i.e. the age group to which pupils are normally admitted to the school) the local authority and admission authority will process the application as part of the main admissions round on the basis of their determined admission arrangements only, including the application of oversubscription criteria where applicable. The parent has a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group. You will need an appeal form from the school and return the form to:- Diocesan Appeals Clerk, c/o Rothera Dowson, 2 Kayes Walk, Stoney Street, The Lace Market, Nottingham, NG1 1PZ

Transfer to secondary school

Where a child has been educated out of the normal age group it is the parent's responsibility to again request admission out of the normal age group when they transfer to secondary school. It will be for the admission authority of the preferred school to decide whether to admit the child out of the normal age group. The admission authority must make a decision on the basis of the circumstances of each case and in the child's best interests, and will need to bear in mind the age group the child has been educated in up to that point.

The school participates in the Nottinghamshire Fair Access Protocol.

All parents' have the right of appeal within 20 school days from the date of refusal and to whom they request information see School Admission Appeals Code paragraph 2.1.

School Session Times

Start school: 9.00 am

Lunch break: 12.10 pm - 1.25 pm (each class has 1 hour during this time).

End school: 3.40 pm

The school accepts responsibility for children from 9.00 am.

The School

All the rooms are arranged around a central hall. There are seven classrooms, an activity room, a family room, a cooking area, a music room, a computer suite and two libraries. There are two playgrounds, adventure trails, sensory garden, an outdoor classroom, attractive landscaped gardens and a playing field. We also share the use of the football pitch, cricket pitch and tennis courts.

"Our school is special because everyone makes you feel welcome and safe". Wood's Foundation Pupil.



Class Groupings

Children are grouped into seven classes according to age. Each class contains a complete year group and the children "move up" every September.

Foundation curriculum

In accordance with the Government's "Early Learning Goals" the children's learning is based on the six following areas:

- Personal and Emotional and Social Development
- Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Creative Development
- Physical Development

This is known as the Foundation Stage and children continue to follow this curriculum until they begin the infants. Regular assessments are made and children's progress is recorded against statements on the foundation stage profile, a nationally recognised assessment document.

Infant and Junior Curriculum

In common with similar schools, the infant and junior children at Woodborough follow the National Curriculum. This is made up of English, mathematics, computing, science, history, geography, design and technology, music, art, and physical education). Religious Education and Personal, Social and Health Education are also taught. Other skills and concepts are taught that are across the curriculum. For instance, during the year, children will encounter health education, road and other safety education and multicultural education. The National Curriculum syllabuses for all subjects are kept in school and may be inspected by parents. The school has written policies and schemes for the subjects and these are available for inspection. We provide a broad and balanced curriculum. We place speaking and listening, reading, writing and maths at the top of our list of priorities for all children because we believe this will enable them to access the wider curriculum.

Religious Education

Every week all children have a class R.E. lesson. The religious education provided is in accordance with the Nottinghamshire Agreed Syllabus and the National Society for Promoting Religious Education. The school has strong links with the local church and seeks to embody Christian values in its teaching and attitudes. Our emphasis is to teach of God's love for us all and to engender an appreciation of other religions.

The exemplary relationships at all levels ensure that each member of this welcoming and inclusive Christian family community is, as one parent testified, 'enveloped with care'. Consequently, everyone is able to grow and flourish within a spirit of hope, wisdom and belonging. This nurturing environment enables all groups of pupils to achieve very well both academically and spiritually because community, environment and wisdom are drivers for all school life.

Diocesan Inspection – May 2018.

Collective Acts of Worship

We hold daily acts of collective worship in morning assembly. The services are generally led by teachers as well as our local Church of England vicar or other visiting Christian leaders. Our children often surprise us with their depth of understanding and empathy for others. Parents have a legal right to withdraw their children from both R.E. lessons and morning assembly.

"I remember the messages in assembly – like to be a good friend or to tell the truth."

Year 1 Child.

Curriculum Plans

Every class follows a curriculum plan. This is a document that plans the academic year and allocates the amount of time each class will devote to every subject. Key Stage 2 children spend longer each year on the National Curriculum than do Key Stage 1 children.

Time Spent on Teaching

The weekly time spent in teaching, including religious education but excluding collective worship (5 x 15 mins.), registration (5 x 15 mins.) and all breaks is 23 hours 45 minutes for Key Stage 2 and 22 hours 30 minutes for Key Stage 1.

Teaching and learning

We believe that good teaching and learning should:

- Ensure that every child succeeds by providing an inclusive education within a culture of high expectations.
- Build on what children already know by structuring and pacing teaching so that children know what is to be learnt, how and why.
- Make learning vivid and real by developing understanding through enquiry, creativity, e-learning and group problem solving.
- Make learning an enjoyable and challenging experience by stimulating learning through matching teaching techniques and strategies to a range of learning styles.

In each of the seven classes, several teaching styles are used regularly. For instance every week, for some of the time, the children are taught as a single unit with the teacher standing at the front of the class; at other times the children work in ability groups or are grouped in other ways e.g. according to age or friendships. Children are sometimes taught individually. At all times we expect children to listen to the teacher, to stay on task and to work quietly. We rely greatly on the resource of teacher expertise for the majority of our teaching.

Sometimes, teachers will swap classes for certain subjects so the children can benefit from an individual teacher's specialism. This may happen particularly in music, R.E. or P.E. Occasionally, for particular lessons, children may be taught in smaller classes which are grouped according to ability. The Teaching Assistants help with both groups and individuals for most subjects during the week. This involves work that has been planned and prepared by the Class Teacher. We sometimes invite experts to talk to the children. Local historians, sporting personalities, the vicar, authors and WW2 evacuees are typical examples. We believe that working closely with parents is vital in developing a shared understanding of the needs of each child and the best way to support him/her. Consequently, we value help from parents in delivering the Curriculum to the children. Parents and grandparents often help with baking, reading, craft, swimming and a multitude of secretarial skills.

Home Learning Policy

Home learning tasks in some form are set regularly for every class and it is the wish of the Governing Body that all children complete them (unless there are exceptional circumstances). As a general rule, the time spent increases with the age of the child. The youngest children tend to concentrate on reading whilst the older ones are offered a greater variety of tasks. Even then however, the work is predominantly English and maths. Where appropriate an extra challenge will be included. The list below gives an indication of the type your child may be expected to complete, this may change according to the topic focus in class. Optional tasks may be provided over the holidays. Children are expected to read frequently over the holidays.

CLASS	TYPE OF WORK	FREQUENCY	TIME
R	Reading English, Maths or Topic work	Every night if possible weekly	10 - 20 mins 10 - 20 mins
KS1	Reading Spelling Maths	Every night weekly weekly	10 - 20 mins 10 - 20 mins 10 - 20 mins
3 & 4	Reading Spelling Maths	Every night weekly weekly	15 - 20 mins 30 mins 30 mins
5 & 6	Reading Maths Spellings	Every night weekly weekly	20 - 25 mins 30 mins 30 mins

Achievement

Progress throughout the school is excellent, we strive to ensure every child achieves their very best regardless of their ability. Attainment at the end of the Foundation Stage and in Standard Assessment Tests is above the national average and our results are higher than those of similar schools. We aim to support each child to be the best they can and recognise that all children have their own strengths and areas for development. Children's progress is tracked throughout the school so that we can ensure that each child is fulfilling their potential.

"His teacher has been fantastic with him, encouraging him to develop both academically and socially."



Assessment

In addition to the compulsory Profile at the end of the Foundation Stage and SAT tests at the end of Key Stages 1 and 2, we begin an assessment procedure with all children as soon as they join the school. Thereafter, they are assessed in all the National Curriculum subjects throughout the year, with the juniors undergoing standardised assessment tests in maths, writing and reading. The results of the tests are used to diagnose strengths and weaknesses that can be used for future planning.

Special Arrangements

Special teaching arrangements occur each week for children who have been identified by their teachers as in need of an additional approach. These arrangements mainly take the form of withdrawal lessons, working either individually or in small groups. Children of any ability could be asked to work in this way. Some of these will be following an Individual Education Plan. Occasionally, children may have the benefit of a specialist visiting teacher. There are a number of children who follow special learning programmes within their own class because they require specific help or extension.

Sex Education

We are very conscious that sex education is both an important and sensitive issue. It is also something that is very much age and gender-related. The school accepts that teaching children about sex is primarily the responsibility and privilege of parents. However, our policy is to include sex and relationships in the curriculum (in a non-threatening way and appropriate to each year group) according to the school policy. All classes follow the Christopher Winter Sex and Relationship Education project from Class R to Y6.

Sporting Aims and Provision

We aim to teach all children the basic skills of sport, e.g. running, jumping, throwing, catching, kicking, hitting a ball with a bat or racket, etc and to give them an opportunity to use these skills to compete against each other in school, against other schools, to play in a team as appropriate and to compete for places in the school teams as they approach the upper end of the school. We enter teams for interschool matches in boys soccer, girls soccer, cricket, cross-country, rugby, netball, tennis and athletics. Tennis lessons are available privately at lunchtime. Swimming is taught at Key Stage 2 and gymnastics is part of the curriculum in every class. We hold the school annual sports day every summer term.

Southwell Diocesan Board of Education

In Nottinghamshire the Church of England helps to provide 70 schools, both Voluntary Aided and Voluntary Controlled, which all express their Christian foundation in their worship and the spiritual and moral education offered their pupils. Besides this, in Aided schools, the religious education is also distinctively Christian. Each school's Anglican nature is guaranteed by the Foundation governors, one of whom is always the Vicar.

"I like the school because it's nice and friendly. I also like it because it's warm and cosy."

A Woodborough Pupil

Aided Schools

These are the responsibility of the governors, made up of a majority appointed by the church, plus parents' representatives, teachers and the Headteacher. Through the school budget and various grants the governors pay for the upkeep, improvement and construction of school buildings. Advice and administrative support from the Diocesan Board of Education is always available. The governors are also responsible for making sure that the religious education, worship and spiritual, moral, social and cultural development of the children are suitably Christian, and that the members of staff are at least sympathetic to the school's Christian principles.

Controlled Schools

The main differences from Aided schools are only a minority of governors are appointed by the church, the religious education is according to the County syllabus and there is no church input into the costs of the building. Even so, the Vicar is always a governor and the worship and general development of the children remain definitely Church of England.

"The activities Reverend Giles does show us what God can do".

Wood's Foundation Pupil.

Admissions

All admissions to Aided schools are made to the governors. Your first port of call will probably be the Headteacher or the school office, who will have an application form and a brochure for the school.

Inspections

All Church of England schools must be inspected by Ofsted, both for their general educational standards, (like all schools), and also for their distinctively Christian nature in an additional inspection which normally takes place at the same time as the general inspection. The last OFSTED inspection was carried out in January 2008, followed by annual analysis of the school's achievements which has consistently assessed the school to be outstanding.

The Purpose of Church of England Schools

Our school is here to provide the best possible kind of education for our pupils, closely involving governors and parents, under the leadership of the Headteacher and the staff. What is distinctive about our school is that we set

out to do this in an explicitly Christian setting, with the active involvement of local Christian representatives and the Southwell Diocesan Board of Education.

Pastoral Care

In the first instance, teachers accept the responsibility for the day to day pastoral care of the children in their classes. If problems are identified by parents or staff, a meeting between the two parties is arranged in order that a full and frank discussion can take place. From this meeting a strategy will be agreed as appropriate. This may range from “no more action required” to an agreement to meet regularly in order to monitor developments. In cases where parents or staff feel it appropriate, either the head teacher or deputy head will have an involvement.

“He has thoroughly enjoyed the themed learning and it has meant that he has been immersed in his learning”

Behaviour Regulation

The Governing Body of Wood’s Foundation School support the Head Teacher and staff in their role of maintaining high standards of behaviour and discipline within the school. The spirit of our Behaviour Regulation Policy is to ensure that we maintain a positive and supportive environment which reflects our Christian ethos of love, fairness, justice, forgiveness and compassion. We aim to nurture these in the children as they seek to learn from all situations they encounter. We will endeavour to support parents and pupils to uphold this policy ensuring that all children may gain maximum benefit from the educational and personal development opportunities offered by the school. Children are rewarded through our citizenship scheme. The behaviour at the school is outstanding, but not perfect. As you would expect, some children do sometimes need help and reminders. Very serious misdemeanours (including bullying) result in the intervention of the head teacher and may lead to discussions with a child’s parents/carers. Racism is not tolerated in any form and the school is compliant with the Race Relations’ Act (76), and the Amendment Act (2000). In accordance with the legislation and LA guidance, all reported incidents of racism are recorded and returns submitted to the responsible LA officer and the Nottinghamshire Hate Incident Partnership. Clear procedures for managing racist incidents are set out in the school’s race equality policy. Emphasis will be on supporting those who experience racism, and educating those who are responsible for causing any such distress. Appropriate sanctions will also be put in place, and the parents/carers of all parties will be informed of any action to be taken.

“I like the work and I like the way the teachers teach.” A.pupil.

Child Protection Concerns

Every school is required to refer their concerns to the Social Service Department. While we will seek, in general, to discuss these concerns with the family and, where possible seek agreement to making the referral, this will only be done where such discussion and agreement seeking will not place a child at increased risk of significant harm. This procedure is intended to protect children from abuse. When we refer a concern about a pupil to the social service department we are not accusing the parents/carers of abuse, but requesting that further enquiries take place and that any necessary help and support is provided.

Transition

We have excellent relationships with Colonel Frank Seely School as well as the Minster School, High Schools and many other local schools. Transition to these secondary schools are carefully planned to ensure children and parents are prepared for the next step in their learning.

School Security

The school has locks on all entrances to the school which can only be released from inside the school. We have a security fence around the perimeter of the school. Access during the school day is by the gates on Lingwood Lane. Please be understanding if you are delayed trying to gain access to the school when lessons are in progress. All visitors are asked to sign in on the electronic system outside the school office.

The Governors are very keen to see all children dressed in either the summer or winter school uniform. There is also a PE kit which all children are expected to wear. The required list of clothing is as follows:

Boys Winter term

White shirt
School tie
Grey or black formal trousers (long/short)
Green pullover/cardigan
Green fleece (only to be worn outdoors)
Black shoes
Grey or black socks

Boys Summer (Easter to October ½ term)

Green polo shirt
Grey or black formal trouser or long short

Girls Winter

White blouse
School tie
Grey or black school skirt or pinafore dress
Grey or black long formal trousers
Green or pullover/cardigan
Green fleece (only to be worn outdoors)
Black shoes
Grey, white or black socks
Grey, green or black tights
Green or dark colour bobble/alice band

Girls Summer (Easter to October ½ term)

Green & white checked or striped dress
Grey or black formal skirt/culottes,
Green polo shirt (Classes 3-6)

P.E. Kit Boys & Girls

Plain black jogging suit
Green t-shirt
Black shorts
Black socks

NOTES

- Trainers should only be worn for PE and at **no other time in school**.
- Shoes must be black and cover the bridge of the foot for Health and Safety reasons - no platforms, sling-backs, open-toes, skate shoes, trainer-style, or dolly shoes or boots (UGG boots).
- The only pieces of jewellery allowed are watches. Earrings including studs and retainers are **not** allowed.
- Hair should be clean, tidy and if long, ideally tied back. Bizarre styles, tramlines, letters or patterns shaved into hair and unnatural colours are not allowed.
- No makeup, nail varnish or temporary tattoos.

All clothing should be clearly **named** to ensure we can return it to the rightful owner if it becomes lost. Any unmarked lost property is held until the end of each half term, and then if still unclaimed it is taken to a local charity shop or disposed of.

Woods Foundation School has two uniform suppliers;

My Clothing www.myclothing.com Enter Woodborough Woods, or the school postcode into the search bar and this will take you to our school uniform page.

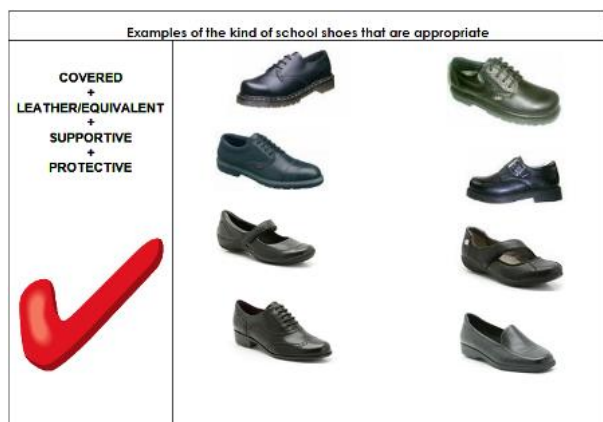
Just Schoolwear <http://www.just-schoolwear.co.uk/shop/Woodborough-Wood-s-Foundation-C-Of-E-Primary-School.html>. Again, once you are on the page add your required items to your basket and proceed to check out. Telephone orders can also be placed on 0115 965 2869. Just Schoolwear also have a shop at 12 High Street, Arnold where orders can be collected from.

Items should be purchased, where available, with the school logo, through either supplier.

	Sizes
Cardigan (Logoed)	24", 26", 28", 30", 32", 34", 36"
Jumper (Logoed)	24", 26", 28", 30", 32", 34", 36"
Black PE Shorts	18/20", 22/24", 26/28" 30/32", 34/36"
Black Sweatshirt	3/4 Years (24"), 5/6 Years (26"), 6/7 Years (28"), 7/8 Years (30"), 9/10 Years (32"), 11/12 Years (34")
Black Jogging Bottoms	3/4 Years (24"), 5/6 Years (26"), 6/7 Years (28"), 7/8 Years (30"), 9/10 Years (32"), 11/12 Years (34")
Green PE T-Shirt (Logoed)	3/4 Years, 5/6 Years, 6/7 Years, 7/8 Years, 9/10 Years, 11/13 Years
Green Fleece (Logoed)	3/4 Years, 5/6 Years, 6/7 Years, 7/8 Years, 9/10 Years, 11/12 Years, 13 Years
Polo Shirt (Logoed)	3/4 Years, 5/6 Years, 6/7 Years, 7/8 Years, 9/10 Years, 11/12 Years, 13 Years
Football Socks	Small (9/12), Medium (1.5 / 5), Senior (7/12)
Green striped Tie	
PE Kit	3/4 Years, 5/6 Years, 6/7 Years, 7/8 Years, 9/10 Years, 11/13 Years
PE Bag	
Infant Book Bag (A4 Reading Folder)	
Junior Book Bag (Premium Book Bag)	

ACCEPTABLE SCHOOL SHOES

School shoes must be made of a sturdy material and offer adequate support to the foot. (No canvas type, ballet type or boat shoes). The shoe must be completely black (including the sole and laces) with no brandings or logos.



Extra-curricular Activities

There are a number of extra-curricular activities that take place during the year. Some are seasonal and some require the payment of fees. Activities include both girls and boys soccer teams, cricket, net ball, dance, basketball and choir. Privately funded classes meet for instrument tuition, French, Spanish and short tennis. A school bookshop is organised at certain advertised times during the year. The school is noted for its annual Infant and Junior school Christmas concerts, the instrumental 'Party Pieces' concert in February and the spectacular summer concert featuring the older children. We have our own orchestra which meets throughout the year. Classes 5 and 6 usually spend a few days each year away on residential trips.

Examples of After school and lunchtime clubs

Day	Before school 8.30-9.00am	Lunch	After school 3.40-4.40pm
Monday		Piano/woodwind tuition. Violin tuition.	Multiskills R, 1 and 2
Tuesday	Spanish	Piano/woodwind tuition. Tennis Yrs 1& 2	Multisports yrs 3 - 6
Wednesday	Spanish	Tennis Guitar tuition	Dance
Thursday		Guitar & ukulele French Running club French Yrs 1 & 2	Musical Theatre
Friday	Choir	Drums tuition Piano/woodwind tuition French Yr 3	

School Finance

The bulk of our funding is from the LA, which comes directly to the school in the form of the annual "Budget". Usually, this falls short of the amount required to maintain the Governors agreed minimum level of resourcing. In 1998, a Gift Aid Campaign was organised to supplement the Budget. Money raised through Deeds of Covenant goes a long way towards keeping the school fully equipped. The Governors urge all parents of the school to give through the Gift Aid scheme if at all possible. A variety of other fund-raising activities are organised during the year.

Governors

The governing body is well informed of the school's strengths and improvement plans. It has three committees:

- Strategic development
- Pupil and personnel
- Finance and general purposes

Governors come into school on visits and the Chair and Headteacher hold frequent meetings. Specific areas are identified, which the governors monitor. They are also involved in Child Protection, Health and Safety and Curriculum visits in close connection with the school's self evaluation programme.

The School within the community

Wood's Foundation School is very much at the heart of the local community. Villagers in Woodborough Parish and parents are invited to join the School's Celebration Assembly and are offered refreshments afterwards. Links with the local church are strong. The School maintains a high profile in the local village, supported by regular articles in the parish magazine. A highlight of the year is the Feast Sports in June when children from the school are invited to join in a number of races with prizes donated from a number of coffee mornings arranged by villagers. The Community Association kindly arrange the Pancake Race for the school on Roe Hill every year.

Woodborough village

There has been a settlement at Woodborough for over 1000 years and a history of education in the village since 1736. Woodborough is a Church of England (Aided) School. To meet the educational needs of the poor children in the Parish, the Rev. Montague Wood (an Anglican clergyman) endowed the school at his own expense in 1736, 134 years before the Education Act of 1870. Certain lands in Woodborough, Blidworth and Stapleford were settled in trust and Rev. Thomas Allen (Minister of Woodborough), Rev. Henry Wood's (Rector of Lambley) and Rev. Christopher Seaton (Minister of Epperstone) were appointed to apply the rents and profits for the maintenance of a schoolmaster, to be employed in teaching the children of Woodborough, "and to instruct them in the principles of the Christian religion according to the usage of the Church of England and their learning forever and to repair the said school-house and rebuild it when necessary". The original building, now known as the "Old Vicarage", stands opposite the present school main entrance. The first Master was a man named John Thorpe who was succeeded by Mr. Richard Oldacres. The Oldacres family were connected with the school and parish until 1876. It was at this time that moves were made to get a new school building with higher ceilings in order to comply with the new Education Act! And so, in 1878, a new era for the school began in the second building, higher up the hill on Lingwood Lane. Not only was the year of 1878 important because it marked the opening of the second building, it also for the first time clearly defined the job of Schoolmaster as being separate and distinct from that of Vicar of Woodborough. Until now, the Vicar and the Master had often been the same person. The present school building is the third in the history of our school and was opened in 1969.

In St Swithun's Church The 'School Bell' that once hung in the bell tower of the original Woodborough Woods school, which later became the Vicarage, was rehung in the belfry in July 2002. This is rung by the eldest child at the school every year at the leavers' service. Further information about Woodborough can be found on the Village website: www.woodborough-heritage.org.uk

PTA

The PTA raises cash for the school and welcomes new parents. The financial contribution of the Group to the development of the school has been immense and all new parents to the school are cordially invited to attend the informal meetings and get involved with the fun and sociable activities.

School Milk

Milk is free to the under-fives and is sold to the under-sevens at the current LA subsidised rate. Older children may purchase milk at the full commercial price. To ensure they receive milk, then the easiest way to do this is to register online at www.coolmilk.com.

Fruit scheme

All children are encouraged to bring a healthy snack for break times, fruit and vegetables only in the morning and a choice in the afternoon. Chocolate, crisps and sweets are not allowed. Children in the infants receive a free piece of fruit every day and children in the juniors may purchase fruit. The up-to-date prices can be obtained from the school office on your child's entry to the school.

Midday Meals

We have our own school kitchen where meals are cooked on the premises. These are available for all children. Children may purchase a cooked lunch made in the school kitchen. Alternatively, pupils may bring their own packed lunch or go home. Payments are made through SQUID, more details are available from the office. If parents wish, they may pay termly in advance. We do ask children to continue with the same form of lunch every day if at all possible. From September 2014 all key stage 1 children are eligible for a free school lunch under the new Government provision of 'Universal Free School Meals'. However it is important that if your child would be eligible for free school meals under normal circumstances that you still register this with the Local Authority. The criteria can be found on the Nottinghamshire County Council website.

Raising Concerns and Resolving Complaints

From time to time parents, and others connected with the school, will become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted a "School Complaints Procedure". The procedure is devised with the intention that it will:

- Usually be possible to resolve problems by informal means
 - Be simple to use and understand
 - Be non-adversarial
 - Provide confidentiality
 - Allow problems to be handled swiftly through the correct procedure
 - Address all the points at issue
 - Inform future practice so that the problem is unlikely to recur.
- Full details of the procedure may be obtained from the School Office or website.

Charging and Remission Policy

General Principles

The School Governing Body like the Education Committee is committed to the general principle of free education. In determining the charging and remissions policies which are set out in this document the Governors have been mindful of the policy statement produced by the Nottinghamshire Education Committee and have also taken account of the Committee's Entitlement Curriculum. The Governing Body recognises the valuable contribution that a wide range of activities, including school visits, residential experiences and clubs, can make towards all aspects of pupils' education. The Governing Body would accordingly wish to promote and provide as far as possible such activities as part of a broad and balanced curriculum for the benefit of pupils of the school.

Charges

The Governing Body reserves the right to make a charge for the following activities which may from time to time be organised by the school. Residential Activities held during school hours: charges may be made for the board and lodging element of those residential activities which take place during school hours. Parents will be notified in advance of any such activities which the school proposes to organise and the estimated cost. Parental consent will be obtained for their children's participation in any such activities for which a charge may be made.

Any charge for a particular activity will be calculated by reference to the actual cost of providing the board and lodging for each pupil; no other costs will be covered by the charge. Any remission arrangements for such activities will be at the discretion of the Governing Body EXCEPT in the circumstances described below.

Activities held outside school hours: the school will endeavour to provide a range of such activities from time to time. These will sometimes include day and residential experiences, and are known generally as 'optional extras'. Charges may be made for these activities EXCEPT where they are provided to fulfil any requirements specified in the syllabus of a prescribed public examination or are required in order to fulfil statutory duties relating to the National Curriculum or to religious education in which case they are not regarded as optional extras as such and charges cannot be made. (Board and lodging charges may still however be made for any residential activities subject to the remission arrangements described below.)

Parents will be notified in advance of any school trips. Parental consent will be obtained for the children who are to participate in any activities and the school may request a 'voluntary contribution' to be made by parents to cover the cost of the trip. The amount of any 'voluntary contributions' for a particular activity will

be dependent upon the type of activity and its cost and the number of participants. The total amount of 'voluntary contributions' will not exceed the actual cost of providing the activity, divided equally by the number of pupils willing to participate. However, if enough 'voluntary contributions' are not received the planned trip/activity may need to be cancelled. The charge may however include an appropriate element for such things as:

- (i) the pupil's travel costs;
- (ii) the pupil's board and lodging costs;
- (iii) materials, books, instruments and other equipment;
- (iv) non-teaching staff costs;
- (v) entrance fees to museums, castles, theatres, etc;
- (vi) insurance costs;
- (vii) the expenses only of participating teachers engaged on a separate contract for services to provide the 'optional extra'.

Any remission arrangements for such activities will be at the discretion of the Governing Body, EXCEPT in the circumstances described below. Materials and Ingredients: a charge will only be made for any materials and ingredients relating to activities taking place during school hours where parents have indicated in advance a wish to own the finished product, e.g. in home economics or CDT. Alternatively parents may, in these circumstances, be asked to volunteer to provide the ingredients and materials prior to the activity taking place.

"I like the work and my favourite subject is art. I also like the way the teachers teach." A. pupil.

Remissions

Where the parents of a pupil are in receipt of Income Support, Family Credit, an income-based Jobseeker's Allowance a Disability Working Allowance, the Governing Body will remit in full the cost of board and lodging for any residential activity the school organises for the pupil if the activity:

- (i) takes place within school hours or
- (ii) forms part of the syllabus for a prescribed public examination or fulfils statutory duties relating to the National Curriculum or religious education, irrespective of whether the activity takes place within or outside school hours.

Any other remission arrangements for a particular activity or pupil will be entirely at the discretion of the School Governing Body. Any subsidy provided by the Governing Body will be met from the funds at its disposal.

Voluntary Contributions

Nothing in this policy statement precludes the School Governing Body from inviting parents to make voluntary contributions for the benefit of the school or in support of any school activity, whether during or outside school hours. Any contributions sought will be entirely voluntary and pupils will not be treated differently according to whether or not their parents make a contribution in response to any invitation.

Breakages and Damage to School Property

The School Governing Body reserves the right to seek reparation from parents where their children cause breakages or damage to school property.

Review and Disclaimer

The School Governing Body reserves the right to review and amend this policy statement from time to time, as appropriate. The information given in this brochure which relates to the school year 2022/2023 was valid at the time of printing. It should not be assumed that there will be no changes affecting either the arrangements generally described in this brochure or in any particular part of them before the start of the school year 2022/2023 or in subsequent years. Any anticipated changes have been included as part of the text.