

Thankfulness Forgiveness Friendship Trust Endurance Hope

## Quinton Church of England School

Lower Street,  
Quinton  
Aylesbury  
Bucks  
HP22 4BJ

Tel: 01296 655242

E-Mail: [office@quinton.bucks.sch.uk](mailto:office@quinton.bucks.sch.uk)

Website: [www.quinton.bucks.sch.uk](http://www.quinton.bucks.sch.uk)

Headteacher: Mrs Gill Evans B.Ed (Hons)



## School Prospectus

2017 – 2018

### Our Values

Quinton Church of England Combined School is built upon 6 core Christian values which drive all aspects of our community. All stakeholders including children, parents, staff and Governors have chosen these values. The values are intrinsic to all we do in school.

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### Our Expectations

We expect that all our members of the community will model the school values, actively support learning and contribute towards the further development of the school. There are a growing number of opportunities throughout the academic year for parents and members of the community to engage in the life of the school, helping them to better support the learning of our children.

Every child is different and individuals are intelligent in different ways. We know this. Our expectation is that every child will develop their many strengths so that they grow into a rounded young person with positive dispositions towards learning, being confident to face change, are resilient and able to make a positive contribution to their community. We understand that children begin from different starting points and will leave us having attained different levels. It is every child's right to make continual progress throughout their primary schooling and we strive for each and every child to reach their full potential.

### Safeguarding Statement

The health, safety and well-being of every child are of paramount concern to us. We listen to our children and take seriously what they tell us. All our staff and volunteers who work with children are subject to checks by the Disclosure and Barring Service as appropriate. On occasions, our concern about a child might mean that we consult other agencies, even before we contact the responsible adult with parental responsibility. The procedures which we follow have been laid down by the Buckinghamshire Area Child Protection Committee; the school has adopted a Child Protection Policy in line with for the safety of our children.

We promote the British Values through daily acts of worship and throughout the curriculum: Tolerance of different faiths and beliefs; Democracy and the Rule of law; Individual Liberty and



we expect all members of our community to show care and consideration and to treat each other with respect.

### **The Quanton Team**

Our successful team is made up of a number of groups of people:

- . The Children
- . The Parents – Family and Carers
- . The Governing Body
- . The Senior Leadership Team
- . Teachers & Learning support Assistants
- . Support Staff – Admin Team

### **The Children**

We all agree that the most special thing about our school are the children. We strongly encourage all children to take an active role in the development of the school through taking a position of responsibility within the Pupil Voice body: School Council, Sports Council, House Captain, Librarian, Junior Road Safety Officer, Play Leader and various other child-led groups such as the Friendship Buddies and Lunchtime clubs. This year we are developing the role of Lead Learners.

### **The Parents**

Our parents support the school and the development of their child in many ways, such as attendance at the Parent Consultation Evenings, ensuring that their child engages in Extended Learning, volunteering their time to hear children read and supporting the Parent Teacher Association. We value the good relationship we have with parents and are eager to involve them in the continued development of the school. Parent curriculum evenings where Maths/English strategies are discussed.

### **The Governing Body**

Our Governors are a very committed group of people who help to lead the school. They are made up of parent, school staff, local authority representatives and community representatives. They have legal powers, duties and responsibilities and meet regularly to discuss many aspects of the schools work including: Standards achieved within the school, the appointment of new staff, how the school budget is spent and what is being taught. There is also training Bucks County Council support and link governors who work with subject leaders.

### **The Senior Leadership Team**

The SLT consists of the Key Stage One Leader, the Special Educational Needs Coordinator (SENCO), Deputy and Headteacher. This team meets regularly to review key priorities, such as safeguarding, pupil progress, teaching and learning, behaviour, events and the vision and ethos of the school. All members of the SLT are also teachers.

### **The Teachers and Learning Support Assistants (LSAS)**

Children benefit from engaging and exciting learning experiences, both in and out of the classroom, as a direct result of the commitment shown by our team. Teachers and Teaching Assistants meet regularly to plan and to review both the progress of the children and the curriculum. Children are regularly consulted about their learning and often set the context for the skills and knowledge they will learn. Furthermore, our team is committed to their own professional development in order that they provide the best care for our children.



## Support Staff

Our support staff enables the school to function smoothly. They are, amongst other things, responsible for communication with parents, daily administration, finance, lunchtime supervision and ensuring that the school site is clean and safe.

## First Aid

Children have accidents. Usually these are minor and infrequent. If your child has an accident whilst at school it will be recorded in our accident book and reported to the class teacher. If the enquiry is more serious we will contact you to inform you of the nature of the injury. The majority of our school are qualified First Aiders to the appropriate level for their role.

## Medicines

Occasionally when a child is recovering from illness they may be well enough to return to school whilst finishing a course of prescribed medicine. If this is the case we ask for a form to be completed at the school office to enable a member of staff to dispense the medicine. We are unable to dispense non-prescription drugs of any kind.

## Children with Asthma

If your child has asthma please could you ensure that the school office has one working inhaler in school at all times. They will be stored centrally and taken with children when participating in activities of the school site.

## Teaching and Learning

At Quanton, we all consider ourselves as learners; we enjoy learning and welcome new challenges. Teachers meet regularly to discuss our approach to teaching and learning and to share examples of good practice. Each lesson will provide children with opportunities to learn in different ways: visually, aurally and kinaesthetically. Furthermore, children will explore different types of intelligence through our broad curriculum.

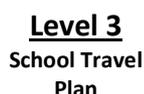
Learners often use an enquiry approach which is designed to enable lifelong learning. Success criteria, often generated by the children, allow learners to identify what they need to do to succeed and to how to further improve through the process of evaluation. Constructive feedback is valued and continuous improvement is seen as an essential part of the learning process – we have a ‘Growth Mindset’ at Quanton which encourage children to show resilience and determination, accepting that intelligence is dynamic and that true challenge is accompanied by barriers along the way.

All children are expected to contribute to their own learning and that of others. All lessons will provide opportunities for children to reflect on their learning, discuss this with others and comment on each other’s progress. Children are often involved in the planning in our Creative Curriculum. This gives them a sense of ownership and also develops their sense of responsibility and commitment.

## The Curriculum

Your child’s education is divided into the following key stages:

- . Foundation Stage 3 - 5 Years
- . Key Stage One 5 - 7 Years
- . Lower Key Stage Two 7 - 9 Years
- . Upper Key Stage Two 9 - 11 Years



The teaching and learning for the Early Years Foundation Stage is organised into areas of experience rather than individual subjects. These areas are as follows:

- . Communication & Language (listening & attention, understanding and speaking)
- . Physical Development (moving & handling and health & self-care)
- . Personal, Social & Emotional Development (self-confidence & self-awareness, managing feelings & behaviour and making relationships)
- . English (reading & writing)
- . Mathematics (numbers and shape, space and measure)
- . Understanding the World (People and communities, the World and technology)
- . Expressive Arts & Design (exploring & using media & materials and being imaginative)

The teaching and learning for the Key Stages One and Two is based on three themes:

- . Core Skills: English, Mathematics, Science, Computing and French (KS2 only)
- . Well Being: Physical Education, RE and PSHE
- . Creative Curriculum: Art, Design & Technology, Geography, History and Music

A broad and balanced curriculum is offered at Quinton with pupils being given many opportunities to develop their knowledge & understanding; learn and apply new skills through the creative curriculum approach. Our aim is to develop a healthy disposition towards lifelong learning. We believe that each and every child has an equal right to access the curriculum in a way that provides stimulation and challenge. We want our learners to be excited, imaginative and eager to participate in all aspects of school life. This year we aim to develop the Creative curriculum further in order to incorporate further the core skills of Maths, English, computing and science.

Reception children will spend much of their time initiating their own learning, their progress being monitored continually with opportunities for further challenges provided accordingly. As children progress through the school, teachers provide more structured challenge for individuals and groups. As part of our commitment to outstanding learning, children are involved in the planning of learning episodes: they share existing knowledge before identifying what they would like to learn, they discuss the possible contexts for learning and suggest how they will demonstrate their new knowledge, skills and understanding.

Our curriculum follows the 2014 National Curriculum. Children are taught in mixed ability groups in all subjects with targeted support provided as appropriate. English, Maths, Science, RE and French (Key Stage 2 7yrs – 11yrs) are taught as discrete lessons with Computing, History, Geography, Music, Art and Design & Technology delivered through the Creative Curriculum; there are many opportunities for knowledge and skills of English and Mathematics to be applied through the Creative Curriculum. This flexibility allows children to transfer skills and learn through contexts which are multi-dimensional, relevant and enterprising. Good use is made of teachers with a subject specialism to provide outstanding learning opportunities and to prepare children for secondary school.

## English

We believe that all children deserve to attain a high standard of Literacy. Children are explicitly taught the skills of reading, writing, speaking and listening. Daily 'Guided Reading' focuses on the key skills needed to fully engage with texts and teaches children the skills of



comprehension. Children in Reception and Key Stage One receive daily phonics teaching (this is also taught in Key Stage Two as appropriate). Writing is prompted as a thinking tool, not just as a medium for sharing information. Many opportunities are given to children to use 'talk' as a thinking tool as well as a method of sharing their understanding. Drama is the fourth dimension to the English curriculum: activities are used to develop confidence, explore the meaning of text and to rehearse writing. English lessons are timetabled each day throughout Key Stages 1 and 2 with skills being transferred to all other areas of the curriculum. Children have the opportunity to explore different genres of writing and are able to apply their own extended writing.

## Maths

A large emphasis is placed on children being able to use and apply their knowledge, skills and understanding of maths. We are part of the NCETM (National Centre for Excellence in the Teaching of Mathematics) research group and are developing the Mastery approach to teaching. Our young mathematicians are presented with relevant challenges, working individually, in pairs or small groups as appropriate. We believe that a good knowledge and understanding of numeracy basics is key to children feeling confident about all aspects of mathematics. The sign of a great mathematician is someone who understands the problem before critically selecting the most appropriate method to find the correct answer. Consequently, we place a high importance on basic knowledge of number and calculation, the use of mental strategies and discussion about mathematical problems. Maths lessons are timetabled each day in Key Stages One and Two. Whilst children are taught in mixed ability groups, intervention is used to ensure that all abilities receive the appropriate challenge and support. There are many opportunities for children to apply their skills and knowledge across the curriculum.

## Science

We have been awarded the Primary Science Quality Mark (Silver Level). The curriculum has been developed over the last two years to allow more and more opportunities for children to carry out investigations, both independently and in small groups. Much use is made of the school grounds and the local area to provide an exciting environment for learning and to allow children to participate in fieldwork. The Science curriculum is balanced so that children learn about important scientists and discoveries whilst also engaging in the practical elements of the subject.

## Computing

Information Communication Technology is used effectively across the curriculum. Children are provided with many opportunities to: research, manipulate and share information; use computing to measure, create and control through the use of computer programming. Digital microscopes, measuring devices, digital cameras, laptop computers, Ipods and interactive whiteboards are just some of the ways in which children gain hands on experience. Our Virtual Learning Environment is continuing to develop to give children, parents and staff an effective platform for sharing learning. We are continuously improving our digital provision to ensure the very best opportunities are available for our children.

## Religious Education & Spiritual Moral, Social and Cultural (SMSC)

As a Church of England School we place a high importance on learning from Christianity and other religions of the world. We use a variety of stimuli, including visits to places of worship, to engage children and to allow them to gain a broad experience of religion from other faiths also.

We have a daily act of collective worship and visitors are regularly welcomed, further contributing to the life of the school and community. We encourage children of all faiths to



share their beliefs and for parents and religious leaders to contribute to the life of the school throughout the year. Children relate learning about religion to their own experiences. A strong link between RE and PSHE is thus made which helps children to make sense of the decisions they have to make in their daily lives. The school has adopted the Local Authority agreed syllabus. Whilst we accept the right of parents to withdraw children from RE we expect everyone to be part of our inclusive experience.

### **Physical Education**

As a Healthy School we offer many opportunities to be active and to gain a high quality understanding of PE. We believe in "Sport for All" and consequently offer a wide range of experiences which not only prepare children for secondary school but also encourages them to adopt a healthy lifestyle. Children participate in two hours of PE a week and are encouraged to participate in extra curricular activities, such as football, netball, athletics, badminton and multi-sports. In addition to completing a module of swimming each year (Year 3 – Year 6) children will also experience Dance, Gymnastics, Football, Tag-Rugby, Netball, Hockey, Tennis, Badminton, Rounders, Cricket and Athletics. Extra-curricular activities provide further opportunities such as Street Dance, Fencing and Archery. We participate in a high number of sports fixtures and tournaments throughout the year through our involvement with the Buckingham School s Partnership (BSSP), strengthening our links with local schools and providing children with opportunities to build a network of friends prior to transfer to secondary schools.

### **Modern Foreign Languages**

French lessons begin in Year 3 and are continued throughout Key Stage Two. The main focus for Modern Foreign Language at Quainton is the development of a love for language and the ability to communicate orally. Children learn through interactive lively resources and are encouraged to communicate for the majority of time in the target language, learning songs and playing language games and beginning to write in French as they develop their vocabulary.

### **The Creative curriculum**

All other areas of the curriculum are delivered through topic based learning (History, Geography, Design & Technology, Art and Music). This multi-disciplinary approach allows children to understand how concepts are often inter-related, to transfer skills from one subject to another and to engage in exciting learning activities not always possible when studying each subject discretely. Good use is made of specialist teaching and educational visits to further enrich learning.

### **Assessment and Monitoring**

We recognise that whilst the assessment of learning has its place, it is Assessment for Learning, which really enables learners to make outstanding progress. Lesson planning is based on the needs of the child and there is plenty of opportunity for feedback and reflection. Targets are set regularly and the progress of pupils tracked diligently. Teachers and Senior Leaders meet regularly to discuss overall pupil progress, in order that individuals achieve their potential and no child is left behind. The monitoring of teaching and learning is carried out through performance management of staff, lesson observations, book audits, discussion with children and enquiry walks.



## **Academic Standards**

Children are individuals. As such, not all will attain the expected standard by the end of each year. Every child should however make good progress. This is the most important measure and we expect all children to make good progress from their starting points.

The school uses the Standardised Assessment Tasks (SATs) to inform Teacher Assessment at the end of Key Stage One and Key Stage Two. Other tests are used to inform Teacher Assessment in other year groups. Further to this, teachers regularly assess children throughout the year in all classes, providing timely feedback to enable children to improve their standard of work. We are presently reviewing the way in which assessment is delivered.

## **Extended Learning and Homework**

Children are expected to continue their learning outside of school. In Reception and Key Stage One this will typically be reading, phonics practice and developing their knowledge and understanding of number. Learning Logs have been introduced across the school which enable children to demonstrate their understanding of their learning in school. Core skills – reading for comprehension and fluency, practice of times tables and knowledge of numbers and learning spellings – is a key part of extended learning in Key Stage Two.

We expect all children to be supported at home, with a suitable environment to work in and guidance when needed. Dialogue between the child, parent and teacher regarding extended learning is extended if appropriate challenge is to be maintained.

## **Engagement of Parents**

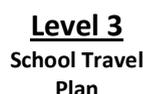
We believe that education is a trinity: the child, the parent and the school. A high rate of progress is only likely to be evident when all three partners are working together. We encourage dialogue between parents and teachers and share support material through our Virtual Learning Environment. Additionally, there are a number of opportunities throughout the year for parents to meet teachers and to learn more about what their child is doing in school (this will vary from year to year as our priorities change). Progress of children is communicated to parents through termly progress reports and Parent Consultation Evenings in the autumn and spring terms. Open mornings provide parents with first-hand experience of the school's approach to teaching.

Extensive support is given to the school by Parents & Teachers Association. This dedicated group plan and deliver exciting events throughout the year, not only ensuring that children develop into well-rounded individuals, but also raising significant levels of funding which benefit all our children. We ask that all parents support the work of the PTA through volunteering at a little time, donating items as requested and/or by attending an event during the year.

## **Extra Curricular Activities, Educational Visits and Music Lessons**

There are a large number of opportunities for children to participate in an activity outside the curriculum Coding, football, story, reading, dance, lego, chess, netball, Streetdance, Gymnastics, fencing and Aherly are just a few examples. Additionally there are large number of fixtures each year allowing children to compete against other schools.

We aim to provide off-site learning which enriches the curriculum immersing the children in the topic and inspiring them to learn more independently. We are always mindful of best value and consult parents about each visit for which we request that a contribution (it is only through the continued support from parents that we are able to sustain such exciting experiences for



children). Year Four and Year Six are given the chance to take part in a residential learning experience.

### **Children with Special or Additional Needs**

We recognise that each and every child is unique, some may have specific physical or learning needs, or require a higher level of challenge. Therefore, we go to great lengths to ensure that children are given appropriate support, not just to access the curriculum but to fully engage with and benefit from it. The type and level of support is clearly set out in the school provision map, the Support Plan or Educational Healthcare Plan (depending on level of need). The need(s) and support strategies are discussed with parents regularly throughout the school year as appropriate. Quainton works with outside agencies and parents to ensure that all concerned play an active part in the education of the child.

### **Equality**

As a Church of England School, we foster Christian values which promotes diversity and challenge discrimination at all levels. The Christian values we subscribe to are lived out through our work in the school and community.

### **Engaging the Community**

Our Pupil Voice body is made up of various offices: School Council; Eco Council; Sport Council and Junior Road Safety Officers to name but a few. This body fulfils a number of important roles: identifying and discussing areas which they feel need further improvement, organising a whole school charity events and leading whole school initiatives at a pupil level.

Children at Quainton are involved in the life of the local community, we regularly provide opportunities for our local community to engage in the life of the school through shared services in Church to special events for our local senior citizens. We are looking to further our links with schools and communities in the local area and internationally.

### **Collective Worship**

As a Church of England School, we follow the Christian calendar whilst exploring festivals and events from other faiths. The daily act of Collective Worship will always have a religious/moral theme, usually centred around one of our school Christian values, and children are invited to join in our daily prayer. The school joins the local community at different times throughout the year at the Holy Cross & St Mary's Church to celebrate and give thanks.

### **Attendance and Behaviour**

All children at Quainton are expect to attend regularly, arriving at school punctually. There may be times when your child is late or unable to attend school and we work together with parents to ensure that children are not adversely affected. We regularly monitor attendance and if there is cause for concern The Education Welfare Officer is consulted. We are only at school for 190 days of the year – we value our time at school. The School has the right to authorise level of absence (for certain exceptional circumstances) all such requests must be put in writing in good time (a form is available from the school office and should be returned a month before the event clearly detailing the special nature of the event). We do not authorise any absence for the purposes of holiday during school term time – any such absence is recorded as unauthorised in the same way as truancy. Furthermore, we strongly encourage parents to arrange medical/dentist appointments outside of the school day (in the event of an unavoidable appointment during school hours we would expect children to attend school for as much of the day as possible).



We are proud of the way our children behave. This is a result of the values which we hold dear and our supportive pastoral system. We believe that it is important to: take responsibility of our actions: to play an active role in resolving situations; to accept appropriate consequences for actions. Our behaviour practice is restorative. We accept people make mistakes and believe that resolving issues positively, rather than attributing fault, leads to a cohesive, trusting community. Consequences to behaviour are graduated, with children and adults being included in the decision making process. Visitors to the school often confirm the high quality relationships which exist at Quainton.

### **The School Day**

The school day for children begins at 8.40am when the main gate opens. Parents of Reception children may take them to the classroom whilst all other children wait in the main playground. Children line up at 8.50am on the main playground before going to registration which begins at 8.55am. The school meets for Collective Worship between 10.05am and 10.25am.

Maths lessons are from 9.05 to 10.05am and are followed by Worship and then by morning break (15 mins). Guided Reading and English then follow up until 12.15pm. Lunch break is for one hour and afternoon registration is at 1.15pm. Two sessions of one hour each complete the school day with children who are not participating in extra-curricular clubs being collected at 3.15pm. Key Stage One have a fifteen minute playtime during the afternoon. Extra-curricular clubs are held until 4.15pm unless otherwise stated.

### **School Lunches**

We are able to provide children with a hot meal at lunchtime, provided by Waddesdon Secondary School, which is served from 12.15pm. A varied menu is available with food being pre-ordered. The present cost of meals for Key Stage 2 is £2.50. Key Stage One and Reception meals are funded by the

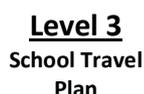
Government. Alternatively, children are welcome to bring in a healthy packed lunch (no sweets or carbonated drinks are allowed) and we encourage children to bring in a healthy snack from the morning break (cereal bar or fruit). Children in Reception and Key Stage One receive free fruit and milk for their morning break (milk is free of charge up until they are five years of age, as is fruit until the age of seven, after which time milk may be purchased via the School Office).

### **Uniform**

We believe that a pride in appearance leads to a pride in all that is done at Quainton. Further to this, the uniform gives children an instant sense of community and belonging. We aim to keep the uniform as simple as possible, being mindful that children grow quickly! The PTA have organised online ordering with free P&P (specialised and general items) and a full uniform list can be found at [www.quaintonschoolpta.webs.com](http://www.quaintonschoolpta.webs.com). The PTA also sells quality used items at very affordable prices.

Hair should be of reasonable length, of natural colour and of an even cut (extreme haircuts often create unnecessary distraction). Long hair must be tied back for reasons of health and safety. Jewellery is not allowed in school, the exceptions to this are small plain studs with pierced ears (children will remove or cover these for PE lessons). Finger and toenails should not be painted. All children are expected to wear school uniform that is clean and named.

For PE, children will need a house t-shirt (available from the PTA via the website detailed above) black shorts and red socks. Trainers will be needed for outdoor activities with boots



(moulded studs preferred) in KS2 for football and rugby. For extra warmth, children may wear a black tracksuit or a sweatshirt - red or black (both of which are available from the PTA).

### **Complaints Procedure**

Everyone at Quainton School aims to ensure that your child's time with us is successful and rewarding. If however you are dissatisfied, please talk to your child's class teacher in the first instance, then the Key Stage Leader or the Headteacher. A parent who still has concerns should contact the Chair of Governors in writing (letter delivered by the school office). A copy of our complaints procedure is available from the school office on request.

### **Charging of School Activities**

All schools are legally bound to have a charging policy. Parents will be notified of proposed visits and invited to contribute voluntarily towards the cost. No child will be excluded from activities on the grounds that a parent is unable or unwilling to contribute.

However if we receive insufficient voluntary contributions then the visit may not take place. Full details of the charging policy are available from the school office.

### **Parking**

In order to ensure the safety of all children and adults on the premises parents are not allowed to drive their car onto the school grounds. We also ask that parents do not walk through the car park either by themselves or with their children. The only exceptions are for cars displaying a disabled badge or those with prior permission from the headteacher. We operate a "Park n Stride" scheme with the Memorial Hall allowing parents to park there during the school run hours. We ask that all parents drive and park responsibly in order to keep our community safe.

### **Admissions**

We welcome children and parents of all religious denomination, and those with no religious beliefs at all. Our standard admission number for years is 28. All applications must be made to the Local Authority.

Details of our next open morning are available from the school office.

### **The School Office**

Lower Street, Quainton, Aylesbury, Bucks. HP22 4BJ

Telephone 01296 655242

Email [office@quainton.bucks.sch.uk](mailto:office@quainton.bucks.sch.uk)

Website [www.quainton.bucks.sch.uk](http://www.quainton.bucks.sch.uk)

You may view/download a copy of our most recent inspection at:

<http://www.ofsted.gov.uk/provider/files/2242389/urn/110447.pdf>

