



Building Stepping Stones to Success

Stone Church of England Combined School

Prospectus 2022 - 2023





Building Stepping Stones to Success

Headteacher's Welcome

Welcome to Stone, a 'Skills for Life' school. Here, your children will develop the skills to enable them to be lifelong learners. At Stone, we all work to enable each child to discover their unique gifts and talents and to achieve their highest potential.

Our aim is that every child will reach their full potential.

We strongly believe that helping children reach their full potential is a shared responsibility. We encourage our children to 'Reach for their Star' and with our help, their parents' help and the help of their peers the children are successful. Our vision is therefore: ***'Love one another as I have loved you'... helping each other to reach for the stars.***

The Bible verse, ***'Love one another as I have loved you'*** (John 13: 34-35) sets the vision for the children in a Christian context and the story of the Good Samaritan helps children understand how we should all help each other.

The whole community aspire to fulfil this vision through our Christian values of community, perseverance, honesty, compassion, respect and responsibility each being a 'stepping stone' to success.

We acknowledge that children today have to navigate a complex and ever-changing world, facing challenges and pressures in many aspects of their life. Therefore, as well as providing an excellent education for our children, we support them further in developing their wellbeing and the skills they will need to navigate successfully through life. We provide opportunities for becoming more active and healthier and for developing the social and emotional skills, knowledge and behaviours which will help them to build resilience and set the pattern for how they will manage their mental health and wellbeing throughout their lives.

The daily mile for all children provides exercise to promote self-esteem, improved social interaction with friends and better focus and concentration during lessons. Happiness and well-being lessons are woven into our citizenship scheme of work and our curriculum has been adapted to promote wellbeing. A wide range of extra-curricular clubs are usually on offer, including sport and instrumental lessons, provide children with hobbies and activities which will promote wellbeing for life. Some of these will continue despite the challenges that COVID-19 bring.

We enjoy close links with our local church and we make full use of our beautiful school setting and excellent facilities, which include a fully equipped school kitchen, extensive outdoor learning resources, an amphitheatre and an amazing well stocked library.

In a secure and caring environment, we offer a rich and engaging curriculum which enables children to develop enquiring minds and the self-confidence to succeed throughout their lives. Children are





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encouraged to explore a range of interests, including music, art, sport, languages and drama, both through the curriculum and our wide range of extra-curricular activities.

We work closely with parents and encourage you to take an active role in your children's learning. Detailed information about your child's progress and targets for improvement are given at regular intervals through the school year. You will be invited to frequent workshops detailing our curriculum and methods.

We look forward to welcoming you to our school.

Mrs D Morrison
Headteacher

About the School

At Stone, we believe that the ethos and values of the school are of paramount importance to the development of our children.

Stone CE School is a '**Skills for Life**' school. We aim to teach our children the skills they need to be successful learners; we nurture responsible and active citizens, who make positive contributions to their communities. Stone pupils enjoy and achieve, and are well prepared for lifelong learning.

The **wellbeing** of the children is of paramount importance so we provide activities and opportunities that will promote healthy minds and bodies that they will be able to draw on throughout their lives.





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Our Vision and Mission

The school vision is:

***Love one another as I have loved you' (John 13: 34-35)...
helping each other to reach for the stars.***

The whole community aspire to fulfil this vision through our Christian values of community, perseverance, honesty, compassion, respect and responsibility each being a 'stepping stone' to success.

We communicate God's message of love through our mission of living our values:

Our School Value	How we live our value
Perseverance	<ul style="list-style-type: none"> › Do work hard
Respect	<ul style="list-style-type: none"> › Do be polite and respectful to members of staff and each other › Treat the school buildings and school property with respect
Community	<ul style="list-style-type: none"> › Do help each other
Honesty	<ul style="list-style-type: none"> › Do be honest
Responsibility	<ul style="list-style-type: none"> › Behave in an orderly and self-controlled way › In class, make it possible for all pupils to learn › Move quietly around the school › Wear the correct uniform at all times › Accept sanctions when given › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
Compassion	<ul style="list-style-type: none"> › Do be kind and gentle





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Our Distinctiveness: We have three principles which underpin all we do:

Our Christian Values

Our Christian values are central to our school life. Children are encouraged to care and take responsibility for each other; as a result, our older and younger children mix well together. Playground leaders also promote safe and healthy play for all. Bullying and racism are never tolerated. We encourage children to resolve differences through discussion and learn to make amends if they make mistakes. Positive behaviour management is a feature of our school, with House Points, Stepping Stones Certificates and Child of the Week certificates being regularly awarded. Community spirit is developed through our school council who have been responsible for a number of initiatives. They meet regularly to help improve our school and the experiences and learning of our children. Children are allocated to a house team when they enter the school which also encourages bonds and team spirit across the school. *Our Christian Values provide children with the stepping stones they need to be successful members of the community of the world. Children learn how to treat others and how to be effective members of the community Our Stepping Stones to Success are:*

Community Perseverance Honesty Compassion Respect Responsibility

Skills for Life



We are passionate about our 'Skills for Life' approach. It underpins everything we do and provides a foundation for our exciting and personalised curriculum. As a result, children are more confident in their learning and are excited to 'grow their brains'; they relish being challenged in their learning. Our 'Skills for Life' approach is evident in planning, in learning in every classroom, on the playground and in all aspects of school life, preparing children for life beyond Stone School and providing them with the skills they require to be lifelong learners – responsibility, readiness, resourcefulness, resilience and reflectiveness.

Five Ways to Wellbeing

We believe that our children's wellbeing is central to their success as confident lifelong learners. We therefore encourage our children to play an active role in their own learning, in their own mental health and in developing healthy lifestyles. The school values are an integral part of our curriculum and influence interactions and behaviours providing consistency and security for the children. The 'Five Ways to Wellbeing': 'connect', 'be active', 'keep learning', 'take notice' and 'give' provide the children and staff with practical ways of taking responsibility to develop their own wellbeing. We provide a number of opportunities for children and staff to practice these, which include growth mindset education, teaching children and staff about taking notice of their mental health and strategies to support them, Peer Mental Health Heroes, daily mindfulness, the Daily Mile, a wealth of enrichment opportunities and promoting and celebrating acts of kindness in school. The children are nurtured and cared for by teachers and the children feel safe and secure at school.





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Parents, relatives and friends work together to make this school successful. A strong and supportive PTA raise funds to improve resources in the school.



The author, Steve Cole, opening our new library which was funded by the dedicated and hardworking Parent Teacher Association.





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House Captains
celebrating their
successes in Sports Day.



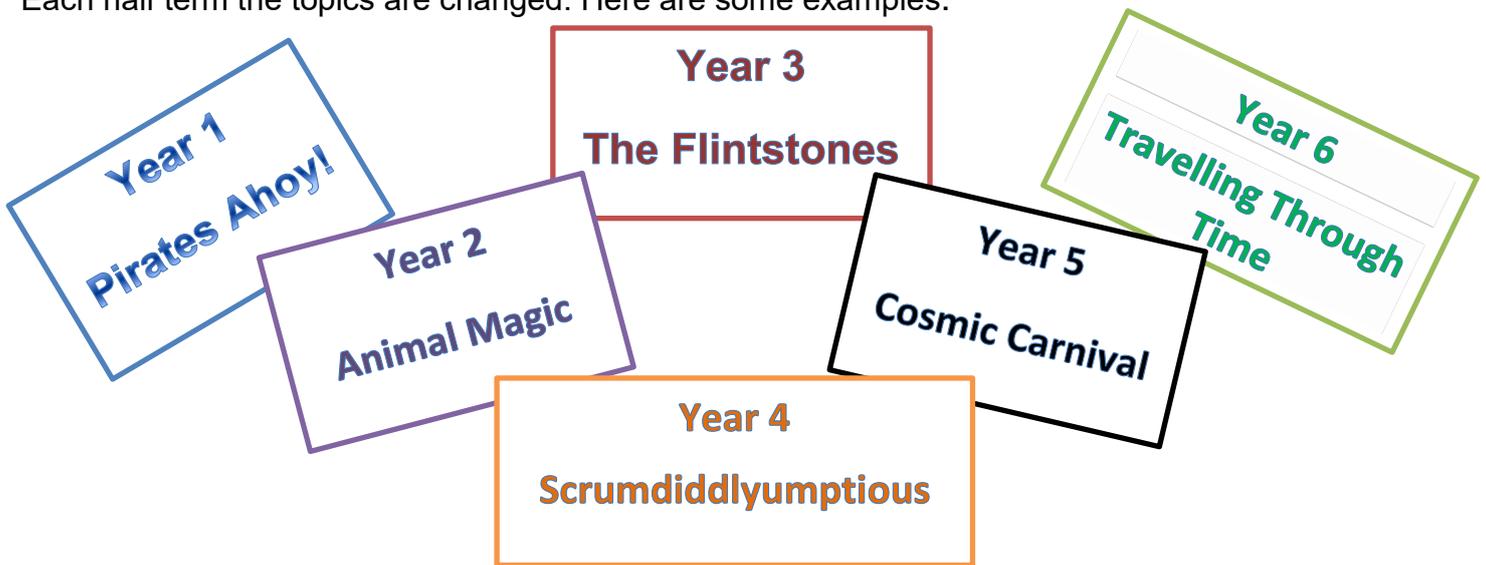


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The Curriculum

We believe that all children are entitled to a curriculum which develops not only their knowledge but the skills they require to be effective learners. Our Skills for Life curriculum provides children with life skills to support life-long learning and wellbeing so they are well prepared for the next stage of their education. We believe that children should be eager to discover new learning and excited by the experiences they have in school. We aim to inspire and challenge them in their learning and have developed an exciting topic based curriculum to achieve this.

Each half term the topics are changed. Here are some examples:



In all curriculum planning, we make sure that essential transferable 'Skills for Life' such as resilience, motivation and collaboration underpin all learning. Reading, writing, mathematical and computing skills are mapped across the curriculum to be applied and strengthened. Considerable emphasis is placed on the acquisition of the key skills needed by the children. These include the ability to read fluently, to write easily in a pleasing style of handwriting, the ability to speak clearly and confidently in a variety of contexts and the knowledge of basic number facts and times tables.

Reading is a central part of the school curriculum and the pleasures of reading and its importance are highlighted from the beginning. Progress is monitored carefully and reading diaries are kept as part of the home/school reading policy.

Parents/grandparents and friends of the school are also encouraged to come into school as volunteer helpers to hear the children read. Phonics and sound blending work is introduced in Reception and continues throughout the children's time in our school. Our phonics scheme is called "Read Write Inc" and we use the online reading program, Reading Eggs, to support this.





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Early Years Curriculum

There are seven areas of learning and development that shape our educational programmes in Early Years. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development.

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the word
- Expressive arts and design

Year One and Year Two cover Key Stage One of the National Curriculum. Year Three, Four, Five and Six cover Key Stage Two. This consists of ten subjects, which are mainly taught through our topic approach, these are: English, Mathematics, Science, Computing, History, Geography, Art and Design, Design Technology, Music and Physical Education. We also teach Religious Education, Citizenship including Relationship Education to all.





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Teaching and Learning



At Stone, staff are committed to the belief that understanding of the learning process is the key to outstanding progress for all children. **Evident in our lessons is:**

Good teacher subject knowledge: Our teachers have good subject knowledge of the subjects they teach and subject leaders provide effective training and support where required.

Clear, detailed explanations and modelling: Teaching is very clear, WALTs (What we are learning today) and success criteria are used to provide clarity for the children and to scaffold their learning. We also use teacher and pupil modelling and questioning alongside class instructions to engage the children in different activities. Modelled work is displayed in the classroom for children to refer to.

Effective talk: At Stone, we explicitly teach discussion techniques such as phrase starters, questions, turn-taking patterns. We also teach the children how to agree, disagree, support, challenge, clarify and summarise. This means that talk is more productive.

Strategies to meet the needs of identified groups i.e. SEN, EAL, disadvantaged children and the most able pupils: Teachers use subject progression documents to ensure that the curriculum is taught progressively, builds upon prior knowledge and gaps are filled if needed. Adaptations are made to lessons, where required, to ensure all children may access the learning and progress. We use a 'Keep Up' not 'Catch up' approach so that children do not fall behind.

Educational visits and enrichment activities to develop cultural capital: We bring children's learning to life through planned experiences including 'Wow Days' which may be a trip, hands-on experience or a really exciting visitor that will ignite the children's desire to learn and bring their learning to life. This makes learned content both memorable and engaging.

Skilful teacher questioning: Teachers use skilful questioning to systematically check learning, identify misconceptions and provide clear, direct feedback. To support assessment, we use a variety





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of questioning strategies which enable us to direct questions to individuals where necessary, or use a 'no hands up approach' to allow children to contribute freely. Responses allow teachers to adapt teaching if necessary. To check understanding at a deeper level, class teachers probe for reasoning and clarification, and, as children move further up the school, they are taught to give full, detailed and reasoned responses.

Strategies to help pupils remember: The teaching of knowledge and skills is sequential and builds on prior learning. All lessons begin with retrieval strategies i.e. Flashback 4, which focus on content from previous year, previous topics, as well as the current topic, enabling learning to be moved into the long-term memory. Mind maps are used at the start of topics/units of work to help children retrieve previous learning and at the end of a topic to assess what has been learnt. Knowledge organisers are used in some subjects to support learning by clarifying key knowledge, skills and vocabulary.

Metacognitive strategies – The opportunity for children to plan, monitor and evaluate their own learning.

Resilient, independent learners: Using our Skills for Life principle, we teach children to be responsible for their learning, reflective, resourceful, resilient and ready to learn. Growth mindset strategies are also implemented in classes. These strategies are based on the work of Carol Dweck and include: teaching the value of challenge; giving feedback which highlights the values of planning and trying different learning strategies and the growth mindset concept of not being able to do something 'yet'. Children's question driving questions in lessons.

An effective learning environment: teachers provide a learning environment filled with resources that allow the children to focus on learning. Ever changing learning walls provide scaffolds, vocabulary and prompts to support the learning that is happening in the class at that time reflecting the ambitious intentions or our coherently planned curriculum. Quality schemes are used in some subjects to avoid an unnecessary workload for staff. These schemes support our ambitious intentions for a curriculum which is sequenced towards cumulative sufficient knowledge and skills for future learning and employment and include: Charanga for music, Switched On Computing, SCARF for PSHE and Amaven for PE.

A rigorous approach to the teaching of reading: We use Read Write Inc. Phonics which is a DfE-validated systematic synthetic phonics programme which is designed to ensure progress for every child. This is taught from the beginning of Reception. Children learn to read sounds and blend them into words. They apply this phonic knowledge to read and comprehend storybooks that are carefully matched to the sounds they know. Children learn to read these books with a storyteller's voice. Frequent assessment ensures that any pupil who is falling behind is quickly identified so that targeted support can be given immediately. As children's reading develops we encourage children to read





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broadly. We teach reading as a priority across all year groups including through cross-curricular reading opportunities which have planned teaching objectives. We carefully select texts and resources to inspire, engage, challenge and promote discussion. We read to children daily.

Vocabulary Development: We develop vocabulary by reading to children in a way that excites and engages them. We also introduce, teach and use pre-planned subject specific and technical vocabulary across the curriculum (star words).

The impact of our curriculum

(This is the most recent data due to COVID)

Standards and Achievement

Children at Stone perform well academically. Standards attained by pupils at the end of Key Stage 1 and 2 in 2019 are detailed below as children did not take assessments due to COVID-19 in 2020.

Summary of Assessment Results for 2019

Year 1 Phonics Screening Check:

85% of pupils working at the standard expected (National Average 2018- 82%)

KS1 National Curriculum assessment results:

	School Working At Expected Standard +	National	School Working at Greater Depth	National GD
Reading	71%	75%	21 %	25%
Writing	71%	69%	18 %	15%
Maths	71%	76%	21%	22%





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KS2 National Curriculum Test Results

	% of pupils working at Expected Standard or above		% of pupils who achieved a higher level of attainment	
	2019	National	2019	National
English Reading	93%	73%	40%	27%
English Writing (TA)	93%	78%	23%	20%
Mathematics	87%	79%	30%	27%
SPAG	83%	78%	40%	36%
R, W & M Combined	87%	65%		





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Uniform Policy

School Organisation

Introduction

At Stone, we aim to provide a happy, safe and secure environment for pupils, staff and visitors. At the heart of our uniform policy is our vision which is rooted in Christian values:

'Love one another as I have loved you' (John 13: 34-35) helping each other to reach for the stars.

We believe that promoting pride, equality and self-esteem encourages all children to full our vision that every child will reach their full potential.

It is our school policy that all children wear the correct school uniform when attending school or when participating in a school-organised event outside normal school hours. All items of clothing should have your child's name on them.

School uniform:

- is practical and smart, suitable and hard-wearing clothing for school
- makes children feel equal to their peers in terms of appearance
- identifies the children with the school and creates a sense of community and belonging
- establishes high expectations and promotes pride
- is considered good value for money and complies with the latest guidance in law (2021):

Parents have a duty to send their children to school correctly dressed and ready for the full range of daily schoolwork in line with our home-school agreement. All children are expected to wear the correct uniform, clean and in good repair. If there are serious reasons for parents to request that their child needs to wear clothing that differ much from the school uniform, due to e.g. faith requirements or a special need, then this can be presented in writing and will be taken into consideration.

Costs

School-branded wear is available for Stone School however, in order to avoid uniform contributing to financial hardship, this is not a requirement and unbranded items are very acceptable.

We aim to support those for whom some uniform costs might be challenging, through provision of good quality preloved clothing and some use of our Pupil Premium funding for those eligible.

In order to reduce likelihood of loss of everyday uniform and expensive items like coats, bags, footwear, we ask that:

- ALL items of clothing, PE kit, bags etc. MUST be clearly named, with a suitable pen and checked from time-to-time to ensure the name is still visible.





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- Parents must not feel any need to buy very expensive clothing; our children look very smart in clothing that is not costly, but is of hard-wearing quality.

What to Wear at Stone CE Combined School:

The following required items are required:

- a bright red sweatshirt, jumper or cardigan (with or without school crest)
- white polo shirt, shirt or blouse
- grey trousers, grey shorts, grey skirt or grey pinafore dress
- grey or white socks or plain grey tights
- a waterproof jacket or warm coat (depending on the time of year)
- a sunhat – any colour (in summer months)

Optional

- red and white checked/striped dress (during warmer months)
- a red fleece (for colder months – no hoods)

Hair

- It is a requirement that hair that is long enough should be tied back with a small red/white subtle hair band. A subtle Alice hair band or clip may also be worn. (If a hair accessory is worn that is considered inappropriate for school, the child will be asked to remove it).

Required footwear

- black shoes/black trainers
- Wellington boots (should be kept at school)

Shoes should be black and sensible – no raised heels. Velcro fastenings are ideal for the younger children.

Jewellery

Jewellery is not permitted except for one small, subtle pair of stud earrings in the earlobe which are no bigger than the lobe.





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Uniform for Physical Education:

Class R: Children should bring their PE kit to school in a drawstring bag. This will be kept in school and sent home each half term for washing.

Year 1 -6: Children should wear their PE kit to school on PE days.

The following are the required items for all year groups:

- plain red T-shirt
- plain black shorts (no logos/stripes etc)
- black/white trainers/black plimsolls

Optional, but recommended for colder months:

- plain black tracksuit bottoms (no logos)
- a red fleece or red sweatshirt (no hoods)

Class 5 Swimming Kit

Children in Year 5 require:

- a swimming costume or trunks (no bikinis, long shorts or T Shirts)
- hat
- towel.

Jewellery, including earrings, is not permitted.

Other optional items:

Stone CE Combined School Book Bag

Stone CE Combined School PE Bag

Stone CE Combined School Rucksack





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Where to purchase uniform:

All uniform may be purchased from any supplier of your choice – some supermarkets and retail stores offer good value for money.

Many of these items are also available with the school logo from Bucks School Wear Plus (optional): Unit 11, Vale Industrial Estate, Southern Road, Aylesbury, HP19 9EW. <https://bucksschoolwearplus.co.uk/>

Phone: 01296 422120

Second hand uniform:

The PTA regularly host sales of good quality second hand uniform. You can enquire at any time if you would like to purchase any item of uniform. Please email the school office to check for availability and prices.

Times of the School Day

The school gates open at 8:35am and the morning session begins at: 8:45 am. We ask that you ensure that your child arrives promptly at 8:35am so that they are in class and ready to start learning at 8:45.

Lunch break

Lunch break is 1 hour.

School Finish time

School finishes at 3:15pm.

Coming to School and Going Home

The school gates open at 8:35 and children enter school straight away. The main gate is locked at 8:45. Late arrivals must be brought into school via the main entrance and signed in by a parent or carer. Pupils are marked as late after 8:45am and Registers close at 9am.

Please help us by making sure that your child does not arrive at school late for registration as this unsettles them and the rest of the class.





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The children are dismissed at the end of the day onto the playground. EYFS and KS1 children are released when the teacher sees the parent/carer. If you are delayed in collecting your child, please telephone the school. **Please always tell your child's class teacher or inform the school office if someone other than you is meeting your child from school.**

Mealtimes

Hot school meals are available every day through "Innovate" our hot school meals provider. A range of choices; including a main meal, vegetarian meal or jacket potato option are available. Under the Government's "free meals initiative" all pupils in Reception, Year 1 and Year 2 are entitled to a free school meal.

Children can bring in a packed lunch and eat in the hall, or in the summer months, outside. We ask that you send your child's lunch in a named container. Please do not send drinks in glass bottles for safety reasons. As a Healthy School, sweets and fizzy drinks are not allowed and parents are asked to provide a healthy packed lunch. The children are looked after by our lunchtime supervisors. Games are provided such as skipping and a variety of ball sports throughout the week. Our year 6 children act as buddies to support play in the small playground for EYFS and Year 1.

Free fruit is available for snack time for Reception, Year 1 and Year 2 pupils every day under the government's Free Fruit at School Scheme.

Milk is available if desired through our registration with the Cool Milk at School Scheme. This is free until the age of 5. Details can be obtained from the school office.

Children are encouraged to bring water to school to drink throughout the day which must be in a clear transparent plastic bottle. Please provide a named see-through water bottle with a sports lid, to avoid spillage. Squash is allowed at lunchtime.

FREE SCHOOL MEALS/EXTRA FUNDING

If you think that your child may qualify for free school meals, please use our confidential checking service by contacting the school office. Children who qualify for free school meals also receive extra funding from the government which can be used to support your child's learning, help fund school trips, music lessons or provide resources and/or uniform. This funding is for EYFS, KS1 and KS2 pupils; however, the funding will not be provided to KS1 pupils unless we apply even though they receive free school meals. It is therefore essential that all parents who may qualify use our confidential checking service. You can apply for free school meals if you or your child receive any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit





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- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income of £16,190 or less
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit.

Visits and Visitors

Stone pupils usually have the opportunity to take part in a school trip or in a curriculum enrichment day in school every half term. Some of these educational visits have included a trip to Cadbury's World, Kew Gardens, Tower of London, Matilda in London and Whipsnade Zoo. Years 4 and 6 enjoy residential visits. Curriculum themed Wow Days also take place, often enriched by visitors.

Schools may legally request voluntary contributions in support of school activities such as educational visits. However, there is no obligation for parents to pay, and no pupil is ever excluded from taking part if their parent has not contributed. However, if sufficient voluntary contributions are not received from parents for the activity then it may have to be cancelled for all pupils.

Admissions and Catchment Area

Stone Church of England Combined School serves the village of Stone and surrounding area, including Upton and Hartwell.

Children are admitted to Stone CE Combined School in accordance with the Buckinghamshire County Council Admissions Criteria. Parents applying for a place should read the relevant sections of the Education Department's booklet **Guide for Parents – Admissions to Buckinghamshire Primary Schools** for the appropriate year.

Applications for school places are made directly through the Buckinghamshire County <https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/>

They also have a 'Contact Us' form: [Admissions Team's 'Contact us' form](#).

Your child will begin a full time place in school, in the September of the year in which they will have their fifth birthday.

The school provides open events for you to visit the school in the autumn term.

Please note that all children transferring from infant to junior or combined schools take part in an induction programme early in July so that they can meet the other children in their class, work with their teacher and become familiar with their new environment, spending the day at their new school.





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Allocations:

Admission rules for Buckinghamshire community and voluntary-controlled primary schools

Once children with an EHCP are admitted then the following rules are used:

1. Looked after children and previously looked after children. (see Note 1)
2. Children who have exceptional medical or social needs, which can only be met at that school, supported by written evidence from an appropriate professional person. (See Note 2)
3. Children of staff where either:
 - a. The member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
 - b. The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage. (See Note 3)
4. Children attending a primary school linked to the school named in the list of 'linked primary' schools at the time allocations are made. (See Note 4)
5. Children living within the catchment area of the school. (See Note 5)
6. *For the main point of entry:* Siblings of children who are attending the school or a 'linked primary' school in Year R – Year 5 at the time allocations are made, and are expected to be on the school roll or linked school roll at the time of the proposed admission, or who have already been offered a place to start in the current academic year at the school or a 'linked primary school'. (See Note 6)
7. *For immediate in year admission after the normal point of entry:* Siblings of children who are in Year R to Year 6 at the time of admission to the school. (See Note 7) Once the above rules have been applied then any further places will be offered in distance order; using the distance between the family's Normal Home Address (See Notes 8 and 9) and the school's nearest open entrance gate offering the closest first. We use a straight line distance. (See Note 10)
8. Where a school can take some, but not all, of the children who qualify under one of these rules, we will give priority to children by taking account of the next rule (or rules) in the numbered list to decide who has priority for places.
9. If it still not possible to decide between two applicants who are equidistant then an independently scrutinised [random allocation](#) will be made to allocate the final place. An explanation of the method of making [random allocations is on the council website](#) (See also Note 11 below regarding twins and multiple births)

The school's admission number is 30 and the capacity is 210.





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Expectations

Attendance

In order to prepare children effectively for their futures and to establish good habits which enable children to succeed, attendance and punctuality are paramount.

We reward children achieving 100% attendance on a termly basis. Holidays are expected to be taken in the school holidays and pupils are not expected to be taken on holiday in term time. Any requests for absence during term time will be considered as exceptional and will rarely be granted. Requests leading up to or during assessment periods will not be granted. We work closely with Buckinghamshire Attendance Team who will intervene where unauthorised attendance is taken (e.g. fines will be issued) or when attendance is of concern. Our full attendance policy is available from the school office or on our website.

If your child is absent from school we ask that you phone the school office absence reporting line (option 1) by 9am for each day of the absence. When you phone, please state your child's name, class, your name and reason for absence. Please phone on each day of your child's absence.

If your child needs to attend a medical appointment, please inform the school **in advance** and provide the school office with proof of the medical appointment (appointment letter/card). Where possible, please arrange appointments outside of school time.

Partnerships with Parents and the Local Community

We see education as a partnership, and encourage parents to attend the many events which we hope will help you to support and encourage your child at home. We hold regular parent workshops to help you support your child. These include mathematical calculation, reading and writing. We consult with parents for school improvements and value their contributions. Parents have contributed to a number of developments, including our school values, website and reporting procedures.

Weekly newsletters and ParentMail keep everyone informed.

Our local church community play an active role in the school, including Canon Phil and the church parishioners, through weekly Open the Book Assemblies.

Parents are always welcome in school to find out about their child. We also have systems in place to ensure parents are kept up to date with their child's progress through written reports each term, as well as the opportunity to meet with the teacher on a termly basis.

There is a very active and supportive Parent Teacher Association providing welcome extra funding to improve resources and pupil opportunities in the school. They provide many social events for the community to gather together. This year their efforts raised a significant sum of money, which allowed





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us to improve computing in the school. They also funded many extra resources to support learning in maths and English.





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Safeguarding

At Stone CE School, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time in this school. We want to work in partnership with parents to help all children achieve their full potential and make a positive contribution to the school community. All our staff and regular volunteers who work with children are DBS checked. On rare occasions, our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all.

Furthermore, the school has a strict code of conduct as well as a confidentiality policy for all staff and parent volunteers.

Contact information

You can contact us by any of the means below:

Stone CE Combined School

Oxford Road
Stone
Aylesbury
Bucks HP17 8PD

Telephone 01296 748340
e-mail office@stone.bucks.sch.uk
Website www.stone.bucks.sch.uk

School Business Manager

Mrs Assunta Loxley

Chair of Governors

Mrs Alison Foy

Headteacher

Mrs Debbie Morrison B.Ed.Hons Oxon

