

**COTTESBROOKE INFANT & NURSERY SCHOOL  
AN ACADEMY**

**SCHOOL PROSPECTUS 2019/2020**

**Cottesbrooke Infant & Nursery School  
Yardley Rd  
Acocks Green  
Birmingham  
B27 6LG**

**Head Teacher: Mr William Loughlin  
Chair of Governors: Mr Keith Fenwick**

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**Website: [www.cottesbrooke-inf.bham.sch.uk](http://www.cottesbrooke-inf.bham.sch.uk)**

***All dates, copies of newsletters and other school information are available on our website.***

Number of pupils on roll: 261 Aged 4 – 7 Full time  
Expected for September 2019: 270

Age Range: 3 - 7 years

Nursery Class: 78 part time places for children aged 3 - 4 years.  
(Mornings 8.30 – 11.30 am & Afternoons 12.30 – 3.30 pm)  
We do take children on a full time basis if they qualify for funding.

The school can admit 90 children per year.

School Times:

KS1:	8.55 am to 12.00 noon	1.00 pm to 3.15 pm
Reception:	8.55 am to 11.30	12.30pm to 3.15 pm

School office: Mrs J White (Senior Office Manager)  
Mrs A Ellis (Senior Secretary & Head Teacher's PA)  
Mrs H Hadley (Senior Learning Mentor)

### Term Dates 2019 to 2020

AUTUMN TERM 2019	SPRING TERM 2020	SUMMER TERM 2020
Start	Start	Start
Monday 2 <sup>nd</sup> September	Monday 6 <sup>th</sup> January	Monday 20 <sup>th</sup> April
To	To	To
Friday 25 <sup>th</sup> October	Friday 14 <sup>th</sup> February	Friday 22 <sup>nd</sup> May
Half Term	Half Term	Half Term
Monday 4 <sup>th</sup> November	Monday 24 <sup>th</sup> February	Monday 1 <sup>st</sup> June
To	To	To
Friday 20 <sup>th</sup> December	Friday 3 <sup>rd</sup> April	Monday 20 <sup>th</sup> July

There will be five teacher training days during this year. These are days when the teachers attend for training and children have an additional day off. We sometimes have a training day on the first day of term but these will be confirmed.

We do try to take these at times least likely to disrupt working parents and we also consult Cedars Academy so that wherever possible our teacher days coincide.

**Currently training days for this year are planned for Monday 2<sup>nd</sup> & Tuesday 3<sup>rd</sup> September.**

If any changes are made to these dates parents will be informed and the school calendar on the website will be updated.

**Cottesbrooke Infant and Nursery School**  
**Mission Statement**

**Our aim is to provide a Caring, Inspiring, Nurturing and Successful school.**

**In doing so we will strive to develop positive life skills for everyone to enjoy taking an active and effective role in our changing world.**

**Our Aims**

**To Foster Caring and Responsible Citizens**

Cottesbrooke Infant School aims for me to:

- Attend school and be on time
- Be polite and well mannered
- Be honest and truthful
- Be friendly and kind
- Celebrate my achievements and the achievement of others
- Be proud of myself and others
- Have pride in my history and heritage and respect that of others
- Be able to take turns, share and co-operate
- Demonstrate good behaviour and understanding of the school rules
- Support others in actively preventing bullying from occurring
- Be responsible for my own actions and the consequences
- Take care of school books, toys and learning equipment
- Know how to keep myself healthy and safe including e safety
- Demonstrate good spiritual, moral, social and cultural development

**To Foster Inspired and Confident Individuals**

Cottesbrooke Infant School aims for me to:

- Be motivated, interactive and enthusiastic in lessons
- Have a very positive attitude to school and learning
- Believe in myself and have high self esteem
- Find learning fun and enjoy challenge
- Not be afraid to have a go and make mistakes
- Be able to lead others but also be able to follow when needed
- Make a good effort in all my work

## **To Foster Successful and Happy Learners**

Cottesbrooke Infant School aims for me to:

- Make better than expected progress and reach my full learning potential no matter what my gender, ability or ethnic background
- Achieve in line with my age and ability in the core skills of English, Maths and Science
- Share high expectations of myself with my teachers
- Enjoy reading and read widely and often across all subjects
- Work and learn independently and with other children
- Persevere at difficult learning tasks
- Engage well in lessons including discussion, be able to listen and ask questions
- Be creative and learn how to solve problems
- Know what I need to learn next and how to make my work better
- Enjoy a rich and relevant curriculum
- Be ready to move on to my next school

## THE HISTORY OF OUR SCHOOL

Cottesbrooke School opened as a combined Junior and Infant school in 1933. It was soon found that more accommodation was necessary and the Baptist Church hall was used for many years for some infant classes.

In 1968 a new Junior School was built in Cedars Avenue at which point the school separated. The Infant School remained in the “temporary” buildings with a Nursery being added in 1971.

The Infant School was eventually knocked down in May 1996. Rebuilding took 2 years to complete during which time the children and staff worked valiantly whilst the school was rebuilt around them.

A celebration assembly was held on 15<sup>th</sup> May 1998 when the new school building was formally opened by Estelle Morris MP.

The children are now accommodated in modern classrooms with all the facilities required for modern teaching methods including a separate library, specialist teaching areas, a networked computer system and interactive whiteboards in all classrooms.

Meals are served in separate accommodation thus allowing the school full use of the hall throughout the day.

Since 2005 the school has been able to offer a Before and After School Care Service which can offer care from 7.30 am through to 6.00 pm on weekdays during term time. Details are available from the school office.

On April 1<sup>st</sup> 2014 Cottesbrooke Infant & Nursery School became an academy. This was a decision made by our Governors following our successful Ofsted Report in January 2013. We are a converter academy which means that the Governors run the school rather than a sponsor or the Local Authority. This gives us greater freedom to make choices for the benefit of the children; however the school still has a good relationship with the Local Authority and procures many services from them.

## **SAFEGUARDING STATEMENT**

Where there is a potential concern that a child may be suffering or potentially is at risk of suffering harm, the child's safety and welfare must be the overriding consideration. School will contact and share information with professional agencies if there are safeguarding concerns regarding your child. In general, we will discuss concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Senior Lead (DSL). However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

We will ensure that information sharing is documented using our existing systems and that accurate records are maintained and stored securely.

We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Care. We will co-operate with any child protection enquiries conducted by Children's Social Care.

We will identify and provide opportunities for all children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

For further information please see the school Safeguarding Policy

The school safeguarding team are:

Mr William Loughlin - Head Teacher & DSL

Mrs Fiona Beardsley – Deputy Head, Inclusion Leader & Lead DSL

Mrs Helen Hadley - Senior Learning Mentor & DSL

## **SCHOOL CURRICULUM**

### **The Foundation Stage for Nursery and Reception**

At Cottesbrooke Infant and Nursery School we have always recognised the importance of early childhood experiences and the value of play both in Nursery and Reception which make up the Foundation Stage.

The government recognises the special nature of children's learning in the early years and has defined a distinct curriculum for these very important years called "The Early Years Foundation Stage" from birth to five.

The Early Years Foundation stage is carefully structured and sets the standards that we must meet to ensure children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure 'school readiness' and gives children a broad range of knowledge and skills for good future progress through school and life.

Throughout the Foundation Stage the work that the children do will be focused around seven Areas of Learning:

The 3 Prime areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

The 4 specific areas

- Literacy
- Mathematics
- Understanding the World (history, geography, science, RE and ICT)
- Expressive Arts and Design

Each of these areas has its own set of Early Learning Goals, which are the standards expected that most children will have achieved by the end of Reception. Of course, some of our children will exceed these expectations.

Children's progress against the Early Learning Goals is assessed in a variety of ways and recorded using the 'Foundation Stage Profile'.

Children at this stage make no distinction between work and play. We recognise this and each area of learning is implemented through planned, purposeful play and a mix of adult-led and child initiated activity, both indoors and outdoors, continuing the good work that parents have already done. Children learn through whole class teaching, small group focused activities and through independent and supported child initiated play.

## **Key Stage 1 (KS1) for Years 1 and 2**

We believe that every child who attends our school is entitled to a broad and balanced curriculum that is relevant to her/his particular needs at all times.

We believe that all children are entitled to open access to all aspects of the curriculum and to equal opportunity within it. We therefore aim to provide appropriately for the individual educational needs of each pupil during their schooling here.

We also believe that we must build on the skills and experiences that children bring with them to school and are committed to involving and sharing with parents the process of educating our children.

We deliver our curriculum by following the requirements of the National Curriculum for Key Stage 1 (Years 1 and 2) in English, Maths, Science and Computing and our own adaptation of the requirements for other subjects based on the needs of our children.

The school curriculum consists of English (spoken language, reading; words and comprehension and writing; spelling, handwriting, vocabulary, grammar and punctuation), Mathematics (number, measurement, geometry and statistics) and Science. These are known as 'Core Subjects'. Computing, History, Geography, Art and Design, Design and Technology, Music and PE are known as the 'Foundation Subjects'.

Our school holds Personal, Social, Health and Emotional Education in high regard and although there is no National Curriculum for PSHE, our school follows a scheme based on Social and Emotional Aspects of Learning (SEAL) involving discrete PSHE lessons and where its principles underpin many other subjects and aspects of school life. The school also teaches about equality throughout the curriculum, promoting British Values, and uses the CHIPS (Challenging Homophobia in Primary Schools) resources as part of this.

There is no prescribed National Curriculum for Religious Education so this is taught with reference to the Birmingham Agreed Syllabus. We encourage our children to develop respect for themselves, each other and for our different faiths. We learn about the customs, values, beliefs and faiths that are represented in our school and in our City.

We hold a daily act of collective worship, which is broadly Christian. This may be all together in the hall or in class groups with teachers in the classroom.

Parents are entitled to withdraw their children from religious education and the act of collective worship if they so wish and should see Mr Loughlin if this is the case.

## **English**

We aim to develop pupils' ability and enjoyment of English within an integrated programme of speaking and listening, reading and writing.

### **Speaking and Listening/Spoken Language**

Throughout the Foundation Stage and Key Stage 1 pupils are given regular opportunities to communicate thoughts, ideas and feelings. We provide a range of opportunities such as story-time and partner work where pupils learn to listen, take turns, maintain eye contact with the person speaking, and respond with the appropriate facial expressions and language. Adults seek to take advantage of each and every opportunity for talking with children, modelling language whilst valuing pupils' contributions, however small.

### **Reading**

We believe that the ability to read is vital to all that children do and place a great emphasis on reading right from the start. Children are taught the skills required for reading from Nursery, and from Reception onwards, parents will be involved in helping children to learn letter sounds (phonics) and key words.

We are keen that parents are involved in the teaching of reading and have developed a home reading programme to help children to learn to read using a range of materials. From Reception onwards every child is given a reading book which parents are expected to share with them and help her/him to read. These books are suitably matched to pupils' reading ability enabling them to practise the skills taught in school. In addition, as they progress through the phonics programme through which the school teaches reading (Read Write Inc), pupils will bring home the book which they have been working on that week to share with an adult.

We also encourage our children to join the school's lending library and return books on a weekly basis. As parents, we would hope that you would help to provide opportunities for children to experience a wide variety of books and a variety of styles through visits to the library or books purchased for your own collection. Please understand how important this partnership is and make sure that your child does not miss out. A parents' meeting early during your child's Reception year will help to clarify many aspects of learning to read and how you can help.

### **Writing**

In the Foundation Stage children are provided with a variety of opportunities to mark make and write. As pupils develop their fine motor control, children will learn how to write their names and form letters correctly. In Nursery, children will mark make with a range of resources, such as chalk, paint, glitter, foam and crayons. In Reception, they will write for a number of purposes such as making a list, writing a letter or retelling something they have done. We encourage children to write by providing opportunities indoors and outdoors, such as in role play and model making.

In Reception and Key Stage 1, pupils are taught writing and spelling through daily, differentiated lessons based on the Read Write Inc scheme (see Read Write Inc policy for

further detail). In Key Stage 1 this is supported through class English lessons, where pupils learn more about writing for different purposes, sentence structure, grammar, spelling and punctuation.

From Reception, children develop a printed handwriting script. Handwriting lessons are taught discretely in Key Stage 1 and in Year 2 the children begin to learn joined handwriting based on the Nelson scheme.

Miss Jabeen

## **MATHEMATICS**

Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think fluently and apply their knowledge in all areas of the curriculum.

Mathematics is important in everyday life for many forms of employment, science and technology, medicine, the economy, the environment and the development in public decision-making. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, suddenly sees hidden connections.

The mathematics teaching at our school is geared towards enabling each pupil to develop within their capabilities not only the mathematics skills and understanding required for later life, but also an enthusiasm and fascination about maths itself. We aim to increase pupil confidence in mathematics so they are able to express themselves and their ideas using the language of mathematics with assurance.

In Foundation Stage children access mathematics through a range of activities. This includes whole class teaching and small group focused activities with an adult. Opportunities also arise for them to use their maths skills, outdoors and indoors, when playing.

The National Curriculum for Mathematics describes what should be taught in Key Stage 1. We teach the 2014 mastery mathematics curriculum which provides detailed guidance in implementing a balanced curriculum and ensures continuity and progression in the teaching of mathematics. Pupils engage in the development of mathematical strategies, written methods, practical and investigational work, problem-solving and mathematical discussion.

We provide a multi-sensory learning environment for the teaching of maths. We recognise different learning styles that pupils may have. We use visual resources throughout the school and use them as a foundation for understanding concepts. We make cross-curricular links with other subjects and links to everyday real-life experiences. We build on pupils' previous experiences in order for them to reach their full potential in understanding mathematics further.

Mrs Moss

## **COMPUTING**

Computing prepares children to participate in tomorrow's rapidly changing technologies. At Cottesbrooke Infant & Nursery School we give all children access to a wide range of high quality ICT equipment including the use of computer hardware and software, notebooks, video/DVD equipment, interactive whiteboards, projectors, recordable audio/visual devices, cameras, programmable toys, e-mail and the internet. We help children to develop the confidence and skills they need in order to be successful in this increasingly technological age.

Throughout the EYFS and KS1 curriculum, we teach children to make safe and sensible choices online. E-Safety is taught as an explicit subject as part of Computer Literacy but is inherent within general practise and when opportunities arise. In Key Stage 1 children are taught about algorithms and simple programming. We use ICT to improve the quality of teaching and learning, to stimulate and motivate learners and to encourage independent and personalised learning for all.

Mrs MacMillan

## **SCIENCE**

At Cottesbrooke Infant School, we aim to provide children with exciting experiences to develop their curiosity of the world around them.

In Nursery and Reception we offer many opportunities for pupils, both indoors and in our outdoor learning area. The emphasis is on first-hand, practical experience, exploring objects and events, and beginning to develop scientific vocabulary.

In Key Stage 1, our teaching closely follows the National Curriculum for Science. Pupils learn about the scientific process and develop knowledge and vocabulary through the topics of plants, animals, materials, seasonal changes and healthy living.

Mrs J Ellis and Mrs P Binning

## **ART & DESIGN**

During the Foundation Stage and Key Stage 1 Art and Design is about developing children's creativity and imagination through providing art, craft and design activities that relate to the children's own identity and experiences:

- to stimulate children's creativity and imagination by providing visual, tactile and sensory experiences
- To develop skills and techniques associated with investigating and making in art, craft and design, i.e. skills of observation, perception, collaboration, and techniques in the manipulation of media, materials and tools
- To develop children's understanding and responding to the world through colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings
- To develop skills of evaluation and judgement about their own work as well as that of others and to promote a knowledge and understanding of Art & Design

- To help children make thoughtful judgements and aesthetic and practical decisions towards becoming increasingly involved in the shaping of their environment.

Mrs Hundle

### **DESIGN & TECHNOLOGY**

During the Foundation Stage and Key Stage 1 Design & Technology is about developing children's skills building on their early life skills. Design & Technology offer the opportunity for children at Cottesbrooke:

- to develop a knowledge and understanding of materials, components, controls and structures
- to develop focused, practical tasks for developing skills, techniques and knowledge, particularly those related to tools and materials
- to give pupils the opportunity to investigate, disassemble and evaluate a range of simple products which are found in everyday life
- to give pupils a sense of achievement when they have worked through the designing and making processes and have a finished article
- to instil a positive health and safety attitude
- to develop imagination and the ability to use Design & Technology as a form of communication and expression.

Mrs Hundle

### **HISTORY**

History fires children's curiosity about the past in Britain and the wider world. Children create their own definitions of the past through the discovery of difference and change, whilst also considering how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In History, children ask questions, think of their own ways to collect evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence and argue from their point of view – skills that are prized in adult life and nurture independence. In KS1, History is developed through knowledge, skills and understanding. This includes chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation, historical enquiry, organisation and communication.

In the Foundation Stage, the curriculum is guided by the Early Learning Goals and is found in the area Understanding the World. Children are encouraged to talk about everyday life and are given opportunities to sequence events and objects to develop a sense of chronology.

Mrs Taylor

## **GEOGRAPHY**

Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills both inside and outside the classroom. As children study Geography, they encounter different societies and cultures. This helps them to realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. In the Foundation Stage, Geography is not viewed as a separate subject but comes under the learning area Understanding the World. The aim is that through carefully planned practical activities and structured and unstructured play, our young children will learn more about the world they live in and the people they encounter.

During Key Stage 1, the aim is that children will learn about themselves and the world by investigating their local area and contrasting areas in the UK or abroad, finding out about the environment in both areas and the people who live there, and think about weather patterns in the UK and other areas of the world in relation to the Equator. They will also carry out geographical enquiry inside and outside the classroom using geographical skills and resources, as well as building a bank of subject specific vocabulary to describe and name the features of different areas in their locality and around the world.

Mrs Taylor

## **MUSIC**

In the Foundation Stage practical activities and structured and unstructured play help children to learn how to listen to and explore sound and music and how to use it to express their creativity and imagination. It is at this stage that the early knowledge, skills and understanding of music are laid to underpin Key Stage 1 work.

During Key Stage 1, music teaching offers opportunities for children to:

- develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgements of musical quality
- acquire the knowledge, skills and understanding needed to make music
- develop skills, attitudes and attributes that can support learning in other subject areas

Mrs Armstrong

## **PE (including SPORT)**

At Cottesbrooke Infant & Nursery School we believe that P.E. is an important part of the curriculum and we encourage our children to develop a love of P.E. which we hope will continue into life outside school and after school.

We endeavour to offer a minimum of two hours structured physical activity per week through PE lessons, enrichment activities, provision of playground activities and after school clubs where appropriate.

At Key Stage 1, we believe that children should learn the skills required for a variety of sport. The children participate in dance, games and gymnastics lessons. They begin to learn the rules and spirit of co-operation needed for team sports, though we do aim to promote a degree of competitiveness, which is healthy and appropriate to the age of the children involved.

Although we have limited grass areas, a variety of sports are played in the school hall and in the playground. Nursery and Reception children have additional access to their own special outdoor areas.

Mr Ahmed

### **SPECIAL EDUCATIONAL NEEDS**

The school's commitment to equal access to the curriculum irrespective of gender, religion or ethnic grouping applies equally to children who have special educational or physical needs.

We believe that children with these needs should have the greatest possible access to a broad and balanced education and that the needs of each child must be catered for across the whole curriculum. The child's needs will be carefully assessed and provision will be made to meet those needs. If those needs change, then the provision to meet them will change accordingly. This applies equally to children who have learning difficulties and to those who are more-able or show a particular talent in a curriculum area (see next section). Many children will have some sort of special need at some time during their stay with us and often those needs are met easily through our normal teaching. However, whenever a child's needs prove more complex then we will seek advice from more specialist services. This step will be discussed with parents.

We have a Special Educational Needs Co-ordinator (SENCO) who is responsible for working with the teachers, parents and others as necessary to make sure that children are receiving the right sort of help. We follow the Special Needs Code of Practice set up by the Government to ensure that children's special needs are catered for in school. The SENCO is currently Mrs Beardsley and it is she who will contact you and invite you into school if this should be necessary.

Mrs Beardsley

### **MOST ABLE CHILDREN**

It is part of the SENCO's role to ensure that more-able children are stretched and challenged in their learning. This is achieved in the first instance through quality first teaching in the classroom with differentiated activities for the children. We value abilities across the range of subjects, not just main subjects like literacy and numeracy. If your child has a special talent of which we are unaware then please let us know as the whole class benefits when the most-able children are stretched. We are happy to celebrate children's achievements outside of school so if your child has an exam for example in dance or won a sports award, we will celebrate their success in Celebration Assembly.

Mrs Beardsley

## **RELATIONSHIPS EDUCATION**

Relationships Education is taught mainly through the Science and PSHE curriculum. It aims to impart an awareness of how the body works and to foster emotional awareness, social skills and self-esteem. We also talk about different family units reflecting the diversity of our children and families. Any questions arising that are about relationships or human reproduction are dealt with in a way that is suitable to the development of the individual child.

If you have any concerns regarding this policy please contact the Head Teacher.

Miss Oretton

## **PERSONAL, SOCIAL, HEALTH, EMOTIONAL & ECONOMIC EDUCATION**

We endeavour to provide our pupils with the knowledge, understanding, skills and attitudes to make informed decisions about their lives in a relevant and age appropriate manner. The school adheres to explicit values, underpinning the creation of a positive ethos in the school to support the pupils' emotional health and well-being which are reflected in the school's practises. The school is inclusive and we teach the children that no one should feel like an outsider.

Miss Oretton

## **HEALTHY SCHOOLS STATUS**

A healthy eating policy is operated throughout the school. Every child has a water bottle and can access it throughout the day. Every child has one piece of fruit daily. There is no tuck shop in school, nor are sweets encouraged as treats or rewards. School meals provide healthy choices with a vegetarian option available daily and a selection of halal meat dishes.

The school currently holds Enhanced National Healthy Schools Status. This recognises our good practice in the following areas:

- Physical Activity
- Personal, Social & Health Education
- Healthy Eating
- Emotional Health & Well-Being

Physical activity includes encouraging both parents and children to walk to school as often as possible. This has health benefits for you and your child and helps to make the area around school a much safer, healthier place.

## **SCHOOL COUNCIL**

Children's views are sought and acted upon as often as possible through regular class and school council meetings.

Mrs Hadley

## **OUT OF SCHOOL ACTIVITIES**

We offer after school activities which can vary from term to term. This past year children have had a choice of attending various sporting activity clubs and Rainbows. We sometimes ask for a nominal fee to cover resources but currently the sports clubs are funded from Sports Premium.

## **RELIGIOUS EDUCATION**

Religious Education plays a major part in the spiritual, moral, social and cultural development of every pupil in our school. It aims to acknowledge the faith of every pupil. It is available to children of any faith and no faith. It develops knowledge and respect for personal and other religious cultures.

At Cottesbrooke Infant & Nursery School we prioritise the religious festivals celebrated by the children in this school. We feel this is an excellent way for children to learn to share their experiences with others and learn to appreciate and respect experiences and cultures of their peer groups.

## **THE ORGANISATION OF THE SCHOOL**

The school is organised into 4 Year groups. Nursery, Reception, Year 1 and Year 2.

The **Nursery Class** provides 78 part-time places, 39 in the morning session and 39 in the afternoon session with one qualified teacher and two qualified Teaching Assistants based full time in the Nursery. These places can be taken up as part time or full time if children qualify for the full-time funding available.

The morning session is from	8.30 - 11.30 am
The afternoon session is from	12.30 - 3.30 pm

**Reception, Year 1 and Year 2** all consist of three classes with one qualified teacher and one qualified teaching assistant based within each class.

As the need arises we employ extra teachers and teaching assistants to work throughout the school assisting children with their maths and literacy skills in small groups or one to one. Additional teaching assistants are also employed to support children with profound special educational needs. We employ a senior learning mentor to work with children experiencing other difficulties.

A nurture group for up to 8 children supports children with social and emotional difficulties. This facility is overseen by the Inclusion Leader and is staffed by two qualified and highly skilled teaching assistants during each session.

In each year group, teachers plan and work co-operatively to ensure equal access to the curriculum for all children. Two Phase Leaders oversee the education for children in Foundation Stage and Key Stage 1. These staff work together with the Inclusion Leader, the Head Teacher and Deputy Head to form the Senior Management Team.

Children are organised into mixed ability classes and will experience a variety of teaching methods appropriate to the area of curriculum that they are studying. Children will, at times, be taught as a class, in groups or individually. We encourage children to be independent and to be able to work alone, in pairs and to work collaboratively in groups. Classrooms are organised in order for this to happen.

We encourage parents to come in to school to help and to share their skills. We collaborate with various colleges to help train teachers and teaching assistants so often there are additional adults in the classroom. Appropriate checks are carried out before such adults are allowed to work with children.

### **ADMISSION INTO SCHOOL**

Although we are an academy we still subscribe to the local authority guidelines for admission and the Governing Body has adopted the following policies for admission to school and nursery:

First of all places are offered to children who have been referred to us as having a Statement of Special Educational Needs. Places are then allocated on the basis of whether there is a brother or sister already in either the infant or junior school. The remaining places are based on distance from school (by a straight line drawn from your home address to the main entrance at the top of Cottesbrook Road). This is managed by the Local Authority.

Children are admitted to nursery in the September of the school year in which they are four years old. (The September after their third birthday.) Following the September intake of Nursery children, if places remain available, these will be offered to children registered for nursery in the term after their 3<sup>rd</sup> birthday and allocated in order of age.

Children are admitted into the school Reception class in the September of the school year in which they are five years old, though parents may defer entry if they so wish. All new children and parents are welcomed personally to the school whenever possible by the Head Teacher.

**Please note, however, a place at the Nursery does not guarantee a place in school. These are separate applications for each year.**

Application forms for Nursery are available from the school office **but applications for Reception need to be done online and are handled by the local authority**, usually in December prior to entry to school the following September. You may then make a choice of schools and following return of your application the local authority will allocate children to schools and inform you by post.

Before children start in the Nursery or Reception in September, a programme of induction is arranged. Parents are invited to school to meet the Head, Deputy and their child's class teacher and

to be introduced to the disciplines of the school. Later children are invited in to meet their teacher in the classroom and to have an opportunity to spend a little time together.

In the few days before children are admitted in the autumn term, parents will be invited to meet individually with the Reception/Nursery class teacher to discuss their child's particular needs and achievements. This is either done through a home visit or at school and is an important part of the information gathering process and helps us to build on all the learning that has taken place before a child comes to school.

There are three Parents' Evenings/Afternoons during the year. In early October you will be invited to meet your child's teacher and to share information with them. In February parents will be invited to see work and to discuss their child's progress and in the summer term they will again be invited to see work and to discuss the written report if they wish to do so. The written report will be sent out approximately a week before that date.

Cottesbrooke Infant & Nursery School and Cedars Academy are separate schools with different Head Teachers. Transfer to the Junior School at the end of Year 2 is not automatic. You will receive a letter from Admissions & Appeals requesting completion of an online school preference form. You will then receive an email offering you a junior school place. Once places are allocated a programme of transfer arrangements will be sent to you.

## **INCLUSION**

Cottesbrooke Infant & Nursery School prides itself on being an Inclusive school and that we constantly strive to become a truly inclusive community. This means that we aim to meet the needs of all our children and their families, our staff, our governors and all other members of the community who come into or have contact with our school; we shall celebrate and learn from differences no matter where they arise.

We believe that all children who belong to our community live in our locality or are within reasonable travelling distance of our school should be entitled to a place at our school irrespective of gender, race, or ability.

Our admissions policy ensures that no child will be turned away from our school providing that we can reasonably meet the needs of that child.

We actively welcome and encourage approaches from families, health visitors, hospitals or other professionals when referring children to us.

We strive to ensure that our building meets all the requirements of the Disability Audit. We are committed to ensure that any adjustments required to meet the needs of a particular child will be made, as soon as possible provided that those adjustments can reasonably be made.

All staff are committed to working with and valuing all children and provide a variety of

On-going training for adults working with children in order to meet the particular needs of 'special' children where this is required.

This is based on the belief

- ❖ that each child is unique and wonderful
- ❖ that every child has the right to be respected and valued in our community
- ❖ that the focus should be on the child not the disability
- ❖ that achievements should be celebrated and shared with the child and their families
- ❖ that the environment and the activities provided can be adapted to meet their needs
- ❖ that ongoing training is important if particular needs are to be met
- ❖ that children with particular needs bring a special dimension to school life
- ❖ that adults and children alike benefit from learning to understand individual needs
- ❖ that children with particular needs sometimes present challenges to both adults and children but that learning to meet these challenges and overcoming them makes us all better people and better citizens

Mrs Beardsley

### **COLLECTIVE WORSHIP**

We are a multi-faith school and are proud to serve members of the community from different backgrounds and cultures. We reflect this diversity through celebrating customs and festivals from a range of religions, including, Christian, Muslim, Sikh, Hindu and Buddhist throughout the year.

Under the School Standards and Framework Act 1998, all maintained schools must provide an act of daily collective worship for registered pupils which must be wholly or mainly of a broadly Christian character. In the case of our school this includes children from Reception to Year Two. Our Nursery Class does not engage in a daily Act of Collective Worship, however, they do participate in Festival or other Celebration assemblies as appropriate.

To meet these requirements our daily act of worship consists of us saying a prayer or blessing in class each day or saying our school blessing in assembly. The words of our school blessing are as follow:

*O Lord, bless our school, so that working together and playing together, we may learn to serve you and serve one another.*

Under the legislation, all children of school age are expected to engage in a daily act of collective worship unless their parents specifically ask that they be excluded. When we say a prayer or blessing, the children are told that they can join in if they think they should and to remain quiet and respectful.

As you are aware, this forms part of our school ethos and makes Cottesbrooke Infant & Nursery School the caring and nurturing place that it is.

If you would like to discuss this matter further please arrange an appointment with me from the school office. A copy of the Collective Worship Policy is available on our website or on request.

### **ATTENDANCE AND PUNCTUALITY**

As a parent, it is your responsibility to ensure that your child attends school regularly, arrives on time and is in the best condition to learn. We hope that you will take that responsibility seriously and encourage your child to respect education, the school rules and the staff who teach them.

If your child is absent from school or Nursery at any time you must let us know as soon as possible by contacting the school office, explaining the reason for the absence and the child's likely return. You may be asked to provide medical evidence. The school has the responsibility for recording the absence as AUTHORISED or UNAUTHORISED. All unauthorised absences will appear on the child's report at the end of the year.

Children who appear at school after 9.30 am will be reported as absent without authority for that session.

Lateness is also something which you must try to avoid. Arriving late often causes great distress to a child. Children who arrive late disrupt the learning of others, often miss out the vital first few minutes of a lesson when the objectives of the lesson are shared and may also miss the whole class teaching part of a literacy or numeracy lesson.

Regular checks are made on individual children's attendance and parents will be notified if their child's attendance falls below an acceptable level. In the event of persistent poor or late attendance Mrs Helen Hadley, the school's Senior Learning Mentor will review the case and offer support and put many families in contact with extended services.

The school has the option of prosecuting parents for non-attendance of their children at school which may lead to a criminal conviction.

Mrs Hadley

### **LEAVE OF ABSENCE**

As you know pupils of school age must, by law, attend school regularly. If your child is to be away from school you need to ask for this to be approved, you cannot authorise a child's absence yourself. The Education (Pupil Registration) (England) Regulations 2006 previously allowed Head Teachers to grant a leave of absence for the purpose of a family holiday during term time in "special circumstances" of up to ten school days leave per year. Head Teachers could also grant extended leave for more than ten school days in "exceptional circumstances". Neither "special" nor "exceptional" circumstances were defined in the regulations.

**From 1st September 2013**, amendments to the regulations removed references to family holiday and extended leave as well as the statutory threshold of ten school days. **By law, Head Teachers may not authorise leave in term time for pupils unless there are “exceptional circumstances”.**

The Head Teacher may, on rare occasions, make a judgement that there are genuine and exceptional circumstances pertaining to an application to take a pupil out of school during term.

For example:

- death of parent/carer or sibling of the pupil
- life threatening or critical illness of parent or sibling of the pupil
- parent/carer recuperation and convalescence from critical illness or surgery (leave request to be made within 6 months of recovery and medical evidence required)
- leave for armed forces personnel who are prevented by operational duties to take their leave at any other time
- leave of absence already granted by a previous school or local authority (granted within the last six months and supported by documentation from the previous school) If you do have to ask for permission to take your child out of school:

The Head Teacher is the person who determines the number of school days a child can be away from school if the leave is granted.

If the Head Teacher does agree to leave of absence in term time it is very important that your child comes back to school promptly. Where a pupil fails to return within ten school days of the agreed return date we may remove your child's name from the school roll. This means your child no longer has a place at this school.

A pupil's absence during term time can seriously disrupt their continuity of learning. Not only do they miss the teaching provided on the days they are away; they are also less prepared for the lessons after their return. There is a consequent risk of underachievement which both you, and we, must seek to avoid.

Please do not ask for leave of absence for a family holiday in term time as **no holidays will be authorised.**

## **DISCIPLINE AND BEHAVIOUR**

Our school has high expectations of children's behaviour and discipline at school. Our behaviour management system is based on positive attitudes, encouragement and motivation towards self-discipline.

Parents will be involved immediately if a child's behaviour causes us concern and we expect parents to support the school in any positive programmes to help the child to modify their behaviour.

Although severe cases of bullying are rare amongst young children, it is at this age that attitudes and behaviours towards each other and to anyone who may be perceived as different or weak may be formed. Bullying is never tolerated and school will always work to support the victim and to change the behaviour of the bully.

In the same way, racism and inequalities related to gender will always be challenged.

## **DRESS**

The Governing Body favours the wearing of a school uniform for all the children and parents are able to purchase a school sweatshirt in red with the Cottesbrooke Infant School logo from the school office.

Otherwise, items of uniform should be in red, white or grey. Shorts, T-shirt and slip-on pumps are required for PE, together with a pump bag for storage. A track suit may be worn for outside PE lessons. No specific PE kit will be required for Nursery children at the beginning of the year although they will be expected to change into full PE kit as the year progresses.

### **Please ensure all items of clothing are named.**

For safety and security reasons the wearing of decorative jewellery is not permitted unless the items are of religious significance. Otherwise, the only acceptable items of jewellery are small stud earrings together with a named wristwatch. Jewellery is not allowed to be worn for PE and **must** be removed during these times. Staff will not be responsible for any items removed and stored although every attempt will be made to ensure these are kept safe.

Shoes should not have open toes or have a particularly high heel.

As coats and bags are stored in the classrooms school bags should be kept as small as possible. Backpacks are often very large and difficult to accommodate.

## **MEDICAL NEEDS**

If at any time during your child's stay at Cottesbrooke Infant & Nursery School your child suffers an illness or has a condition that requires treatment in the form of oral medicine, creams, etc. which need to be given during the school day but is otherwise fit to attend school, you are asked to see the office staff. Your child will usually be permitted to attend school but you will be asked to put your request for treatment to be given in writing. (Forms are provided for this purpose)

Each case will be dealt with on an individual basis and wherever possible the medicine will be administered by the Senior Learning Mentor or senior member of staff. We will give Calpol, Paracetamol or other non-prescribed medicines if required and have parent's permission.

In the case of inhaled asthma treatment it is expected that children will be trained to administer their own inhalers. They are kept on a marked shelf in the child's classroom.

A copy of the school's detailed policy on Medicines in School, as with any other formal written policy can be seen on request, at the school office or found on the school website.

**If your child is absent with sickness and/or diarrhoea we request that they are kept at home until 24 hours after their last bout of sickness/diarrhoea to prevent spread of infection.**

### **SCHOOL MEALS**

At Cottesbrooke Infant & Nursery School we recognise the importance of food in our lives. We know that eating is vital for good health and we understand that there is a strong link between a healthy diet and effective learning. We also recognise the importance of food related knowledge in enriching social development, and in celebrating and increasing our appreciation of cultural diversity. Additionally, we recognise that sharing food is a fundamental experience for all people and that it is an excellent opportunity to be sociable and build friendships. We aim to offer children both social and learning experiences through food, building life skills which allow our children to develop into responsible and healthy citizens. This is evident in our Healthy Schools award and is proof that we appreciate the importance of being healthy with life-long healthy eating habits, along with the necessary skills and 'food education'.

Since September 2014 we have been successfully implementing the government scheme to provide every Reception, Year 1 and Year 2 child with a free school lunch. Parents are not required to provide a packed lunch from home. We are confident that our carefully planned delivery of the government initiative is having a positive outcome for our children.

We are committed to ensuring all our children have access to a healthy and nutritious diet and have therefore ensured all our children are offered semi skimmed milk free of charge at lunchtime. All under-fives are entitled to milk free of charge until the end of the term in which they turn five from additional government funding.

### **INSURANCE/TRIPS**

All school outings are covered by the school's liability insurance.

At the beginning of each school year you will be asked to sign a form giving permission for your child to take part in any local out of school trip or visit within the local community as part of the children's ongoing school work during the year (e.g. shops, park and library). You will be kept informed of all such visits. However, your specific consent will only be requested for trips outside the local vicinity. If you do not wish your child to take part in any activity, you should let us know in writing in advance.

## **THE SCHOOL CHARGING POLICY**

From time to time school will organise trips or visits to places of educational interest during school time. Some of these visits may involve costs which cannot be met from the school budget. The Governing Body has therefore agreed to allow us to ask for voluntary contributions equal to this cost for each child.

No child can be prevented from going on such a trip however, if insufficient contributions have been made it may be necessary to cancel such a trip. Every effort is made to give plenty of notice and to allow parents time to pay by instalments but do please see the Head Teacher if you are experiencing difficulties meeting these payments.

### **Late pick up charge**

A charge is made for childcare if a child is picked up after 3.25 pm from school, 11.40 am from the morning Nursery session or 3.40 pm from the afternoon Nursery session. This charge is currently £5.

## **EXPECTED BEHAVIOUR FROM PARENTS**

In the interests of protecting our children, parents and carers are expected to refrain from abusive behaviour and the use of abusive language whilst on school premises and around the school site.

If you have a grievance concerning another parent or carer or have a concern regarding the safety of any child please raise this with the Head Teacher or Deputy Head.

Abuse against or degradation of the school or its staff on social network sites will be taken as a serious offence and dealt with accordingly.

A parent's code of conduct is available on the school website or on request.

## **THE GOVERNING BODY**

The Governing Body is made up of elected parents, members of the local community, elected teacher and staff representatives and the Head Teacher.

The Governors have various committees, which deal with the governance of the school, each with certain delegated duties.

The whole Governing Body agrees the school's Aims, the School Development Plan, appoints staff, manages disciplinary proceedings and is responsible for managing the finances of the school. Full Governing Body meetings are held at least once a term with various methods of keeping parents informed and receiving questions about their work.

Should you have any questions about school policy, the Head Teacher will be pleased to discuss them with you or you may wish to contact a member of the Governing Body. Parent representatives are

often in school and available for a chat, please speak to the office staff should you need to contact a member of the Governing Body.

Chair of Governors	Mr Keith Fenwick
Vice Chair	Mrs Shazia Khan
Staff Governors	Mr William Loughlin
	Mrs Fiona Beardsley
	Mrs Suzanne Coles
	Mrs Sally Jones
	Miss Khavil Jabeen
Community Governors	Mr John O'Shea
	Miss Amanda Millward
	Mr Keith Jones
	Mr Irfan Khan
	Mr Keith Fenwick
Parent Governors	Mrs Shazia Khan
	Mr Gurjit Samrai
	Miss Laura Mace
	Miss Charlotte Zaidi

### **KIDS' CLUB – BEFORE AND AFTER SCHOOL CARE**

We run a before and after school childcare service so if you are unable to bring your child to school at 8.45 am or to collect them at 3.15 pm you know that they are being looked after in a safe environment. There is a charge for this service. Information can be obtained from the school office or from the Kids' Club manager. If you are going to be late collecting your child after school for any reason, please let us know and we can send them to the club. Children cannot be looked after in school out of hours. For more information, please ask at the school office or give the manager a call on 07967 810779.

### **COTTESBROOKE INFANT SCHOOL SUPPORTERS - (CISS)**

Cottesbrooke Infant School Supporters is a voluntary organisation that is run by a group of parents, friends, relatives and teachers. As a committee we strive to keep a balance between fundraising and social events, hoping to create an atmosphere of community as much as fundraising for necessary equipment for the infant school. All parents of children in the infant school automatically become members and all help is welcomed. During the past year we have donated a significant amount of money to school which has been used to pay for the pantomime, a new refrigerator to store medical items and many other things. CISS has organised a variety of fund raising events over the years including the Summer and Christmas Fairs, Mother's and Father's Day secret gifts, discos and competitions. As an organisation our overall aim is to support and enhance the social and

educational development of the children. We endeavour to offer as many opportunities as possible for your children but we can only do this with your help and support.

Phil Halford – Chair

### **DATA PROTECTION**

Following the introduction of GDPR in May 2018 the school has a duty to protect personal information which is stored in school and on the school's computer network. Our Privacy Notice can be found on the school website.

### **COMPLAINTS**

In the first instance, if you have a concern regarding your child please discuss this with your child's class teacher. Should this require some privacy then do ask for an appointment before or after school, otherwise teachers are generally available at the door.

If matters have not been resolved we hope that you will feel able to come and discuss them with the Head Teacher first and then the Governing Body if necessary. Should you wish to take the matter further, a copy of the complaints procedure is available from school.

June 2019

Please note that the information contained in this Prospectus is correct at the time of printing. There may be slight changes to arrangements or matters referred to during the school year 2019/2020, generally these will be dealt with through the school Newsletter and posted on the school website.