



St Leonard's CE Primary Academy
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Welcome to St Leonard's CE Primary Academy

I hope that you will find St Leonard's CE Primary Academy to be a warm and welcoming place where everyone is treated with respect and kindness. St Leonard's is a small village school, closely involved in the community that it serves. Links with parents/carers, the church and other local groups are strong by design as well as by tradition. These things contribute to the family atmosphere which we particularly cherish. Above all else we aim to make this a secure and happy place where children can learn.

The ethos of St Leonard's CE Primary Academy is firmly grounded in the Christian tradition, belief in the love of God, and a concern and respect for all people. St Leonard's is an Academy School, originally founded by the Church of England, and has a religious character that is protected by law. You are very welcome to visit the school and talk to the people here.

I look forward to meeting you.

Head Teacher
 Jane Wheatley
 MA BA Adv Dip.Ed PGCE
 June 2014



Outstanding
2006-07



Outstanding
2009-2010

Admissions

St Leonard's CE Primary Academy was established in 1842 for the purpose of educating the children of St Andrew's Parish. Although we welcome all those who want to come to St. Leonard's, if you are outside the Parish you are strongly advised to consider your neighbourhood school first. It will have many advantages, including proximity and convenience.

The school's *designated area*, that is the area from which it expects to draw the majority of its children, follows the boundary of the civil parish of Blunsdon St Andrew except housing within the parish on its southern edge, considered part of the Haydon Sector development. Lyall Close is within the catchment. A map showing the extent of the catchment area can be viewed at the school. As a general rule children wishing to attend the school will be admitted wherever they reside, subject only to the criteria on over-subscription.

Children can start at St Leonard's CE Primary Academy at the beginning of the academic year (September) in which their fifth birthday falls. St Leonard's has one admission date in September each year, which is the first day of the Autumn Term.

The school's *Standard Number* that governs admissions is 30, and the number of intended admissions for the year commencing 1st September 2015 is also 30. A decision on the admission of new entrants is made, in common with all Swindon local authority schools, on the date in March set by the governors of the school.

Data Protection

Relevant personal details are entered on an admission form and a summary is entered into the admission register which is kept on a computer file. Under regulations enacted by the government in October 1988, schools are required to take reasonable steps to find out the names and addresses of both parents/carers, whether they have custody of their children or not. The school is registered under the Data Protection Act.

Oversubscription

1.0 Where the number of children seeking admission exceeds the intended admission number for the year, the following criteria will be used, in the order set down below, to decide which children to admit (with the exception of children with a Statement of Special Education Need that names the school):

- (i) Looked after children, as defined in Section 22 of the Children Act 1989.
- (ii) When the child lives within the designated area for St Leonard's (a map is available to view at the school)
- (iii) Where the child has a sibling attending the school at the time of admission.
- (iv) Where the child lives in the parish of St Leonard's, Blunsdon (a map is available to view at the school) and parents/carers choose St Leonard's on denominational grounds and are worshipping members of the Church of England (a letter of recommendation from a minister of the church will be required as proof of regular attendance).
- (v) Where parents/carers choose St Leonard's on denominational grounds and at least one parent/carer is a worshipping member of a church in the Christian Communion, as recognised by 'Churches Together in England' (a letter of recommendation from a minister of the church will be required as proof of regular attendance).
- (vi) Proximity of other children's homes to the school as measured by direct line on a map (as the crow flies, chimney to school), those living nearer being accorded the higher priority. For children who spend part of the week with one parent/carer and part with another, 'home' will be considered the address to which Tax Credits are paid.

Registration and Induction

We need to be informed if you wish your child to attend St Leonard's CE Primary Academy. It is necessary for you to complete a St Leonard's application form, and a Swindon Borough application form. Both forms should be returned by the due date.

You may wish to visit the school in the Autumn term (October/November) before making your decision. The school also organises a formal visit in the term before your child starts. This first formal meeting with the Head Teacher and staff is an evening session. A representative of the *Friends of the School* (PTA) attends, there is a display of school uniform, general questions are answered, and you are able to view the school facilities.

The first meeting your child has with school is a short, half hour or so, where your child will meet his/her new teacher. Usually this involves some activities and a story. Next there is a Teddy Bear's Picnic in the morning when the current Reception Class support our new entrants in a variety of activities. Finally, a morning session is arranged for the children to spend some time in their new class.

From September 2002 the law required that a formal assessment of children be carried out at the end of the reception year using approved tests. This is known as *end of year baseline assessment*. Your child will be assessed at the start and end of Reception Class using the Early Years Foundation Profile.

Preparing for School

One of the questions parents/carers most frequently ask is "What can we do to prepare our child for school?" The following guidelines may be helpful:

- **Talk to your child.** Words are not just a means of communication they actually aid thinking. If you give your child words and language you are giving him/her the ability to think for him/herself. Give good answers to his/her questions, encourage him/her to think out loud. Introduce new words (not just 'happy' but also 'cheerful', 'elated' etc.)
- **Help your child to develop socially.** Partly this means feeling comfortable with others, especially other children. There is some evidence to suggest that children who attend pre-school groups do better academically than those who do not.
- **Give your child time.** You do not need to give your child continuous attention, that would be over-indulgence, but when s/he needs to talk, give her/him your full attention - s/he may not be so forthcoming after you have finished the washing-up. Take her/him on frequent visits. This does not have to be a trip to the British Museum or Disneyland because the whole world is new to a child. Take her/him on short visits - the railway station, the bus station, or a supermarket. These all provide opportunities for talk. Read to your child and with your child. Encourage any inclination to acquire a sight vocabulary. This may even start with big words like *television* or *hippopotamus*.
- **Take an interest in school.** Once your child is at school, it has been shown that parental/carer involvement does make a difference. But try not to show anxiety, you must offer support rather than create pressure.



The History of the School

In 1842, on a patch of church land by the side of a dusty lane called Church Street, a small rectangular stone schoolhouse was erected, by the Church, for the 'poor of the parish'. It was a close neighbour to Church Farm, the Crown Inn, and one of the orchards that abounded on this side of Blunsdon Hill at that time.

Records of this first school are few, but the original building survives as part of the Village Hall and is used for Parish Council Meetings. The Crown Inn was converted into cottages and they remain to this day.

At first, children of all ages received instruction there. Up to fifty of them worked at wooden desks crowded on the stone-flagged floor. But with the coming of state education in the early 1870s, the scope of the school began to broaden. Church influence remained strong. The Head Teacher who made the first entry in the school Log Book, tells of the Reverend Roach taking a short stroll over from the rectory on a fine June day in 1873 to 'arrange the classes'. She goes on to note that she found 'the children have received no discipline'.

The school finally outgrew its attractive, but inadequate, accommodation in 1965 when some of the children transferred to the first part of the new building. The new school was constructed where once stood a row of elms planted in the year of the French Revolution. One stood until 1980 in the grounds of Holdcroft House. The High Street premises were finally vacated on 27th March 1972.

Since then the conservation area, which has existed since 1972, has been enlarged twice and has a pond and dipping pier. On 20th October 1999, an almost totally refurbished school, with new classrooms, new offices, a foyer, and a state of the art reception class, was opened by Mr Frank Eggleton. His ancestors are represented on the initial page of the first admission register (see back cover). The development project, completed in two phases over eighteen months at a cost of over £550,000, was funded by grants from the Funding Agency, the Freke Norton Trust, the school's own budget and donations.

In 2004 the school kitchen was closed and converted to a music room and smaller kitchen for pupil use. Two infant classes were extended to provide more space for the pupils. More recently a new perimeter fence has been erected around the school and canopies have been installed across the Key Stage One Classes. This year we have received Capital Grant Funding from the government, to replace the whole of the school roof.

Head Teachers

Unknown	1842 - 1873
Miss Thomas	1873 - 1885
Edith Pepper	1885 - 1890
Emma Poole	1890 - 1891
Clara Hewitt	1891 - 1893
Edith Phillips	1893 - 1895
Miss E. Jennings	1895 - 1896
Eliza Tazewell	1896
Fanny Coleman	1896 - 1899
Miss G. Fleet	1899 - 1902
Mr. James H. R. Skyrme	1902 - 1929
Cecilia Gow	1930 - 1941
Dorothy Gleed	1941 - 1963
Gordon Mepstead	1963 - 1975
Paul Noble	1975 - 2001
Jane Wheatley	2001 -

The Future

St. Leonard's CE Primary Academy will continue to serve the community of Blunsdon. The school is often oversubscribed in particular year groups, although we endeavour to try to accommodate parents/carers wherever possible. We have three single age Key Stage 1 classes and four single age Key Stage 2 classes. There are 189 children (June 2014) enrolled at the school.

St Leonard's CE Primary Academy strives to to be outstanding, as well as fully inclusive; a school that caters for children with a wide variety of needs and abilities. In line with government priorities, particular attention is paid to the key areas of literacy and numeracy, so that the school will be playing its part in raising the percentage of children nationally who, at eleven years old (Key Stage Two) achieve level 4 or better in their SATs (government tests).

Status

St Leonard's CE Primary Academy is an Academy School and takes children of both sexes from rising 5 to 11 plus. The Church of England status is an acknowledgement of the early foundation of the school by the Church, although management of all its affairs is now in the hands of a nine strong governing body that includes elected representatives from parents/carers and staff. Finance is monitored and provided through the Education Funding Agency (EFA) but, subject to current Education Acts, the school is responsible for its admission policy, development plans, the employment of staff and other affairs. The governing body contains 'foundation' governors appointed by the church and the Diocese of Bristol.

The Governing Body

Although the daily management of the school is in the hands of the Head Teacher, the Governors have ultimate responsibility for St Leonard's. All school business is their business. The size of the school budget is decided by the government (EFA) who calculate it according to a formula which it applies to all its schools, based largely on the number and age of the pupils.

Foundation Governors	(Nominated by the Diocese of Bristol)	
	Revd. Geoff Sowden	765554
	Revd. Trevor Day	875373
Community Governor		
	Mr Howard Marshall (Vice Chair)	495155
	Mrs Karen Jankinson	721423
Parent/Carer Governors		
	Mrs Clare Lindley	338711
	Mrs Jo Simmonite (Chair)	706387
	Mr James Lovell	728228
Staff Governor		
	Mrs Catherine Merry	721423
Head Teacher		
	Mrs Jane Wheatley	721423
Clerk to Governors:		
	Mrs Coby Day	875373

Meetings of Governing Body committees take place regularly and the full body usually meets four times per year. Much of the governors' work centres on the Finance, Premises and Staffing, and Curriculum and Standards committees.

Church Links

We are strongly supported by the Bristol Diocese and by local clergy and church members. Notably: John Swainston (Diocese); Reverend Geoff Sowden (St Michael's and St Leonard's); Reverend Trevor Day (St Michael's); Katherine Dack (Lay Minister, St Leonard's); Paul Taylor (Methodist Church, Blunston)



Adults working in the school (September 2014)

Teachers

Head Teacher	Mrs J Wheatley MA BA (Hons)/PGCE	
Teacher SMT	Mrs P Axon BA (Hons)/PGCE	Class R
Teacher	Mr C Berry MSc BSc (Hons)/PGCE	Class 1
Teacher	Mrs J Duffin BSc (Hons)/PGCE	Class 2
Teacher	Mrs C Merry BA (Hons)/PGCE	Class 3
Teacher	Mrs Amanda Branscombe	Class 4
Teacher	Mrs S Clark BSc (Hons)/PGCE	Class 5
Deputy Head	Miss N Mills B.Ed (Hons)	Class 6
Teacher	Mrs A Rees B.Ed	Cover release

Admin/Finance Officer

Mrs J Gage

Teaching Assistants

Mrs C Rudnik	Class R
Mrs S Harrison	Class 1 and pastoral care
Mrs S Redford*	Class 2
Mrs M Whitaker*	Class 3
Mrs K Fruin*	Class 4
Mrs K Hemns*	Class 5
Mr C Axon*	Class 6
+ 2 to be appointed for named pupil	

Senior Midday Supervisor

Mrs S Redford

Midday Supervisor

Mrs H Higham

*

TAs who also act as Midday Supervisors

Peripatetic Music Teachers

Mr Steve Carvey	(Drums)
Mr Roy Flippance	(Guitar)
Mrs Julie Argent	(Keyboard/Woodwind)
Mrs Fiona Bruce	(Woodwind)

Cleaner in Charge

Mr A Wright

Cleaner

Mrs H Higham

School Organisation

Hours (Mon-Thurs)

School starts 8.30 am (Lunch Break 12.00 - 12:50 pm)

School finishes 3.10 pm.

(Friday)

School starts 8.30 am (Lunch Break 11.20 - 12.10 pm)

School finishes 1.00 pm.

In a normal week, in line with Government guidelines, children receive a minimum of 21 hours teaching for infants and 23.5 hours for juniors. Children should not arrive more than 10 minutes before the start of school and should always be supervised on the playground. After-school activities usually last about an hour, finishing by 4.00 pm.

School Meals

From September 2014 hot school meals will be provided by the school on a daily basis at a cost of £2.30 (free for Infant pupils). All meals must be ordered a week in advance and there is a 3 week rolling programme of menus to select from. Applications for free school meals can be made using a form available on the school website. Pupils not wishing to take a school meal either bring a packed lunch (no sweets or chocolate) or go home for lunch. Pupils who go home for lunch should not return to school until 12.50 pm.

Classes

Children are grouped in classes usually defined by age only. The Reception class (R) contains the youngest children, Class 6 the oldest. The average pupil teacher ratio is 1:30. Infant classes and Junior classes are organised by age group.

Teaching Methods

A variety of teaching methods are used and we try to employ whatever method is appropriate to the task, without being bound by restrictive ideology or dogma. Most commonly, a mixture of class teaching and group teaching (sometimes according to ability) is used. Teachers frequently use whiteboards, interactive whiteboards and markerboards as well as the many computers with which the school is equipped. Teaching Assistants (TAs) are mostly employed to work with small groups of children under the direction of a teacher.

Special Needs

Some children in every class have educational needs that require provision outside this pattern. The school allocates a variable number of hours of Special Education Support depending on need. Teaching Assistants are employed, under the direction of the class teacher, to work individually or in a small group, with these children. Specialist advice and support is available from professionals outside the school and the LA retains responsibility for pupils with 'statements' of special educational need. The school monitors and reports on the progress of the special needs children and a nominated governor oversees this provision.

Speech Therapists, Occupational Therapists and Educational Psychologists offer advice and support when required. A few children may be given formal Statements of Educational Need as required by law, which may direct that other additional action be taken. In all these cases, parents/carers are involved in the process. Roughly 20% of pupils are expected to receive some additional support, although the proportion needing more specialist help, i.e. a formal 'statement', is usually around 2% (these expectations are based on national average figures and are given for guidance only). In recent years the balance of the school has been such that it has conformed broadly with this pattern. We currently have two statemented pupils on roll.

Pupils with Disability

Disability Equality in Education (DEE) recommends that all pupils with SEN, and those with long term medical needs, be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

Pupils with disability will be treated in a fair and appropriate manner, in accordance with the Academy Admission Policy, Disability Equality Policy and Special Educational Needs Policy. Copies of these policies are available via the school website. As the school is single story, there are no issues regarding moving from one level to another, and all doors are wide enough to enable access for a wheelchair. Currently there is no loop system in the school, neither

are there markers to assist pupils with significant sight problems. There is a toilet and shower in school, with facilities for disabled people, and an additional pupil toilet has been fitted with a handrail.

Checking on your Child's Progress

We offer three parent/carer/teacher consultations per year. Teachers may request to see specific parents/carers from time to time. We hope that parents/carers will appreciate the difficulties that class teachers have dealing with queries at times when they are needed to attend to children, particularly at the start of the school day when the children should be their prime concern. Although we wish to have open lines of communication with parents/carers, enquiries at other times should be made through the school office. The School's Special Needs Co-ordinator (SENCO) runs a Special Needs clinic once every week during term time. Parents/carers who wish to discuss their child's special needs are encouraged to make an appointment to meet with the school SENCO (appointments are made via the school office)

Security

Events in Britain at large have forced us to control more closely, the comings and goings of adults in school. All contact with school is now via the main office, all contractors and LA visitors must 'report in' and parents/carers should not go direct to teachers in the classroom. Security locks are fitted to all external doors and a control system operates at reception. The playground gate will be locked when the school is in session except when it is impractical to do so. A badge system is operated for visitors. The school has an alarm system linked to a control centre.

Extra Curricular Activities

Swimming and instrumental tuition are provided during normal school hours for juniors. Additionally there are a variety of clubs which are organised after school. These do vary during the year. Currently they are: forest club, singing, dance, drama, art and football. The 'Big A' operate a privately arranged 'before and after' school activity service in school and there is a booking form on the school website.

Swimming

Pupils in Year 3 have swimming lessons in Highworth Pool once a week during the Autumn term (Sept-Dec). Year 4 pupils swim during the two Spring Term (Jan-Apr) and Year 5 pupils swim during the Summer term (Apr-July) Our aim is to ensure that *all* children are able to swim before they leave this school. Of course many children go much further than this and develop efficient swimming styles, and learn more advanced skills of personal survival. The subsidised cost to parents/carers (for travel and expert tuition) is usually around £5.00 per week. We think that the price for acquiring this life saving skill is worth paying.

Charging Policy

Free education, at the point of receipt, is a right enshrined in various Acts of Parliament. Education is paid for out of the public purse. Additional, but desirable, provision such as field study trips, instrumental tuition or swimming lessons, have been a matter of public, and sometimes legal, debate in recent years. They are usually paid for wholly or partly by contributions from parents and carers.

The governors are determined that *no child should miss out on these extra activities on grounds of finance alone*. Although parents/carers may be expected to contribute to the

cost of, for example, swimming tuition, any hardship should be reported, in confidence, to the Head Teacher. Tuition and school trip charges are calculated to meet costs only.

Private instrumental tuition is charged on an individual basis and is arranged between parent/carer and music tutor.

School Clothing

You will, of course, want to dress your child appropriately for school. To help you, we have drawn up a list of dress requirements that are practical, reasonable and, as far as possible, cost effective. This has been done in consultation with parents and carers. School uniform was adopted after an overwhelming vote by parents/carers in favour of it.

Please note that the wearing of any kind of jewellery is discouraged. Earrings are not permitted. Studs must be removed by children before games, PE or physical activities. There have been some distressing accidents involving ear-studs. This is a directive of the Governors made entirely on health and safety grounds and is in line with policies adopted in many schools as well as Local Authority guidelines. Hairstyles form an integral part of the school dress code and should not be outside the norm. e.g. long hair should be tied back. No hair dyes, wax, gel or extreme cuts (following football styles) are allowed. Pupils should not have 'logos' or symbols cut into their hair, neither should hair be cut very short in a shaved style.

Uniform

The basic colours are maroon and grey.

Round necked sweatshirt or cardigan	(maroon)
Airtex Polo Shirt, plain collar	(white)
Trousers/Pinafore dress/Skirt 'A' line (straight or pleated only)	(grey)
Fleece	(maroon)
Shoes	(black)

In the warmer weather dresses (for the girls!) are a favourite option in dark red/maroon gingham or stripes. Grey shorts can be worn by both boys and girls, however, culottes do not form part of the school uniform and shorts should not be worn under dresses.

The uniform can be purchased from most chain stores (Marks and Spencer etc) and school uniform specialists. Orders for some school uniform are processed by the school. An order form is available from the office or on the school website.

Physical Education Kit

All children change for PE and games.

Gymnastics

Boys/Girls: Plimsolls, black shorts and t-shirt in house colour
(Blue-St Andrew; Yellow-St David; Green- St Patrick; Red-St George)

Games

Boys/Girls: As for gymnastics (summer)

Boys/Girls Football kit (winter, juniors only)
Shin pads

For winter games on the field (hockey/football) studded boots must not be worn. Football kit is required for football. School kit is provided for school netball and football teams. Tracksuits or an old sweater should be worn during cold weather. All clothing should be marked with your child's name. PE and games kit should be kept in a draw-string top bag, although muddy boots will often require a separate plastic bag.

Sporting Aims and Provision for Sport

Physical activity is important for a healthy body. Through sport we aim to develop the habit of healthy exercise that may become life-long. The school has very good facilities including a football pitch, netball court, athletic facilities, provision for junior hockey and kwik cricket, as well as access to the parish tennis courts. Swimming is a weekly activity enjoyed by some Key Stage 2 pupils under the direction of highly qualified and enthusiastic staff. Football matches take place regularly with local schools, and the school enters the local area Swimming Gala and Sports Day.



PE has a high profile at St Leonard's



Tennis coaching through the Sports Partnership

Mobile Phones

Mobile phones are not permitted in school unless there are extreme circumstances, in which case they will be kept in the school safe until the end of the school day.

Homework

Few primary schools used to set formal homework to a regular timetable largely because the value of doing so has never been proven. But there has been considerable pressure on schools to do so as the government pursues its targets. St Leonard's continues to resist imposing a homework straitjacket on children, but it is the policy of the school to encourage children to do work at home from time to time. This will always be on the professional judgement of the teacher acting with the child's broader educational interests in mind. This may be: follow up to project work, reading practice, or the learning of tables. Children approaching a public examination (SATs) may be given additional work. Please support your child in this work.

Term Dates

A list of Term dates are sent home at the start of each academic year, as well as being available on the school website.

Attendance

No one can recall the last occasion when real truancy occurred at the school (perhaps it never has) and the current truancy rate is zero. Recurrent lateness is occasionally a problem.

Parents/carers may no longer request two weeks absence in any one calendar year for a family holiday. A change in the law came into force in September 2013 which only allows Head Teachers to authorise an absence in exceptional circumstances, these would typically be illness, a family bereavement or 'R & R' leave for personnel serving in the armed forces. Weddings and family holidays are not considered to be exceptional circumstances. Our evidence shows that our highest achieving pupils usually have a 100% attendance rate.

The DFE (Department for Education) requires schools to keep careful records of *unauthorised absences* which are much more broadly defined than truancy. These include lateness and absences arranged by parents/carers but not authorised. Persistent offenders will be investigated by the Education Welfare Officer who will take parents/carers to court if necessary. Unauthorised absences can result in a fine of £60 per parent/carer per child, and subsequent unauthorised absences may result in criminal proceedings against both parents/carers.

A written explanation, or telephone call, is always required when children are absent from school for any reason.

Good Behaviour and Discipline

As parents/carers you will be aware that discipline is not a simple 'once and for all' action that permanently guarantees good order forever. It is a never ending process of training that involves reward, sanction and the setting of good examples. Crucially, good discipline depends upon the way in which adults in school treat children and each other. It depends upon the support of parents/carers. Fortunately, in spite of the horror stories that sometimes hit the headlines, most children do want to behave well.

The aims of the school behaviour policy are:

- to develop self discipline and a sense of responsibility
- to create a school free from fear, built upon mutual respect, where effective learning can take place

Good behaviour is encouraged and rewarded by:

- positive affirmation, orally or in writing, of good behaviour or work
- public praise in assemblies
- the award of merit stickers and House Points
- a system of merit certificates
- favourable comments on school reports

Sanctions are employed to punish unacceptable behaviour on a rising scale:

- disapproval expressed directly to the child
- withdrawal of specific rewards or privileges
- the setting of tasks proportionate and appropriate to the behaviour (eg writing an apology)
- withdrawal from a lesson or activity
- report to parents/carers and discussion with parents/carers
- 'on report' procedure (lesson by lesson reports on behaviour together with withdrawal of all privileges for a defined period)
- fixed term exclusion
- permanent exclusion

Sanctions of the more significant nature would be imposed by the Head Teacher or Deputy Head.

There are a number of specific rules governing behaviour that the children are reminded of periodically. For example, those governing small matters such as movement around the school and the eating of sweets, and more seriously, those concerning swearing and bullying. Children are clearly told what is, and what is not, acceptable behaviour.

Bullying and racism are not acceptable under any circumstances, although identifying bullying is not always as easy as it might seem to an outsider. Where bullying and racism are identified, it is the school policy that they are always reported to the Head Teacher for action. Both are dealt with as serious offences and appropriate sanctions applied.

Poor behaviour does sometimes occur at St. Leonard's - if all our children were perfect, the school would be a very strange place indeed. But I am pleased to say that good behaviour is overwhelmingly the norm, and we are proud of our well-ordered safe environment, which emphasises the Christian ethos of the school. Physical assaults on other pupils or members of staff will usually result in a child being sent home.

The Curriculum

Everything that goes on in this school is part of its curriculum: the subjects that are taught, the clubs that are organised after school, the conduct and attitudes that are encouraged or discouraged. Through our curriculum we aim to meet the educational needs of pupils to give them knowledge and skills appropriate to their age and aptitude and to facilitate their social, physical, moral and intellectual development as well as their spiritual and cultural development.



Computer Art, Sally, Year 1

We could not come close to achieving these curricular aims through the national curriculum alone, therefore we aim to give children a variety of educational experiences. Our pupils study a wide range of topics, are encouraged to develop observational skills in art; to sing; to play musical instruments; to undertake environmental studies locally; to swim; to take part in drama and so on.

During the early years of schooling much of the subject teaching is done through general topics, although these topics are more frequently single subject topics in years Y3-Y6. The national curriculum lays down what is to be taught in each subject, but generally speaking it does not say how it is to be taught, except in the numeracy and literacy sessions when strategy and timing is more prescribed. As an academy we are not obliged to teach the national curriculum, however, we must offer a broad and balanced curriculum and we have retained many aspects of the curriculum taught in mainstream schools.

The national curriculum comprises:

- Ten subjects plus RE, PSHE and Citizenship, and MFL
- *Attainment targets*, which set objectives for learning in each subject
- *Programmes of study*, which specify essential teaching within each subject
- *Assessment* which is related to the attainment targets

The core subjects are ***English, Mathematics, Science and ICT***. The others are: design technology, history, geography, music, art, physical education, MFL and PSHE and Citizenship. RE is taught according to the locally agreed syllabus.

English

Graded readers are used throughout the school to ensure that reading skills are taught progressively. The government has specified what activities should take place during the literacy session and the school broadly follows those directives. How a child acquires all the language skills as identified in the national curriculum is a complex and lengthy process, and cannot be easily or briefly summarised. But parents/carers can be assured that reading and writing skills are taught systematically. We are concerned to teach handwriting, spelling and grammar as well as the ability to read fluently and to write expressively. The best children's work is not necessarily full of long words or neatly rounded phrases, but says simply and directly what the writer intends. We encourage children to communicate clearly by purposeful writing and writing with a specific audience in mind. We are selective and constructive in our criticism and marking. Rarely will every mistake be marked. A child whose work is excessively prone to error needs encouragement and help, not red slaughter.

Mathematics

Mathematics is taught as a discrete subject through the Primary Numeracy Strategy, although it does occasionally form part of some topic work. For example, a study of the Egyptians might include work on pyramids and lead on to other three dimensional shapes. But the majority of mathematics is taught in the daily numeracy session, according to the pattern laid down in the most recent guidance. We use Heinemann Maths to support our mathematics teaching and learning.

Science

Nationally there has been a considerable improvement in the teaching of science in primary schools in the last few years. St. Leonard's has been part of this development and is looking to improve still further its science teaching. In science children are given experiences covering the processes of science, namely: measuring, describing, predicting, experimenting and explaining.

Religion

Religion is taught in accordance with the legal requirements of the 1988 Education Reform Act, and parents/carers can, by law, exercise the right of withdrawal. St. Leonard's is a Church of England School, but there is no denominational teaching. Collective Acts of Worship, for example, are Christian based, with a simple moral or religious focus. They are also an important shared experience, one of the rare occasions when the school is together as a unit. Some acts of Collective Worship are organised and led by the children. Christianity forms the cultural and ethical context of all the school's work. Christmas, Easter and Harvest Festivals are celebrated by visits to St. Leonard's Church. By example, and by all that goes to make up the ethos of the school, we encourage the children to be caring and tolerant towards each other.

ICT, History, Geography, Art, Design, Communication, Physical Education, Music, MFL, PSHE and Citizenship

St. Leonard's broadly follows the QCA programmes of study laid down by the government for these subjects. The school has schemes of work and policies in place. School policies are available to view via the school website.



Sex Education

The governors are responsible in law, for establishing a policy on sex education. They wish to assert that whatever facts are taught, they should be taught truthfully and in a caring context. Teaching should match the ability of the child to understand, its age, and its need to know. Children will not be unnecessarily burdened with what should be adult concerns, neither will precious innocence be destroyed.

The governors believe that children have a right to be properly taught, rather than haphazardly discover, important facts about themselves, human development and reproduction. Some knowledge will be acquired, as is much other knowledge, through questions that arise in general classwork as when the addition of a brother or sister to a family gives rise to questions and discussion. These will be dealt with honestly by teachers at a depth which the context requires.

Specific teaching about reproduction will be part of a programme of teaching about life, growth and 'ourselves' which begins in the infant classes. The facts of human reproduction and some understanding of the changes associated with puberty will be taught at the end of this programme of teaching, to the Y6 children. A recommended video called 'Growing up' is used with the older children and the school nurse, as well as the class teacher, is involved in this part of the teaching programme. The nurse also makes a professional contribution to the programme of teaching to covering nutrition, drugs education and bullying. Parents/carers are advised when sex education is to take place and they are given an opportunity to see the video used.

In line with principles asserted at the beginning of this section, limits are placed upon the range of related topics to be covered and, for example, details of birth control and homosexuality will not be specifically taught. All questions will, however, be dealt with honestly in line with the guidelines laid down, at a level that is appropriate to the age and understanding of the children.

Following an amendment to the Education Act in 1994, parents/carers can withdraw their children from all, or part of, the school's sex education programme. They should inform the school, in writing, of this intention.

Music and Instrumental Tuition

The school has enjoyed a good reputation for music and has a strong tradition in the subject stretching back over 30 years.

Visiting specialist teachers provide additional opportunities for children to learn to play an instrument. These opportunities are open to junior children, although exceptionally, younger children are considered. In most cases the lessons take place in school time, sometimes at

lunch-time or breaks. There is a charge for these lessons and the charges vary according to the teacher and type of lesson.

Reception Class enjoy singing



Out of School Visits

The school's policy is to encourage out of school visits of an educational nature, although clearly the value of a visit has to be weighed against the cost and the time spent travelling.

Year 6 pupils take part in an annual residential visit which is usually activity and team building based.

The whole school (children, staff, members of the Governing Body, parent/carer volunteers and local community volunteers) enjoys an annual visit to the Cotswold Wildlife Park in June each year.

National Tests (SATs)

All children in England have to be assessed in Mathematics, English and Science at the end of each key stage. Infants (Key Stage 1) are assessed at age 7 when they are in Year 2 (Y2). Juniors are assessed at age 11, in their final year in primary school (Y6). Some assessments are made by teachers, others are derived from the scores achieved in standard tests (SATs). Key Stage Two tests are taken on specific dates set by the government (May) under strict test conditions and are externally marked (KS2) by stage One tests take place in May/June and are moderated by the Local Authority. Scores in the tests are aggregated to give a level. A child achieving Level 3 is performing at a higher level than one performing at Level 1. A child who is given 'W' is deemed to be "Working towards Level 1", their level will often be assessed as a 'P' (Performance) Scale

By the end of infant schooling, the majority of children should score within the range 1-3. At the end of KS2 the scores should be within the range 3-5, with very able pupils achieving Level 6. These levels are a reasonable guide to performance, although the variation within each level is very wide.

St Leonard's is a relatively small school and the numbers taking the tests are often quite small, its scores are therefore vulnerable to the extreme performance of a few individuals.

Each year we are able to compare each child's performance with that anticipated by the teacher and against individual targets that have been set. By these measures it is possible to assess the relative performance, and progress, of each child.

It is the government's stated aim to achieve a national success rate at Key Stage 2 (11 years old) of 80% of children achieving Level 4 or above in English and numeracy. St Leonard's has been making its contribution to the raising of national standards by targeting literacy and numeracy as areas for improvement. The school has designated literacy and numeracy co-ordinators, as well as a governor for literacy and numeracy, and a programme for continuous

improvement is regularly reviewed and adapted where necessary. The government is currently in the process of reviewing how pupils will be graded at the end of each Key Stage and it is likely that 'levels' will be replaced by a new system.

**SUMMARY OF THE NATIONAL CURRICULUM ASSESSMENT RESULTS OF PUPILS IN THE SCHOOL (2013) AND NATIONALLY (2012) AT THE END OF KEY STAGE 1
(as a % of those eligible for assessment)**

		Dis	Abs	W	1+	2c+	2B+	2A+	3+
Reading	School	0	0	3	97	77	73	53	23
	National	0	0	3	97	87	75	52	27
Writing	School	0	0	3	97	77	63	30	0
	National	0	0	4	96	83	62	33	14
Mathematics	School	0	0	3	97	80	73	50	30
	National	0	0	2	98	91	74	47	22

Dis = excepted or disapplied under sections 364 or 365 of the Education Act 1996

Abs = absent from the tests

W = working towards level 1

**SUMMARY OF THE NATIONAL CURRICULUM ASSESSMENT RESULTS OF PUPILS IN THE SCHOOL (2013) AND NATIONALLY (2012) AT THE END OF KEY STAGE 2
(as a % of those eligible for assessment)**

		Dis	Abs	<3	3+	4+	5+	6	2+ Levels of Progress
Reading	School	0	0	0	100	96	48	0	100%
	National			6	94	87	48	0	
Writing	School	0	0	0	100	100	43	5	100%
	National			4	96	81	27	1	
Spelling, Grammar and Punctuation	School	0	0	5	96	87	52	0	N/A
	National*								
Mathematics	School	0	0	5	96	78	48	17	87%
	National			4	95	84	39	3	

* There were no Spelling, Grammar and Punctuation tests in 2012

Reports

Towards the end of the Summer Term every child of statutory school age, will be given a report. It will give some indication of the work covered in national curriculum subjects and an assessment of the child's progress. SATs results are included, where applicable. Parents/Carers are given the opportunity to discuss their child's report, if they wish to.

Complaints on Curriculum Matters

Under Section 23 of the Education Reform Act 1988 you must be informed of how to complain when curriculum issues cannot be resolved by discussion with the teacher or Head Teacher. The route is (i) Class teacher (ii) Head Teacher (iii) Clerk to the Governors (for the governing body) .

School Photographs

A photographer visits the school in the autumn each year to photograph individual children and family groups. A second visit is made in July to photograph the Year 6 leavers.

Insurance

The school carries insurance to cover accidents that occur due to negligence of its employees and has also arranged for accidental death or injury cover for all pupils.

Child Protection and Safeguarding

You will be reassured to know that the school adheres to Swindon Borough Council's Child Protection and Safeguarding procedures. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, it is the duty of the school to report that concern to the Social Services Department. Underpinning all that the school does is the principle of 'loco parentis', that is, acting towards children as would parents/carers. A copy of the school's Child Protection Policy is available on the school website.

Accidents and Emergencies

Parents/carers should ensure that the school is given an address or telephone number to contact in cases of emergency. Please remember to update this when necessary. If a child becomes ill in school, a common-sense assessment of the illness is made. Often a child is kept under close observation for a short while, however it is the standard policy to send home any child who is clearly unwell. A sick child cannot work properly neither can he, or she, be adequately nursed in school. We do not, however, send children home if their parent/carer has made the decision to send them to school if their child complains that they are unwell before they reach school; it is not for the school to overrule a parent/carer's decision. Any persistent medical condition should be reported to the school, to be noted on the medical record. **Only in exceptional cases will medicines be administered at school, that is: *where the child concerned suffers from a life threatening condition.*** Teachers are instructed **not** to accept medicines from parents/carers or to keep them in class. In the case of an accident requiring medical attention every effort is made to contact parents/carers but, if necessary, children will be taken to hospital by staff acting in 'loco parentis'.

Partnership between Home and School

Where parents/carers and teachers are seen to be working together, a child's chances of educational success are improved. Often parents/carers wish to become actively involved in school affairs, as governors, helpers or as a member of the 'Friends of the School'. This type of involvement is welcomed by the school. However, what is more important is that your child understands that you are working with the school and have his/her best interests at heart. This is as much a question of attitude as of word or deed.

The *Friends of St Leonard's Academy* organise much of the support that parents/carers give to the school. Many hours of hard work have been freely given over the years, and the school is most grateful. Each year the Friends raise money through various events. All parents/carers are automatically members of the 'Friends' and are encouraged to take part in its activities. The Friends provide a useful point of contact for parents/carers and

teachers. The Friends have purchased equipment such as computers, gazebo, interactive whiteboards etc.

Parents/carers who wish to offer practical help (repairing books, making apparatus etc.) are always needed. If you want to become involved in this way, please contact the school.

Blunsdon Nursery School

Blunsdon Nursery School is registered with the Social Services and takes children from 2 years old. It is based in the Village Hall on the High Street. The contact address for the proprietor Mrs P Webster, is 6 Oak Drive, Highworth; telephone 762016. The school works closely with the Nursery School, especially in regard to the admission of new entrants.

Secondary Education

This area of North Wiltshire has a system of 11-16 Comprehensive Schools feeding into a Tertiary College organised under Further Education regulations. St Leonard's designated area school is Highworth Warneford Comprehensive School (Headteacher: Mr J Saunders). Blunsdon and Highworth actively co-operate to ensure that the move to secondary education is carried out as smoothly and efficiently as possible. Y6 pupils visit Highworth Warneford School several times before they leave St Leonard's, and effective liaison occurs between staff in the two schools.

Other Addresses and Telephone Numbers:

Mr. J Saunders
Headteacher
Highworth Warneford School
Highworth
Swindon
Wiltshire
SN6 7BZ
Telephone: 01793 762426

Children and Families
Swindon Borough Council
Civic Offices
Euclid Street
Swindon
Wiltshire
SN1 2JH
Telephone: 01793 463000

A Final Word

No school is perfect, but we do try to provide the best possible education for your child, whatever his/her interests or abilities. If you have any concerns regarding your child's time in school please do not hesitate to contact us to discuss the matter. In the first instance, this will probably be your child's class teacher but I am available if the matter cannot be resolved at this level.

If you are satisfied with our school please tell others, if you are not, please tell us.