



# **BODDINGTON C OF E PRIMARY SCHOOL**



## **Information for Parents 2015/16**



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# **BODDINGTON C OF E PRIMARY SCHOOL**

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# BODDINGTON C OF E PRIMARY SCHOOL

## SUMMARY

Boddington Church of England Primary School is a small Northamptonshire school set in the village of Upper Boddington, which lies midway between Banbury (Oxfordshire) and Daventry (Northamptonshire). The historic part of the school (built approximately 125 years ago) is complemented by the addition of a modern extension.

The school caters for children aged between 4 and 11 years old and delivers a high quality education, with pupils in Year 6 attaining standards that are well above the national average.

In their last report OFSTED commented that

*"The quality of teaching is good overall with some that is outstanding.*

*Pupils' behaviour is good; they are considerate of one another so that they are happy and feel very safe. They have positive attitudes to learning and thrive personally and academically."*

OFSTED's full report (March 2012) is available from the school or is on the school website.



# BODDINGTON C OF E PRIMARY SCHOOL

## 1 INTRODUCTION

This small village primary school is a Church of England Voluntary Controlled School situated in Upper Boddington. The school caters for children aged between 4 and 11 years old. Pupils are drawn mainly from the villages of Upper and Lower Boddington.



The main school building is approximately 125 years old and is complemented by the addition of recently completed extensions which include a multi-purpose hall. There are three main classrooms, along with staff and administration facilities. All classrooms benefit from the use of interactive technology. The village playing field is also used for sports activities throughout the school year and the grounds to the front and rear of the school building have recently undergone development to promote imaginative teaching and learning.



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## 2 BODDINGTON SCHOOL MISSION STATEMENT

Our village school will encourage individuality, responsibility and respect for others within a caring and Christian framework. By nurturing our children's and the whole school community's natural curiosity, a love of learning will be developed which will help them all to achieve their potential.

### **What is our vision? (What do we want to be?)**

Our vision is to secure the future of excellent inspirational village schools for our local communities. By becoming an academy we believe that this vision will be sustainable and economically viable for the long term.

### **What is our purpose? (What are we here for?)**

We will:

- Provide vibrant village schools that inspire life-long learning for all
- Provide opportunities to prepare the whole school community for life
- Celebrate and promote the achievement of each individual enabling them to reach their full potential
- Through our Christian values, develop and encourage social, cultural and recreational skills and interests enabling each individual to play their full part in a modern society as responsible citizens
- Accomplish the above by providing a safe, secure and caring environment characterised by high quality teaching and learning utilising the latest technology within excellent facilities

### **What are our core values and beliefs? (Who do we want to be?)**

- We value and believe in:
  - Life-long learning
  - An ethos based on Christian values
  - The 'whole child'
  - An inclusive school
  - Student involvement
  - Caring and finding time to show it
  - Success at all levels
  - All students and adults at both schools
  - Equality and in providing equal opportunities for all
  - Good citizenship
- We will strive to develop our relationships with our stakeholders and value what we can learn through these partnerships
- We believe in embracing diversity by valuing acceptance and respect of all individuals
- We communicate our faith in student potential by setting consistently high standards
- We value our environment and believe we are responsible in protecting it by supporting sustainable, responsible development
- We strive to provide best value in terms of finance and be both transparent and accountable in the way we manage our schools



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In addition, the Governors aim to ensure that every major decision is properly taken and understood as well as ensuring that people are empowered to fulfil their own roles.

### **3 HOME-SCHOOL PARTNERSHIP**

Boddington is very much a family school where we aim to cater for the needs of each child in a secure, stimulating environment. Staff at the school care about children's progress and are firmly committed to achieving the highest possible standards. It is always beneficial to the children if they are assured that both parents and teachers are working towards the same ends. A Home-School agreement helps to emphasise and reinforce commitment of parents, teachers and children to their development. Working together as a team, making the needs of the individual children a priority, we ensure that we are teaching the children what they need to know. The school tries to ensure that parents are involved in the progression of the child's education and proactively uses homework assignments and tasks to give feedback and a sense of achievement.

Parents of pre-school children are encouraged to visit the school and are asked to make an appointment with the Headteacher. From time to time staff will visit the village playgroup in order to meet the children. The transition from home to school must be as smooth and easy as possible. New entrants are invited to spend some time in school, usually towards the end of the summer term.

Parental involvement is of great value and parents are provided with clear, consistent accounts of how children are progressing. We are also keen to hear from anyone who has particular skills which could be of benefit to the school.



During the school year there are formal Consultation evenings; one during the autumn term, the second in the spring term and the third in the second half of the summer term. There are other occasions too during the year when parents are invited to visit the school. We hope that you will take advantage of every opportunity to do so, as an active interest in the work of the children is the responsibility of the parents as well the teachers. The teaching staff are always willing to see you if you have any worries or problems that concern your child. The Headteacher and staff are willing to see parents at any time in an emergency, but would prefer other visits to be before 9.00am or after 3.30pm.

The school also offers parents chance to express their views through a parents questionnaire which is issued annually. This, along with a questionnaire given to the children themselves, forms a key input to the School Development Plan.

## 4 THE CURRICULUM

### 4.1 Boddington's Approach to the Curriculum

Boddington School aims to create an environment which will provide opportunities for the children to develop to the full. Each child is given, according to their ability, a thorough grounding in the basic subjects and the opportunity to gain knowledge and understanding of the world they live in. We encourage a habit of good behaviour and industry so that pupils may learn to set themselves good standards and become worthy members of the community. We understand that children's learning is affected by their emotional health and well-being and whatever a child's learning needs, gender, ethnicity, age or ability, we help each learner to feel good about him or herself.

Children are taught in a variety of contexts, including whole class teaching, large and small groups and in formal and informal ways.

### 4.2 The National Curriculum

The National Curriculum is followed by all primary schools:

#### **Core Subjects**

- English
- Mathematics/Numeracy
- Science
- Information & Communication Technology (ICT)

#### **Foundation Subjects**

- Design & Technology
- Geography
- History
- Music
- Art & Design
- French (KS2)
- Physical Education
- Religious Education
- Personal, Social & Health Education (PSHE)
- Citizenship

Parents have the right to withdraw their child/children from religious education lessons. If you wish your child to be withdrawn, please contact the Headteacher.



#### 4.3 Assessment

As children move through the school, their progress is measured against clear objectives which will show how much they know and what they can do. Using a variety of assessment information, children's individual progress is tracked to ensure appropriate progress. Targets are also set for future learning. Year 1 phonic screening, Key stage 1 tests and tasks in Year 2 and Key stage 2 tests in Year 6 are carried out in line with national requirements. In addition, recognised optional tests at Years 3, 4 and 5 are used.

#### 4.4 Extra Curricular Activities

Boddington School is involved in a strong primary liaison programme with the local secondary school Chenderit (a visual arts college), in which local feeder schools are brought together in a variety of activities involving Humanities, Arts and Sport. Sporting fixtures are arranged with the other feeder schools.

After school and in school sports coaching is arranged by the school and all children participate enthusiastically. All children have swimming lessons during their time at school.

Peripatetic music teachers visit weekly to teach violin, cello and guitar. All pupils take part in an annual performance for parents and there are regular parent assemblies.

The pupils' learning is enhanced by regular residential and non-residential school visits.

### 5 THE SCHOOL'S ETHOS STATEMENT

*"The school, through its distinctive Christian character, is good at meeting the needs of all learners.*

*Christian values, which have clear links with 'Social and Emotional Aspects of Learning' (SEAL), underpin the life and work of this school and have a major impact on the very good personal and spiritual development of the pupils. Parents say that their children are aware of the values, can talk about them and relate them to their daily lives. The staff are good role models to whom the pupils respond with respect. Relationships throughout the school are good; pupils are supportive of one another and have confidence in the school as a safe and happy place to learn. The school's teaching based on the Christian gospel of how people should live their lives is very effective. Pupils have a strong sense of right and wrong and know how to act in a variety of circumstances. The pupils' behaviour is good; they readily admit failings and are always ready to forgive the failings of others towards them and to offer reconciliation."*

These extracts from the Church of England inspection report sum up the school's ethos. It offers a caring environment where the children learn to help and support each other. The school council helps the children to take ownership of the school's values and to develop a sense of communal responsibility.





## 6 ADMISSIONS POLICY

Parents who are considering or intending to enrol their children at Boddington School should in the first instance contact the Headteacher. We are happy to show parents and children around the school. The planned number for reception year is 10; this is reviewed on an annual basis. The Local Authority (LA) allocate places in accordance with the following LA criteria:

- i) Pupils with a statement of Special Educational Needs which names the school as appropriate provision and children in public care.
- ii) Pupils who live in the linked areas.
- iii) Pupils with an older brother or sister continuing at the school at the time of admission of the younger child.
- iv) Other pupils.

If the admission number is exceeded within any of these groups, priority will be given to those who live furthest from the nearest alternative school. Admissions are handled centrally by the LA online at [www.northamptonshire.gov.uk](http://www.northamptonshire.gov.uk).

## 7 CHILDREN WITH SPECIAL NEEDS

The school aims to meet the needs of all prospective pupils and the Headteacher is very happy to discuss specific needs at any point prior to joining the school.

Once on roll, the school operates a monitoring system which identifies and provides for the special needs of pupils. Children with special needs are identified each year by the staff. Parents are informed and invited to discuss with teachers helpful strategies which could involve individual education programmes (IEPs) being pursued in the classroom and at home. The school can also ask for help and advice from outside agents. There is also a Governor who has specific responsibility for overseeing the special needs arrangements in school. Programmes are developed to support and stretch more able children,

The school has a disabled toilet and benefits from being all on one level. There is provision in place to cater for wheelchair access. The school has an accessibility plan which is reviewed regularly.

## 8 SCHOOL UNIFORM

All children are required to wear school uniform consisting of:

Standard Uniform: Grey or navy standard school skirt/pinafore/trousers/shorts  
Navy sweatshirt with school logo or navy jumper/cardigan  
White shirt or white school polo shirt  
Grey, white or navy socks/tights  
Sensible black, grey or navy shoes (not trainers or boots)  
Summer term: blue and white checked dresses for girls



Sportswear: Pale blue polo shirt with school logo (ordered from school)  
 Navy shorts  
 Indoor plimsolls with non-marking soles  
 Outdoor plimsolls or trainers  
 Outdoor plain navy jogging bottoms  
 Swimming costume and towel

Miscellaneous: An old apron or shirt for art/craft activities

All property belonging to your child which is brought into school on a regular basis should be **clearly labelled** with your child's name.

Jewellery should not be worn to school. Watches remain at all times the responsibility of the child.

## 9 SCHOOL ORGANISATION

### 9.1 Classes and Staffing

The pupils are currently taught in three classes, utilising a mix of full and part-time staff aided by trained and highly motivated LSAs. Wherever possible, children of similar ability, irrespective of age, are taught in groups within the school.

### 9.2 School Times

The times of the school day are as follows:

	INFANTS (Reception & Years 1 & 2)	JUNIORS (Years 3, 4, 5 and 6)
MORNING	9.00am to 12.00 noon	9.00am to 12.00 noon
AFTERNOON	1.20pm to 3.30pm	1.00pm to 3.30pm

### 9.3 Assembly

Daily assembly, which has a mainly Christian format, is held for all children. Parents have the right to request withdrawal of their children from daily worship. If you wish your child to be excluded, please contact the Headteacher.

### 9.4 Lunch

Children can either bring a packed lunch to school or order a hot dinner from Nourish. Orders are completed online before midnight of the Wednesday of the preceding week. We ask that drinks are sent in a leak proof container and that a cup or straw is sent for them to use. The school has a Whole School Food Policy and fruit is positively encouraged and is provided as a playtime snack. Fizzy drinks and sweets are discouraged. Please help us to encourage healthy eating! From time to time the school may ask parents/carers not to send certain foodstuffs to school where there is a pupil with a life threatening food allergy eg nuts. We would ask for your co-operation in this matter.



## 9.5 Safety at school

### *Arriving at school:*

The school is responsible for children ten minutes before the beginning of morning and afternoon\* sessions. Children arriving before 8.50am are considered to be under parental responsibility and in any event should not arrive at school before 8.40am. At 8.50am children are allowed inside the school buildings where they will be supervised.

### *Collecting from school:*

Children must be collected from the playground by an adult. In the interests of safety, parents should wait in the playground to collect children and not create congestion outside the school gates. We ask parents to notify their child's class teacher if an adult unknown to the staff is to collect a child. Permission is required in writing from parents if they wish their child to walk home unaccompanied.

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\* this applies to children who go home for lunch

## 9.6 Absence from school

From the 1st September 2013 new legislation came into force in respect of attendance at school. The new regulations state that Head Teachers are only allowed to authorise absence in exceptional circumstances. If you require further information on this please contact school.

We are required to submit statistics on lateness and absence. Legal attendance is vital if children are to be successful at school. Parents are reminded of the importance of regular attendance and punctuality as soon as their child starts school. If a child is absent from school, a letter or telephone message from a parent or guardian is required.

## 9.7 Discipline and Behaviour

The ultimate aim is for self-discipline and to this end there are as few rules as are needed to maintain effective running of the school and for the safety and well-being of those who attend. Our Anti-Bullying and Behaviour Policy clearly states the school's aims in this respect.

The children are expected to think for themselves and to consider whether their actions are likely to:

*upset or hurt other people*  
*cause damage to property or equipment*

Our pro-active approach aims to provide an environment in which all children can develop successfully and happily.

## 9.8 Pupil Welfare

Parents will be notified if their child becomes unwell at school. Parents may then be asked to take the child home. Parents will also be notified if their child suffers



an accident requiring medical attention at school. If parents cannot be contacted, the school reserves the right to act 'in loco parentis' and ensure that the child receives necessary medical help. We would also ask you not to send your child to school if they have had a temperature, sickness or diarrhoea in the previous 48 hours.

### 9.9 Medication

Please inform the school if your child has a serious allergy or other serious medical complaint. Any medication should be brought to the School Office with written instructions.

### 9.10 Medical and Dental Inspections

Routine medical checks are carried out by the School Nurse shortly after a child starts school. If necessary, the check will be followed up by the School Doctor.

### 9.11 Loss or Damage of Property

As a parent you are responsible for your child's general behaviour in school and in the event of careless or deliberate damage to school property you may be expected to meet some or all of the costs of repair or replacement. Children should not bring toys or other valuable items to school as they could be damaged or lost. The school is not responsible for any items brought into school.

## **10 LINKS WITH THE LOCAL COMMUNITY**

### 10.1 Parent Teacher Association (PTA)

The school has a very active and successful PTA and an election of a new committee takes place in the Spring term. All parents automatically become members of the PTA. The aims of the PTA are to raise additional money for the school and to assist in promoting good relationships between home, school and the community. Details of its activities are sent out on a regular basis or can be seen on the school website. New parents are encouraged to actively participate in the PTA.

### 10.2 Other Local Community Links

Support from the local community is an invaluable asset to the school. The school has benefitted from donations from village fund raising activities and local business. The school is at the heart of the village and has close links with the churches and the local playgroup. Representatives from the local churches take a weekly assembly and services are held in the village church to celebrate all the main religious festivals. Members of the community enrich school life by sharing their knowledge and expertise. Parent volunteers can hear readers in class or assist on school trips.

