

ALEXANDER HOSEA PRIMARY SCHOOL

ROOTS TO GROW, WINGS TO FLY

Prospectus



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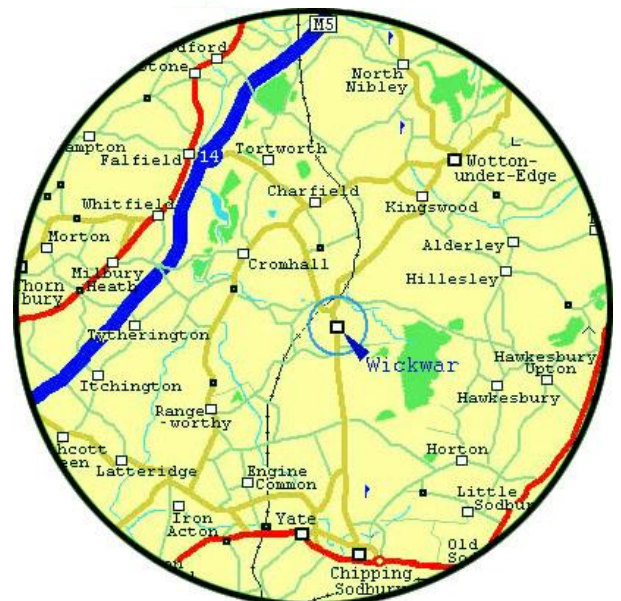
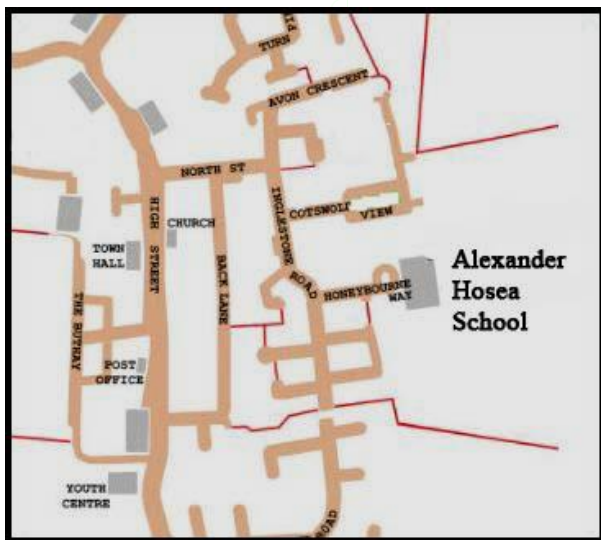
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Contact Details

Alexander Hosea Primary School
Honeybourne Way, Wickwar,
South Gloucestershire, GL12 8PF

Telephone: 01454 294239 Fax: 01454 294638
Email: AlexanderHoseaPrimary@sgmail.org.uk
www.alexanderhoseaprimary.co.uk

Headteacher: Ms V J Quest B.ED Hons M.A. (Educ)
Chair of Governors: TBC



Introduction by the Head Teacher



A WARM WELCOME FROM ALL AT ALEXANDER HOSEA PRIMARY SCHOOL

This prospectus is intended as an introduction to Alexander Hosea Primary School. It will provide you with:-

- *an overall picture of our school*
- *an insight into how it is organised*
- *information about the opportunities provided for our pupils*
- *an understanding of the aspects of school life we consider to be of greatest importance.*

Alexander Hosea Primary School, established in 1684 and formerly named the Endowed School, is the only school in Wickwar. The school successfully serves a changing and growing village community; since the new school was built in 1991 it has been extended three times. In 1995 three classrooms were added and three more in 1999. The third extension of two classrooms, a larger staff-room, a new office and a computer suite were added during the 2002/2003 school year. The present school took the name of 'Alexander Hosea' to maintain a link with the founder of free education in Wickwar. The school and its playing fields command a breathtaking view over the Cotswolds.

Alexander Hosea Primary School has a tradition of being a caring and successful school, with quality provision at its centre. We are an aspirational school and constantly strive to achieve high standards for all pupils, in terms of their personal and social development and well-being as well as academically, through a broad, balanced and engaging curriculum. Be assured that we have your child's needs and interests at heart. Therefore, by working together, staff and governors provide a supportive atmosphere which enables children of all abilities to meet our high expectations for learning and behaviour. We also work hard to create a sense of community within our school and with the local, wider and global communities. As such, we encourage parents / carers to take an active and supportive role in their child's education.

Our vision, values and aims are expressed as 'Roots to grow, wings to fly'. At Alexander Hosea Primary School high quality teaching and learning allows our pupils to develop firm roots from which to grow as individuals and as learners; and wings to fly, through promoting limitless learning. We encourage children to be aspirational through our ASPIRE values.

We expect children to become progressively more independent and responsible members of the school and wider community. We promote British values as well as inclusion, which help the children understand and respect the rights and cultures of our country and those of others.

I hope you find this prospectus informative. If you have any further enquiries, or wish to arrange a visit, please do not hesitate to contact the school office on 01454 294239. We are proud of our school and would be pleased for you to come and see it in action.

Ms. V. Quest
Headteacher



Visions & Aims of the School

VALUES	AIMS
Adaptable Self-Belief Perseverance Inclusion Respect Enquiring	<ul style="list-style-type: none">• To be adaptable in a changing world• To have self-belief• To persevere and show resilience• To accept and value similarities and differences in ourselves and others• To respect ourselves, others and the world• To foster a zest for discovery and learning

About our School

Ofsted

Our last Ofsted Inspection was in March 2014. The school was judged as a good school with some outstanding practice, including the safeguarding of our pupils. It states:-*Pupils are keen and enthusiastic learners, very ready to take advantage of the varied opportunities for learning that are provided. Pupils respond very well to the challenges set and many are therefore working at levels well above those expected for their age.*



Admission Policy

The school's admission policy is on our website or available from the school office and is in line with guidance given by South Gloucestershire Council, our admissions authority. Its policy is posted on the South Gloucestershire website.

Reception Year (YR): Official South Gloucestershire registration forms are available on line 12 months before your child is due to start school, or a hard copy is available from the school office. These must be returned to the Local Authority by January.

South Gloucestershire allocates all our reception places and confirmation of a place is normally received in the April before children are due to start in September. Parents / Carers must reply to offers made by the end of April /beginning of May.



All year groups: Children are admitted to the school up to the standard number of admissions. Our planned admission level currently stands at 45 per year group, which means we have plenty of spaces to offer! If your child is unsuccessful in gaining a place at your chosen school, there is an appeals procedure through the South Gloucestershire Local Authority.

Induction for new reception children

Once a place has been allocated to your child at Alexander Hosea Primary School, you will be invited to a New Reception Parent's evening in the Summer Term (usually towards the end of June) when admission arrangements are discussed, relevant documentation is distributed and parents have an opportunity to meet school staff.

Children and parents are invited to attend sports day and some classroom sessions during Term 6 to ensure children are familiar with the school before they start. Home visits are also undertaken in the first week of September as part of the induction process.

Once in school in September, children attend part time for the first few weeks to ensure a calm, happy start, during which relations with new people and familiarisation with new routines can be more easily established. If children require a longer induction period to meet individual needs, this is negotiated with their parents.

We try to ensure that all children are placed in a class with a few other children from the same pre-school or known to them in other ways.

Appropriate provision will be made for children with special educational needs or disabilities to facilitate integration into the school.

Children joining the school at other times will be supported by staff and a 'buddy' to aid their induction. Home visits are also encouraged.

About the Governing Body

School Governors have been part of the education system in England and Wales for many years. The 1988 Education Reform Act gave Governing bodies and Headteachers major new responsibilities linked specifically to the introduction of the National Curriculum and the Local Management of Schools.



The role of the Governors is to work in partnership with the Headteacher, staff and Local Authority to provide the best possible education for pupils. We have a very active Governing Body, comprising school staff, parents, Local Authority representatives, Community, Associate and co-opted Governors who have equal responsibility for making and carrying out decisions.

The Governing body has the final accountability for the leadership and

management of the school. It sets, agrees and oversees budgets; appoints the Headteacher and Deputy Headteacher; ensures that the school ethos is supported; monitors the implementation of changes in the law and ensures that the National Curriculum is being taught with all pupils having access. Governors' Meetings are held

termly. School business is discussed, and the Headteacher provides a formal written report. Governors have a curriculum link to promote effective understanding and school/governor liaison. Parents can contact governors either formally or informally if they have issues or concerns about the running of the school.

The Outdoor Learning Environment

The environmental development of our school grounds is on-going. We have a playground and large field which is used at play times and for sporting activities. The Friends of Alexander Hosea School have provided seating, a play trail and a landscaped area to encourage imaginative play. Imaginative play is also developed through the Play Pod. Other facilities include an outdoor gym, an outdoor classroom, a school allotment (also supported by the Friends) and a conservation area with a pond to encourage children to develop respect by taking an interest in and caring for their environment; Foundation have their own outdoor learning area which is used as an extension to the classroom. They also have a garden.

We continually seek ways of using the outdoor environment to enhance the children's learning to make it both meaningful and enjoyable.

Canopied areas have been installed to ensure added shade and shelter as part of our focus on developing healthy lifestyles.



School Organisation

Alexander Hosea Primary School provides education for 4-11 year olds. Key Stage 1 classes have a maximum of 30 children to fulfill the Government's promise to restrict infant class sizes. Currently, the Key Stage 2 classes have an average of 28 children in them. There are 7 classes in total.

School Routines

Our school routines are designed with children's health and safety in mind. We encourage children to walk, cycle or scoot to school. There are cycle and scooter racks inside the main gate. Children should arrive at school between 8.50am and 9.00am and wait in the playground until the doors open at 8.55am when they can enter their classrooms. Parents are encouraged to leave their child at the school gate to develop independence skills. Children are collected from the playground (or Foundation playground for YR children and siblings) at 3.30 p.m. every afternoon.

Children in Y5/6 may walk home on their own as long as parents and school have agreed to this in writing.



Mid-morning snacks

The school benefits from the Government's free 'Fruit and Vegetable' scheme, with all Key Stage 1 children able to eat at least one piece of fresh fruit or a vegetable every day. Milk is provided for all four year olds.

Every morning break, pupils are able to purchase fresh fruit cups or toast from the school kitchen.

Children are encouraged to bring a bottle of water to school, although water is available from drinking fountains throughout the school day.

School Lunches

All children in Foundation and Key Stage 1 are entitled to a free school lunch every day. Irrespective of this, if your child is eligible for free school lunches please complete a form available from the office, as your child is able to access additional funding and educational support through the Pupil Premium. School lunches (hot, cold or packed lunches provided by the school) take account of national minimum nutritional standards and provide an appropriate balance of foods over a period of time. School lunches are cooked on the premises and prove to be a popular choice for many. The menus have been developed by the Local Authority based on Government guidelines. Menus are sent to parents termly. Dietary requirements are catered for upon consultation with the cook.



Arrangements for paying for dinners are sent out frequently via texts and in regular newsletters to parents. Dinner money must be paid in advance for the term using SIMS Agora or on Mondays in a named envelope stating days and amount enclosed.

Please do not allow arrears to accrue as the school is responsible for any non-payment. Other children bring a packed lunch, which is eaten in the large school hall. Parents of children who stay for a packed lunch are encouraged to provide healthy options and an appropriate balance of foods over a period of time. Nuts and nut products must not be brought to school as we have pupils with severe nut allergies. Sometimes this applies to other foods depending on individual pupil's allergies. Please refer to the School's Food and Nutrition Policy for further information.

School Uniform

School uniform consists of grey or black skirts, pinafores, long shorts or trousers for girls, and grey or black trousers or shorts for boys. These are worn with white polo shirts and blue sweat-shirts or cardigans depicting the school logo.

School uniform is available from

www.initiallyyours.co.uk

Socks and tights may be black, grey or white. School caps with the school logo are also available and are encouraged as a protection against the sun. Children are requested to wear black sensible, durable school shoes.



Trainers and daps are necessary for outdoor and indoor games and their use is restricted to these activities. Other sports clothes necessary are a pair of black or grey shorts and a house T-shirt. All PE items should be kept in a named draw-string bag; these are also available from the website above.



We also ask that pupils have wellington boots in school in order to maximise the use of the outdoor environment, irrespective of the weather.

It cannot be emphasised enough how important it is that every item is clearly named.

A lost property box is kept in the main entrance.

Please note - Neither the school nor the Local Authority can accept responsibility for any lost items.

Second hand uniform is also available. Please ask the office staff about this.

Teaching and Learning

Our focus is on learning and we use a range of innovative approaches to support this. These include the Effective Lifelong Learning Inventory (ELLI) and aspects of Tom Robson's Gem Project which provide learning powers to support the development of the children's skills and characteristics as learners. We also use individual pupil tracking and 'Assessment for Learning' type strategies, including effective marking, a WAGOLL and peer critique to support this.

Our Learning Environment

This is constantly evolving and staff and children are currently developing their classrooms to make these more immersive, so they fully support the termly themes. Neutral colours and products made of natural materials are used increasingly to create a relaxed and homely feel whilst ensuring that the children's displayed learning becomes the focus.



Our Curriculum

The Early Years Foundation Stage (EYFS) - Reception Year - YR

Education in Reception classes forms part of the "Early Years Foundation Stage". Learning is planned to meet the Early Learning Goals by following the National EYFS curriculum 2012 which covers the following:

Prime areas:

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

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The emphasis is on learning through fun, practical activities, structured to meet the interests and needs of the individual child and appropriate for our youngest pupils. These activities build on their current interests, knowledge and abilities which result in rapid progress.



Years 1 to 6

We build upon this positive start as children are then taught using the National Curriculum 2014. The National Curriculum applies to all children from Year 1 to Year 6 (Years 1 and 2 – Key Stage 1, Years 3-6 – Key Stage 2) and comprises the following subjects:

Core subjects:

English, Mathematics and Science

Foundation subjects:

Art and Design, Citizenship, Computing, Design and Technology, Modern Foreign Languages, Geography, History, Music, Physical Education.

Other subjects include:

Personal, Social, Health and Economic Education, Religious Education and Relationship and Sex Education.

Our school curriculum is organised in a thematic way, into projects. This is to enable children and teachers to make connections across subjects and disciplines and supports language use across subjects through big ideas. These projects are based on big ideas that are presented to the children as questions, so developing their curiosity and enquiry.



Each project is infused with first hand experiences and activities that engage them in our local community and 'service to others'. They will also have a 'Presentation of Understanding' which will require the children to plan a large exhibition, event, play, resources, publications etc. that require them to share their

learning with others. In this way, we are able to develop both academic learning as well as character traits such as collaboration, communication, adaptability, problem solving, curiosity and perseverance.



With the introduction of a revised National Curriculum which raised expectations, the previous assessment system, which used levels to measure children's progress and attainment, was discontinued and children are now expected to reach the Age Related Expectation for their year group. We therefore use a revised assessment procedure which reflects the raised expectations of the new National Curriculum.

English

Strong emphasis is placed on developing speaking and listening skills across the curriculum. Children are given opportunities to speak to a variety of audiences ranging from individuals, groups and to the whole school. They are encouraged to express themselves with confidence and fluency and to speak articulately about their learning. They are also taught to listen carefully to others, as well as participate in role play and drama.

Phonics

We use 'Letters and Sounds' to teach phonics in a structured way. The children use their knowledge and understanding of phonics to support their reading and writing across the curriculum.

Reading

In reading, our main aim is for children to derive pleasure and enjoyment from reading a wide variety of texts and to read confidently and independently with understanding. Children are encouraged to read at home each evening and we value our home school reading partnership.

Writing

We aim to make children competent and confident writers, able to write in a range of genres including their own fiction, poetry and non-fiction texts. Wherever possible we try to teach English through cross-curricular links and use a variety of teaching styles.

Grammar, punctuation and spelling

The teaching of grammar, punctuation, spelling is on-going and is key to the development of the skills necessary to develop fluent, confident writing.

Handwriting

Children are taught how to form letters correctly and learn how to write in a joined script as soon as possible. We have high expectations for children's presentation skills and support those who have physical development needs which impact on this.

Mathematics

Maths is taught daily throughout the school using a range of Maths resources. Staff use their experience and knowledge of the individual pupil's next steps to plan appropriate learning objectives and teaching strategies. The children are regularly given opportunities to undertake problem solving activities and various investigations across the mathematics curriculum. Where possible, staff make the link between Maths and real life situations, which is supported by our curriculum approach. In Foundation and Key Stage 1, Maths is further developed through role play areas for example; shops, construction, an ice-cream van, garage, etc.

The children are encouraged to assess their learning and identify areas of strength and mathematical concepts that they might need more help with. The class teacher will set targets for pupils to help individuals progress and develop confidence as mathematicians.



Science

Science lessons are concerned with the teaching of skills (such as measuring and using a thermometer) and investigations where children are encouraged to think around scientific questions themselves; to predict outcomes and to plan how they are going to test their ideas. As much of each lesson as possible is practical.

Our school garden is already a wonderful resource for out of classroom science with all sorts of flowers and vegetables flourishing. Of course we have our pond too, which is a great place to find out about food chains and webs. Pond dipping is always a popular activity!

The science curriculum is enriched in a variety of ways, such as visits from the Explorer Dome,

visits to @Bristol and a 'Fizz Pop' science club. We try to use local resources as much as we can.



We have an Eco-committee which also works hard to promote the importance of looking after the school, local and global environments.

Computing (formerly Information Communication Technology)

In school we have a purpose built computer suite with a client server network of 32 laptop computers. We also have two mobile net book trolleys and two mobile Learn pad units that have full wireless coverage around the school. Every class has an interactive whiteboard. The children are taught computer skills such as programming, word processing and data handling following the National Curriculum for Computing. The school has a range of ICT resources including programmable devices, Digital Cameras, Microphones, as well as digital projectors. We have Internet access via wireless broadband, e-mail and a school website. Each class has time-tabled sessions each week in the ICT suite. In addition, every class has access to the 'network' from the mobile net book trolleys and Learn pads which support teaching and learning across the curriculum.

Internet safety is a high priority. The Local Authority and South West Grid for Learning provides rigorous filtering and children are taught about how to keep themselves safe when using the internet.



Religious Education

We use the South Gloucestershire Agreed Syllabus for Religious Education 2016- 2021, which includes key questions which have been developed into modern, relevant units of study for the EYFS and key stages 1 and 2 to follow. Children are given the opportunity to examine and reflect upon their ideals and values and develop an understanding of themselves and the beliefs and faith systems of others. RE

gives them the opportunity to explore and discuss difficult questions about how we should live in this world and value its diversity.

Collective Worship

All children take part in the required daily act of Collective Worship that is broadly Christian in its approach. Each term has a theme or Value to explore as well as a termly SEAL based theme. A community group, 'Open the book,' comprising members from local churches, join us weekly to act and bring Bible stories to life. Parents still have the right to withdraw their children from Religious Education and daily worship on the grounds that they wish to provide their own Religious Education, which will be their responsibility. Any request must be made through writing to the Headteacher.

Citizenship

Citizenship Education helps children think critically about the world around them and develops a moral sense of right and wrong. Importantly, it helps them answer the questions, 'What kind of world do I want and what can I do about it?' The SEAL materials used for PHSME also help us to become good citizens by helping us to 'get along' and deal with our feelings in appropriate ways. We develop understanding of local and global communities through discrete lessons and through other curriculum areas and initiatives. We also make links with local groups such as the brownies and scouts. People from the community make visits to the school for assemblies and lessons. Children take an active role as members of the school community through the Pupil Council, Play Pals and Office Assistant roles. We also run Peer Groups, which support decision making at school level and pupils and teachers discuss and agree rules and responsibilities and what constitutes acceptable behaviour. This helps them develop their leadership skills and ideas about living in a democratic society as part of our teaching of British values.

History

History is organised on a themed basis throughout the school ensuring that pupils gain knowledge, skills and understanding as detailed in the National Curriculum. History is taught by encouraging children to develop a range of study skills enabling them to take greater control of their learning. Assistance is given to support group activities, outings and visits and extra help for children with particular needs. History is celebrated throughout the school through immersive learning environments, displays and sharing learning with the class and school.

Geography

The school aims to enhance a child's understanding of the world through the teaching of Geography. The teaching of Geography in school provokes questions about both the natural and human world. It will help the pupils to make sense of their surroundings and the

wider world. A wealth of experience and resources are available to the children to aid their learning. As far as possible the children learn through enquiry with a 'hands on' approach.

Art and Design

Art and Design is highly valued at Alexander Hosea Primary School where we recognise that all children have artistic potential, therefore creativity is nurtured and developed through art, craft, music, dance, drama or pottery. We aim to provide a stimulating Arts curriculum which exploits cross curricular links whenever possible. We also offer the pupils the opportunity to work alongside professional artists.



Design and Technology

Design Technology is taught to all children throughout the school through a cross-curricular approach. Pupils explore how familiar things work and are taught specific skills and techniques, which they can use to problem-solve, design and make. They are encouraged to evaluate, adapt and change their plans in order to satisfy the criteria required within a particular task. Pupils work on their own and as part of a team on a range of designing and making activities. They are encouraged to think about suitable materials for a task or purpose, who the product is for and sensible use of resources. The children are taught safe use and care of a variety of tools, under supervision. They have access to a wide range of tools, from scissors and hole punches to saws and drills. From YR onwards, children are encouraged to evaluate / critique their learning and other pupil's designs and products, and describe what they might change if they were to revisit the activity.

Music

Music permeates the child's school experience through whole school singing, the use of music in class and music lessons from peripatetic teachers for KS2 children who wish to take up an instrument (see below). Children also benefit from occasional in-class tuition led by Local Authority music teachers who teach them for example, samba, djembe and ukelele. In addition, the children's musical appreciation is developed through the use of recorded music and live music from visiting musicians. Children are also encouraged to gain awareness of different cultures and traditions through their music. Music is used to enhance the many

opportunities children have to perform to an audience e.g. Christmas concerts.

Our children have performed at the Colston Hall in Bristol and the O2 Arena in London.



Music Tuition

The school has a dedicated 'Music Room'. Instrumental tuition, for example keyboards, guitars and drums, is provided by external peripatetic music teachers from Year 3 onwards.

Opportunities exist for pupils to learn other instruments such as the ukulele, to join other musicians and to perform at school events. These activities are in addition to the school's own music curriculum, which results in children singing, composing and performing to very high standards.

P.E. (Physical Education)

The school aims to provide the opportunity for all children to develop their skills and enjoyment of sports.

In EYFS there is a focus on the development of physical skills and in both Key Stages 1 and 2, PE incorporates a variety of activities, particularly Games, Dance and Gymnastics. These activities expand in KS2 to include Athletics, Outdoor and Adventurous Activities and Swimming. We have many excellent swimmers. We also offer a range of extra-curricular activities including netball and cross country.



The P.E. curriculum and clubs are further supported by outside professional coaches who sometimes work in school teaching sports such as football, rugby, tennis and golf. They also provide enrichment activities as after school clubs, such as multi skills, tennis and football. The school actively participates in all inter school competitions, often with great success. We have strong links with KLB, Wotton, and other local secondary schools. Intra school sports competitions are also run from time to time.

2016-2017 is our dedicated Year of Sport - Ready, steady, go!

Modern Foreign Languages (MFL)

Our chosen modern foreign language is French. We aim to deliver the requirements of the KS2 MFL framework by linking planning to the framework objectives. This ensures that particular language learning strategies are taught and appropriate skills are practiced. The Scheme of Work for French outlines which topics are covered in each year group. MFL provides opportunities for linking and teaching the following cross-curricular areas:

- ◆ *Citizenship*
- ◆ *Global Awareness*
- ◆ *Geography*
- ◆ *Personal and Social Education*
- ◆ *SMSC*

Teachers use a variety of techniques such as games, role play and action songs to encourage the children to actively engage in MFL lessons.

Specialist language teachers from Katharine Lady Berkeley School support the school and occasionally come to teach groups.

Personal, Health, Social and Economic Education (PHSE)

PHSE is taught in discrete lessons in classes, but also permeates all aspects of school life. Indeed, the teaching of PHSE and citizenship helps in many ways to support our school values and aims and to meet the objectives set out in 'Every Child Matters' - that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing', which we still deem to be important. We teach the children about healthy lifestyle choices and how to make informed choices regarding personal and social issues. We make them aware of safety issues such as 'stranger danger' and road safety and have an Eco-committee which promotes sustainability.



Playing an active part in school life, including being members of the Pupil Council, helps them to be thoughtful and responsible members of the school and wider communities and helps them to become active members of our democratic society.

We have also had a Pupil Healthy School committee, which promoted the development of healthy lifestyles within the school community and a Play committee which reviewed and evaluated outdoor play.

We use SEAL (Social and Emotional Aspects of Learning) materials to help children develop an understanding of good relationships, feelings and emotions.

These cover the following themes:

- ◆ New beginnings
- ◆ Getting on and falling out
- ◆ Say no to bullying
- ◆ Going for goals
- ◆ Good to be me
- ◆ Relationships
- ◆ Changes



The school is committed to children's all round education, including character education.. During the course of each day, children will take part in a variety of activities covering different aspects of the curriculum. Through these activities we are aiming to promote children's intellectual, personal, social, physical, spiritual, moral and cultural development

Behaviour

We value all members of our school community and we expect good behaviour, consideration for others and respect for property, to create and maintain a caring, happy environment. Our school values and aims underpin this. We promote good discipline using a school wide agreed behaviour strategy with clear rewards and sanctions. We use a positive approach, which emphasises, reinforces and praises good behaviour. We have a set of agreed school and playground rules. Classroom rules are negotiated with each class at the beginning of the school year and these are clearly displayed in class and are referred to regularly. We are

firm and fair in our approach to children who choose to display unacceptable behaviour and follow the school's agreed policy and procedures. Staff use a behaviour log to keep a record of behaviour and this may be followed up with parents as appropriate.

Anti-bullying

We do not tolerate bullying and any bullying is dealt with quickly and effectively. We also have an agreed anti-bullying charter which is discussed and agreed by the Pupil Council annually during Anti-bullying Week.. Parents will always be contacted if a pupil's behaviour is causing concern.

Relationships and Sex Education

The school's Relationship and Sex Education Policy explains how sex education is taught in school. It is available on the school's website. Parents are informed of this teaching and have the right to withdraw their children. In upper key stage 2, girls and boys are separated for certain parts of the lessons. A DVD is used which will be available for parents to see prior to the children seeing it as an integral part of the lessons.

Special Educational Needs and Disability (SEND) Policy

Alexander Hosea is an inclusive school and all children are encouraged to develop self-belief regardless of ability. Our SEND Information Report and Policy are available on the school's website.

Children identified with Special Educational Needs and disabilities are supported by a differentiated curriculum to match their individual needs. The school's SENDCO (special educational needs and disability co-ordinator), teachers, teaching assistants and specialist teaching assistants play an important role in providing this additional support, which is recorded on the individual's, group and school's provision maps. Children on the SEND register are given 'Pupil Passports' and have individual, achievable targets which support progress at an appropriate rate. Parents are fully involved in discussing their child's needs, supporting learning at home and in regular reviews. Outside agencies, such as speech therapists, occupational therapists and educational psychologists may also become involved when appropriate.

The school's **Accessibility Plan** for pupils, staff and visitors with disabilities, is reviewed annually and is available on the website..

Gifted and Talented Pupils

Arrangements are made for identifying gifted and talented pupils. Provision is made to meet their specific needs and appropriate plans may be drawn up in consultation with their parents/carers as and when necessary. Our more able pupils are well challenged and make very good progress (Ofsted 2014).



Equal Opportunities and Inclusion

All members of our school community are entitled to and are given equality of opportunity, regardless of gender, ethnicity, culture, religion, ability or socio-economic circumstances.

We offer inclusive education with no child being excluded from school activities, including after school clubs. As part of our promotion of British values, children are taught to value diversity and be tolerant of others.

The governing body is responsible for ensuring that the school complies with equalities legislation.



Accessibility for the Disabled

We have in place a number of measures to promote accessibility for the disabled. The school is on one level and corridors and doorways also permit the use of wheelchairs.

We have two disabled toilets, one with a shower facility.

There is a disabled parking bay just inside the staff car park on the left for disabled visitors, including parents and parents with disabled children.

Curriculum access is fostered through our broad, balanced curriculum and the use of a variety of strategies and aids to promote learning, which include ICT.

The school's 'Accessibility Plan' is available upon request.

Parents may request copies of school documentation in braille, large print or recorded on a CD.

Teaching Assistant Support

We have a high level of experienced and competent Teaching Assistant support in our classrooms with each class being assigned support every morning. This level of support ensures additional group and individual learning can be well facilitated and children targeted and well supported according to need.



A Higher Level Teaching Assistant is responsible for providing teaching cover during PPA afternoons when teachers have their statutory non-contact time for planning, preparation and assessment (PPA). Trained Sports coaches also provide weekly cover for PPA.

Assessment and Target setting

Teachers will be assessing your child's progress and achievement in various ways throughout the year and the children will also be involved in self and peer assessment as part of our focus on 'Assessment for Learning' strategies. Nationally there have been changes to the system for assessing pupil progress and attainment, allowing each school to determine how it tracks these. There will be some regular testing of spellings and tables to assess skills and knowledge.

We are currently focusing on pupil progress and run Pupil Progress Meetings three times a year.

During these, Senior Leadership Team members, class teachers and their Teaching Assistants look at individual pupil data and review and evaluate progress towards targets / end of year predictions.

Early Years Foundation Stage

During their first year in school, the YR children are assessed against the Early Learning Goals in the Foundation Stage Profile. Evidence is kept in each child's Learning Journal. This helps track the children's individual progress throughout the year and enables teachers to plan the next steps in the children's learning.

Y1 children are subject to national phonics screening at the end of the year. This assessment is undertaken and marked internally. Data is reported nationally.

Y2 undertake SATs tests in reading and mathematics, which support the teacher assessment and indicate to what extent the Age Related Expectations have been met. It is the teacher assessment and not the test result which is reported to parents at the end of the academic year. Attainment in writing is assessed by teachers and outcomes reported are based on evidence which is regularly moderated externally.

Y6 SATs tests in Reading (comprehension), Spelling and Grammar and Mathematics are taken in May.

Teacher Assessment is used to report the end of year level for writing based upon on-going assessments and is also regularly moderated externally.

In year six, revision will take place during some Maths and English lessons, but the National Curriculum is still followed. All other curriculum areas are adhered to so the children receive a broad and balanced education. Learning Mentors, one to one and small group support are provided to target children whose confidence and ability would benefit from additional support.

Target setting

Teachers and children are involved in target setting for English and Maths. This helps the children take some responsibility for their learning. Year group ARE trackers are currently used to support this process.

Curriculum Enrichment

Many enrichment activities are offered to children by school staff and also by external providers who may charge for this service. A rich variety of clubs including sports, music and the arts

take place either after school or at lunch time. Clubs continue and change throughout the year and are organised to broaden children's experiences and to develop their skills. Most of all children are encouraged to relax and have fun.



The children have the opportunity to participate in local events and play matches against neighbouring schools. Music and dance are a major part of our school productions and assemblies.

Performances and Workshops

Visits from musicians, artists and touring theatre groups, as well as various workshops, are arranged each year to enhance the curriculum and as part of our 'real project' WOW launches. We tend to organise these as they provide a more cost effective option to taking children on educational visits. The Year 6 children are also given the opportunity to visit the Life Skills Centre in Bristol, perform at the Christmas service at Clifton Cathedral and undertake Cycling Proficiency training. The younger children also benefit from scooter training and all children have annual road safety training.



The Life Bus visits school every year to teach the children about ways of keeping themselves healthy and safe

Educational Visits

Most educational visits are arranged to support the class theme / real life projects.

During the year, all classes visit a variety of destinations, for example, the theatre, Redwood, Bristol Zoo, @ Bristol, and many more!

We will always ask for signed permission to take children out of school and ask for a voluntary contribution towards the cost of the visit, as appropriate.



Residential Trips

Year 5 and Year 6 children take part in residential trips. Children stay for up to a week in a centre where they can take part in sporting activities and can visit local places of interest. Currently trips are planned to Kilve Court Education Centre in Somerset (Y5) and the Morfa Bay Activity Centre in South Wales (Y6).



Charging for School Activities

The school's policy on charging for school activities is available from the office or is accessible from the school's website.

In brief the school may charge a parent/carer for:-

- Board and lodging on residential visits during school time. (Remission is possible for parents in receipt of certain support benefits.)

- Residential visits outside school time.
- Instrumental tuition for up to and including four pupils.
- Breakages and replacements as a result of damages caused wilfully or negligently by pupils.
- Extra-curricular activities and externally contracted school clubs.

Parents/carers will be invited to make a voluntary contribution for the following:

- Travel, insurance and entrance fees for day visits
- Residential trips during school time to meet costs other than children's board and lodgings.
- Theatre, music groups etc. invited to perform in school.
- Materials for cookery, pottery or craft.

If parents/carers are unable or unwilling to contribute, their child will not be discriminated against. Where there are not enough voluntary contributions to make the activity possible, then it will be cancelled.

School Fund

We do also have a school fund which helps to provide additional resources for the school and we are most grateful for any contributions throughout the year, no matter how small.

Health and Welfare Issues

School Health Service

The school has an allocated school nurse who can be contacted via the school.

She is available to offer useful and confidential advice on a wide range of issues that may concern you. Vision and hearing checks are carried out in the Foundation year. Follow up checks are arranged with parents as necessary. YR and Y6 children are weighed and measured with parental consent as part of Government requirements.

Children with long term medical needs will have a Health Care Plan drawn up by the School Health Nurse and parents. Medicines for temporary illness cannot be administered by school staff. The school has a 'Managing Medi-

cal Needs' policy on the website, which includes the treatment of allergic reactions, administration of medication and use of inhalers.

Parents are asked to contact the school office if any of these apply to their child or if there is a change in their child's medical needs.

It is important that the school is made aware of any dietary needs or requirements so that these can be catered for and met.

First Aid

In school there are appointed first aiders (including paediatric first aiders) who carry out emergency first aid treatment. If a child is treated, a note informing parents of this will be sent home. If a child needs hospital treatment the parent will be contacted. If emergency hospital treatment is necessary, this will be arranged and every effort will be made to contact parents/carers immediately.

Attendance

We take attendance and punctuality very seriously and monitor this regularly. Letters are sent to parents of children whose punctuality, attendance or number of broken weeks is unsatisfactory. Informal or more formal attendance meetings may be convened if necessary to help address any on-going issues, the Educational Welfare Officer may be involved.

Child Protection / Safeguarding Children

The school ensures all staff, governors, parent helpers and external after school club providers are DBS checked and that recruitment processes are rigorous and adhere to national guidelines, which are in place to safeguard the children in our care.

Because of day to day contact with individual children, school staff have an important role to play in recognising and taking the appropriate action in cases of suspected child abuse.

All school staff receive annual training and are instructed to report any suspicions to the Headteacher as Designated Teacher for Child Protection (or in the Headteacher's absence, the Deputy Headteacher) who is required under the procedures, to alert the Social Care Department if deemed necessary.

Child abuse is a particularly sensitive issue, and does impose strong feelings and emotions for all those involved. We hope that parents and carers appreciate that school staff are required to report, in line with the procedures, any situation where abuse is suspected, and a member of staff could be deemed to be negligent if this were not the case.

Parents may seek information and advice from the Social Care Department.

If concerns relate to a teacher, the Headteacher must be informed and if related to the Headteacher, the Chair of Governors should be

contacted. The Local Authority Designated Officer will be involved if necessary.

Further information is available from www.swcpp.org.uk

Security

All visitors to the school, including parents, must "sign in" at the school office and collect a badge which must be worn at all times when in school, before going to classrooms. Mobile phones and other handheld technological devices capable of taking photographs must be placed in a locker before entering the school. Visitors must also sign out and return their badge before leaving the premises. Once school commences the only entrance that should be used by adults is the main entrance. Annual risk assessments are undertaken. Termly health and safety inspections and fire drills are carried out. Security lighting and an alarm system keep the school secure out of hours. We request your co-operation to ensure the school is a safe place.

Travelling to and from school

The school does not have a parents' car park and, in the interest of children's safety, parents are requested not to park on the roundabout. There is a marked drop off zone which operates between 8.30 and 9.30am. It is for dropping children off only. Children should enter the school grounds through the pedestrian gates which are staffed before the start of the school day. They should not arrive before 8.50am when the security gates are unlocked.



As part of our 'Healthy School' status, we encourage children and parents to walk to school whenever possible. Children may also cycle or scoot to school and racks are available within the security fencing for the safe storage of bicycles and scooters during the school day.

It is important for parents to tell their children who will be collecting them from school before they drop them off in the morning, or whether they will be going to Out of School Club.

No Smoking Policy

We have a no smoking policy on the school premises.

Home - School Partnership

Working with Parents and Carers

At Alexander Hosea School we believe that the partnership between home and school is of paramount importance and we encourage all parents to be co-educators of their children.



Home School Agreement

A Home School Agreement is in place. School, parents and children have the opportunity to consider the responsibilities they have and commit to these responsibilities through this written agreement.

Communication with parents

Newsletters

Parents are kept in touch with all forthcoming events and items of information through the school's website and regular newsletters either sent home via the children or preferably e-mailed. They are also displayed on our school website. Other letters are sent home or e-mailed as appropriate. Weekly class newsletters are posted on Fridays on the class pages of our website. We tend to communicate with parents electronically rather than by hard copy. We also use a text service to communicate with parents.

Receiving Information About Your Child

We will endeavour to keep parents well informed about their children and the school. Throughout the school, a book is used for both messages and as a home reading record; this, along with relevant letters, is sent home in the reading bag. Currently the youngest child will receive the letters for the whole family if not e-mailed.

Parents' Meetings

A 'Meet the Teacher' meeting is held at the beginning of Term 1 to share important information regarding school / class procedures and expectations and to answer any general questions. A letter is sent home by each class teacher at the beginning of the year, which outlines general information relating to the class. Two parents' evenings are held during the academic year, usually in the autumn and spring terms to discuss individual progress and achievement across the curriculum. A written school report is sent home annually in Term 6 which includes information about your child as a learner, comments on all subjects, individual targets and attainment in the core subjects. Both children and parents are invited to make comments on the report. Parents may request to see the class teacher to discuss the report if this is felt necessary.

Privacy Notice - Data Protection Act 1998

We, Alexander Hosea, are the Data Controller for the purposes of the Data Protection Act. We collect information from pupils (or more likely from parents exercising this right on their child's behalf), and may receive information about pupils from their previous school. We hold this personal data and use it to:

- ◆ Support teaching and learning;
- ◆ Monitor and report on progress;
- ◆ Provide appropriate pastoral care, and
- ◆ Assess how well the school is doing.

This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information to anyone outside the school without consent unless the law and our rules permit it.

We are required by law to pass some information to the Local Authority (LA), and the Department for Education (DfE).

If pupils want to see a copy of the information we hold and share then please contact the Headteacher in the first instance.

School Policies

All school policies are available for parents to see, either on the school's website or hard copies may be obtained from the school office.

Complaints Procedure

If parents have any concerns or complaints they should approach us at an early stage, initially through the class teacher and then the Headteacher. It is expected that the majority of concerns will be resolved in school. If not, the Chair of Governors may be contacted. Any formal complaint must be made using the

school's Complaints Procedure, available from the website or school office.

Parents should not hesitate to contact the school on these occasions. All staff / governors will be willing to help.

Parent Helpers

Great value is placed on the support we receive from parents both in supporting their own child and in the voluntary help they give in school. Parents are welcome in school to help in class and on school trips. All parent helpers are required to attend a meeting to ensure they are familiar with relevant school policies and procedures, including safeguarding, and must be DBS checked prior to commencing. A handbook for parent helpers is also available for reference. If parents are unable to help during school hours, there is usually a selection of tasks that could be completed at home. Grandparents may also volunteer to help in school.



Friends of Alexander Hosea School.



The Friends provide many extra resources for the benefit of the children in school. Several fund raising events, including social events for children and parents, are organised throughout the year raising thousands of pounds to be spent on school projects. The Friends have provided a wide variety of equipment for the school, and a regular newsletter keeps parents informed of all events. Their email is friendsofahs@hotmail.com. The Friends are always looking for support from parents in a variety of ways so it is easy to get involved, whether you are new to the school or not.

Parent Council

A Parent Council helps seek the views of parents to improve communication and to enable parents to make a contribution to decisions relating to the day to day running of the school. It also contributes to the evaluation of school events and celebrates success. Members comprise a nominated representative from each class. Meetings are held termly with items for the agenda being provided by the parent community and Headteacher. This forum performs a different role from that of the Parent Governors and Friends.

Parent Link

Our Parent Link is happy to either meet with parents or speak with them on the phone to help answer any questions and resolve any issues. A leaflet explaining her role is on the website for reference.

Home Learning

The school's Home Learning Policy outlines the belief that all children can benefit from learning at home.

All children are expected to read every evening and learn their spellings and times tables. Mathematics is used to support home learning in maths. Some home learning will be chosen according to the individual needs of the child. Other activities will vary but will be chosen to support the children's learning in school.

The children in KS2 also have a home learning grid with some compulsory activities and some which they can choose from. Regular home learning sharing opportunities are provided. This gives staff, children and their parents the chance to look at the learning which has been produced at home and it is celebrated and appropriate feedback provided ensuring it is valued.

A home link book is provided to record home supported reading and to relay other messages to the class teacher/parents. Children in Years 5 and 6 have the responsibility for keeping their own messages and detailing their own Home Learning in preparation for secondary school.

Community Links

We place great emphasis upon maintaining and improving our community links:-

- ◆ within our own school community
- ◆ with the local community
- ◆ with the wider UK community
- ◆ with the global community

School community

Pupil Council

We have a Pupil Council to give children the opportunity to have a voice, air their views and become more involved in school life and the decision making process. Representatives from each class are voted for democratically and meet fortnightly with the deputy head and sometimes a governor to discuss many differing issues.



Other Pupil committees

We provide many opportunities for our pupils to assume leadership roles within the school community. Play Pals support children during lunch times and Peer Groups, led by our older pupils, allow the children to explore current school issues across the year groups. Year 6 children can also become Office Assistants and librarians.



Local community

Out of School Club

The **Out of School Club** opens from 8.00a.m. - 9.00a.m. and from 3.30pm - 6.00pm during term time and from 8.00am to 6.00pm on weekdays during school holidays depending upon bookings. Please phone 07843624481 for more details. Links with the Out of School Club ensure the safe transfer of children at the beginning and end of the school day.

Wickwar Education Foundation

When the original school was founded, Alexander Hosea set up a trust to benefit present and past pupils of the school. Thanks to the generosity of the Trustees, children have benefited from the Life Bus visits, visitors to the school and a variety of performances. The current Trustees meet three times a year and are willing to consider applications for grants to assist the furtherance of education from those aged 25 and under. Further information is on our website.

Year 6 Transfer to Secondary School

We have close links with all our local secondary schools. Year 6 parents have a choice of secondary education and may apply to either Gloucestershire and/or South Gloucestershire schools. Transfer arrangement details are given to parents of Year 6 children in September. Links with all schools are maintained throughout the year.

We are also keen to maintain and establish new business links within the community. If you can help with this, please let us know.

Wider community

Students / Work experience. We often support students undertaking work experience placements for Teaching Assistant qualifications. We also provide work experience placements for secondary school students.

Global community

International Schools Link: Our school has a wonderful international community. We have pupils who join us from different countries and our families speak several different languages. We use their rich cultural and religious traditions to enrich the curriculum.

We are proud that Alexander Hosea Primary School has achieved a number of nationally recognised awards over the past few years which reflect the wide range of opportunities provided for our pupils. These include:-
Healthy Schools
Sport Activemark
Artsmark Silver

Eco-Award

We have also gained recognition as a school with excellent practice in 'Parental Partnership and Support' and as a National College for School Leadership 'Leadership Development School'.



Alexander Hosea

has been given this award to recognise their achievement in working towards a sustainable lifestyle.



Thank you for taking an interest in our school.

We are sure that your child will have a happy and successful time at Alexander Hosea Primary School.

Please make an appointment to visit and we will be delighted to show you around.

We look forward to meeting and working in partnership with you.

Staff

<i>Headteacher</i>	<i>Ms V Quest</i>
<i>Deputy Headteacher Assistant Headteacher /EYFS Leader SENDCO</i>	<i>Mrs A Moncrieff Mrs S Windmill Miss K Edgar</i>
<i>Teachers</i>	<i>Mrs A Arrowsmith Mrs H Brooks Mrs L Cleverley Miss K Edgar Mrs A Moncrieff Miss R Pursey Mrs J Sprosen Miss H Tyler Mrs S Windmill</i>
<i>School Business Manager Admin Assistants</i>	<i>Mrs A Hall Mrs L McNeil Mrs L Packer</i>
<i>Higher Level Teaching Assistants</i>	<i>Mrs J. Gee</i>
<i>Specialist Teaching Assistants</i>	<i>Ms C Johns Mrs L McAleese Mrs C Shrewsbury Mrs L Barry</i>
<i>Teaching Assistants</i>	<i>Mrs L. Joyner Mrs J Pearson Mrs H Sutherland Mrs E Ward</i>
<i>General Assistant</i>	<i>Mrs L Barnes</i>
<i>PPA</i>	<i>Mrs J Gee Ms C Johns Mrs L Joyner Sports coach</i>
<i>Lunchtime Supervisors</i>	<i>Mrs L Barry , Mrs. V Carter, Mrs L Joyner, Mrs. A Meredith, Mrs. S Page, Mrs C Parmar, Mrs G Stewart, Mrs. P Thomas, Mrs L Weirrett, Mrs Walker-Saunders</i>
<i>Caretaker</i>	<i>Mr. N Gilbert</i>

Governors

Chair: TBC
Vice Chairs: Mr. A Smith, Mr. G Fielding

Mr S Barry	(Parent)
Mr S Burton	(Parent)
Ms C Dalton	(Local Authority)
Mr G Fielding	(Community)
Mr A Hall	(Parent)
Mrs J Hitchings	(Associate)
Mr S Jones	(Associate)
Mrs A Symington	(Community)
Mrs A Moncrieff	(Staff)
Mr P Priest	(Associate)
Ms V Quest	(Headteacher)
Mrs C Rogers	(Community)
Mr T Shrewsbury	(Parent)
Mr A Smith	(Parent)
Mr J Wilcock	(Community)

Clerk to Governors: Mrs V Smith -Emerson

Term Dates

Term & Holiday Dates - Academic Year 2017-2018

TERM 1

Friday 1st September - Inset Day

Begin: Monday 4th September 2017

End: Thursday 19th October 2017

Friday 20th October 2017 – Inset Day

TERM 2

Begin: Monday 30th October 2017

End: Friday 15th December 2017

Monday 18th December 2017 – Inset Day

TERM 3

Begin: Tuesday 2nd January 2018

End: Friday 9th February 2018

TERM 4

Begin: Monday 19th February 2018

End: Friday 23rd March 2018

TERM 5

Monday 9th April 2018 – Inset Day

Begin: Tuesday 10th April 2018

Monday 7th May – Bank holiday

End: Friday 25th May 2018

TERM 6

Begin: Monday 4th June 2018

Friday 13th July 2018 – Inset Day

End: Friday 20th July 2018

School Timetable

Gates open at 8.50 am, doors open at 8.55 am

TIMES FOR SCHOOL DAY - EYFS / KEY STAGE 1

Morning session 1 9.00 am-10.15 am	Morning break 10.15 am-10.30 am	Morning session 2 10.45 am-11.45 am	Lunch time 11.45 am-1.00 pm	Afternoon session 1.00 pm – 3.30 pm A break is some- times taken
Tuesday assembly 10.00 am-10.15 am				Assemblies 1.10 pm – 1.30 pm

TIMES FOR SCHOOL DAY - KEY STAGE 2

Morning session 1 9.00 am-10.15 am	Morning break 10.15 am-10.30 am	Morning session 2 10.15 am-12.00 pm	Lunch time 12.00 pm – 1.00 pm	Afternoon session 1 1.00 pm – 2.15 pm	Afternoon session 2 2.30 pm – 3.30 pm
Tuesday assembly 10.00 am-10.15 am				Assemblies 1.10 pm – 1.30 pm	

Individual class timetables are flexible and meet the needs of the children. English and Maths are usually taught in the mornings, but these skills are also taught in a more cross-curricular way throughout the day.

OFFICE HOURS

8.15am – 3.45pm.

SCHOOL ABSENCES

The total number of pupils on roll at Alexander Hosea School on 1st September 2016 was 203

Data refers to Terms 1-6 & Years R-6*	2013-2014		2014-2015		2015-2016	
	Actual	S.Glos	Actual	S.Glos	Actual	S.Glos
Attendance	97.6%	96.2%	97%	96.1%	96.8%	96.1%

The Department for Education (DfE) has made a significant amendment to the regulations governing requests for holiday related absences in term time. Amendments to the Education (Pupil Registration) (England) Regulations 2006 make it clear that Headteachers MAY NOT grant any holiday absence during term time. Other absences can only be granted in exceptional circumstances and must be requested in advance using the 'Request for Absence in Term Time' form, available from the school office.

The school regularly reviews its attendance policy, sets high targets and works with parents to minimise absences and ensure punctuality. Governors and the Local Authority monitor attendance figures closely.

If your child is absent through sickness, please telephone the school on the first and each subsequent morning of absence giving the reason.

School Results

END OF KEY STAGE ASSESSMENT RESULTS 2014-2016

The following two tables show the percentages of pupils achieving each level in the year -2014

Early Year Foundation Stage

Early Years Foundation Stage	2013**	2014**	2015**	2016**
Children receiving a good level of development (GLD) achieving expected level in the early learning goals (ELG) Prime Areas and ELG Specific Areas of Mathematics and English.	86%	77%	83%	97%

- both well above local and national levels

* **Effect of one pupil : 2013 = 5%, 2014 = 3%, 2015 = 4% and 2016 = 3%**

** Children reaching a Good Level of Development (GLD) i.e. achieving expected level in the early learning goals (ELG) in Prime Areas (personal, social and emotional development; physical development; communication and language) and ELG Specific Areas of mathematics and literacy.

Year 1 Phonics

Year 1 Phonics	2013	2014	2015	2016
Percentage of pupils achieving threshold	87%	92%	89%	100%

Effect of one pupil: 2013 = 3%, 2014 = 4%, 2015 = 4% and 2016 = 4%

Year 2 Phonics 2016 - 100% achieved the threshold

- Effect of one pupil 2016 = 25%

Key Stage 1 results (Year 2 pupils)

KS1 Results						
	Level 2b+			Level 3+		
	2013	2014	2015	2013	2014	2015
Reading	94%	93%	100%	53%	50%	52%
Writing	85%	73%	91%	32%	13%	48%
Mathematics	91%	93%	91%	44%	27%	39%

KS1 - Current Data - 2016

Year 2 Reading	Expected standard	79.3%
	Greater depth	41.4%
Year 2 Writing	Expected standard	69%
	Greater depth	27.6%
Year 2 Maths	Expected standard	79.3%
	Greater depth	17.2%
Year 2 Combined RWM	Expected standard	65.5%
	Greater depth	13.8%

Key Stage 2 results over three years. (Year 6 leavers)

KS2 Results									
	Level 4+			Level 5+			Level 6		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Reading test	84%	98%	97%	32%	49%	62%	0%	0%	0%
Writing teacher assessment (TA)	93%	76%	91%	51%	34%	41%	0%	0%	0%
Spelling, Punctuation and Grammar (SPAG) test	72%	85%	88%	51%	68%	71%	0%	10%	6%
Mathematics test	84%	88%	97%	33%	59%	56%	0%	17%	3%
Science (TA)	95%	95%	100%	67%	66%	71%	0%	0%	0%
Combined Reading, Writing and Mathematics	77%	73%	88%	23%	29%	24%	0%	0%	0%

KS2 - Current Data - 2016		
Year 6 Reading	Expected standard	78%
	Scaled score	105
Year 6 Writing	Expected standard	75%
	Scaled score	104
Year 6 Maths	Expected standard	83%
	Scaled score	106
Year 6 Grammar, Punctuation, Spelling	Expected score	88%
	Scaled score	106
Year 6 Combined Reading, Writing, Maths	Expected standard	65%
	Scaled score	

Alexander Hosea Primary School

Honeybourne Way, Wickwar

South Gloucestershire, GL12 8PF

Telephone: 01454 294239

Fax: 01454 294638

Email: AlexanderHoseaPrimary1@sgmail.org.uk

www.alexanderhoseaprimary.co.uk