



Uley C of E Primary School

Information for Parents

*Uley Church of England Primary School is a happy, caring
Christian community where all children feel highly valued
and special*

SIAMS Inspection October 2017

September 2019

“This school continues to be good “

OFSTED December 2016

Dear Parents,

On behalf of the children, staff and governors, we warmly welcome you to our school.

Here, we consider happiness and enjoyment to be the building blocks to successful learning and consequently, we pride ourselves on our friendly and engaging learning environment. We aim to inspire, motivate, challenge and support each and every pupil, encouraging each to do his or her best in all areas of life, both in and beyond the classroom. We have and model high standards, both academically and socially, celebrating children's achievements, and learning together.

As a church school, we are proud of our partnership with parents, the church and the community and always look for opportunities to work together for the good of our pupils, collectively sharing our successes.

We hope that our prospectus gives you a flavour of our school and answers as many questions as possible. We'd love you to visit so that you can see for yourself how we can meet the needs of your child, and are confident that we will be able to work with you so that your child's transition and subsequent years in our school are smooth and happy for both child and family.

We look forward to meeting you!

Yours sincerely,

Mrs Zoe Mandeville

Head Teacher

Tel: 01453 860350

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About us

The School, The Church and The Local Authority

We cater for the education of children aged four to eleven years old and welcome new pupils wishing to start part way through the primary phase. We are a Voluntary Controlled School and as such, our daily act of worship follows the Anglican tradition. The Local Authority has sole responsibility for the employment of staff, the admissions process and the content of the Religious Education Syllabus. It also funds the cost of all major building work; most recently our fantastic new Reception classroom and outdoor space. The Governing body includes governors nominated by the church and the LA, as well as elected governors representing parents, staff and the community. Working together with the Church and the Local Authority, we hope to continue moving our school forward, striving to achieve the next big success.

Our Aims and Philosophy

We aim to create an open and friendly school where children and adults are encouraged to grow in confidence, become independent, use creativity, and develop skills, regularly reflecting on their learning. Mutual respect and appreciation for each other and for the world around us are constantly and consistently promoted as we focus on the moral, intellectual, spiritual, social, physical and emotional development of each child, enabling them to be the best that they can be.

Through their learning (guided by the National Curriculum), children are helped to develop and use language and mathematical skills across the curriculum, and to explore Science and Information and Communication Technology in an ever changing world. Other examples of learning include History and Geography, where we develop an understanding of the world around us, and how / why events happen.

We aim to present a broad, balanced, and relevant curriculum to all children, fostering the Christian ethos in an inclusive and secure environment, and equipping them with skills that they will need both now and later in life.

As a village school, we are a part of the community we serve and we foster and develop links with an awareness of responsibility and partnership to and with others, within and beyond our village.

Core Values

At Uley CE Primary School, we have chosen four core Christian values that shape our approach to learning both in and beyond our school. They are

- Friendship
- Compassion
- Trust
- Wisdom

*“Pupils are comfortable in their surroundings.
Their confidence allows them to believe in the
school motto: LIVE, LEARN, FLOURISH”*

OFSTED 2016

Behaviour Ethos and Values

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. All staff and parents have a responsibility in setting a good example as well as ensuring that our Behaviour Values are followed.

Wisdom

Reflect on our mistakes and learn from them

Make appropriate choices

Have the courage to be the best you can be

Compassion

Be tolerant; embrace difference and diversity

Say sorry, show you're sorry

Show forgiveness and generosity

Friendship

Do as you would be done by

Encourage, support and be proud of each other

Smile and be thankful

Trust

Be honest and just

Believe in yourself – you can do it!

Persevere on your journey, seek help from others

A proud heritage

During the 18th and early 19th centuries, the village played an important part in the Cotswold woollen trade. Uley blue cloth was famous all over the world. In 1827, members of a local mill family provided financial support for the foundation of a school in Uley. Thanks to the generosity of the Sheppard Family, our school has been at the heart of the Uley community for almost two hundred years.

Ethos Statement

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Uley School Psalm

Uley School is a Church of England Primary School. We have rooted our vision and ethos in Psalm 1:3




'They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do.' Psalm 1:3

Our vision

Our vision is to ensure that we can enable everyone to be the best that they can be. This means that we will work to identify and encourage the skills and passions of every child. We will endeavor to develop and support them as individuals, whatever their strengths and interests might be.

Of course, aiming to be the best that we can be applies to teachers and other stakeholders as well as to our pupils.

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

Our School Mission

- ✿ We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
- ✿ We create an environment that has the right balance of challenge and support
- ✿ We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
- ✿ We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
- ✿ We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
- ✿ We strive to ensure that all flourish within a moral framework built on Christian values

“Pupils learn well together”

OFSTED 2016

The people who care for and teach your children

We are an energetic and caring team (including both part-time and full time staff) who recognise the invaluable role that parents and carers play in the development of their child. We strive to include parents throughout their child's learning journey at our school and always welcome the opportunity for a chat and to invite you into the classrooms. Children at our school always enjoy sharing their work and we would love for you to share in our celebrations of their achievements.

- Mrs Zoe Mandeville – Head Teacher
- Mrs Hannah Saunders – Teacher in Charge/ Class Teacher – on maternity leave
- Ms Jennifer Bingham – Class Teacher maternity cover
- Mrs Katharine Grace– Class Teacher
- Miss Abby Spain – Class Teacher
- Miss Elizabeth Walker – Class Teacher
- Mrs Sara Delrosa – PPA Teacher
- Mrs Carol Cornelius– School Administrator
- Mrs Bonny Dance – Teaching Assistant
- Mr Sam Kay – Teaching Assistant
- Mrs Sarah Scott – Teaching Assistant
- Mrs Liz Trotman – Teaching Assistant
- Mrs Philippa Nash – Teaching Assistant
- Mrs Debbie Brazier – Teaching Assistant
- Mrs Rosie Dean – Teaching Assistant
- Mrs Tina Pugh – Teaching Assistant
- Mrs Carole Lawton – Mid-day Supervisor
- Mrs Philippa Nash– Mid-day Supervisor
- Miss Michelle Thorpe – Mid-day Supervisor
- Mrs Sam Caldwell – Mid-day Supervisor

Fun Club Staff

- Mrs Carol Cornelius – Manager
- Miss Katie Hill – Play Leader
- Mrs Philippa Nash – Play Leader/Assistant
- Miss Michelle Thorpe – Play Leader
- Mrs Carole White – Play Assistant
- Mrs Sam Caldwell – Play Assistant

Governors

Our school has a Board of Governors made up of parent, staff, church, local authority and community representatives. Our Governing Body is committed to driving high standards of educational achievement, and to ensuring that the school environment is one in which all pupils can thrive and be happy.

Parent Governors

We are entitled to have four at our school, with each term lasting for four years. They are always happy to be approached to discuss matters relating to our school. Parent governors are elected by parents.

Community, LA and Staff Governors

Each Governor serves to put forward their view at Governors' meetings, which is representative of the group of people for which they stand. Community Governors are elected by the governing body. LA Governors are allocated by the Local Authority, and the Staff Governor is elected by the staff team.

Foundation Governor

The role of this Governor is to bring to the Governing Body an informed regard for the distinctive nature of a church school. They must ensure that the school's Christian ethos is preserved and developed and that the religious worship reflects the tradition of the Church of England.

Ex-officio Governor

This is the minister of the parish.

Our Governors for this year are:

- Mr Graham Wilkes – Parent governor (chair)
- Mrs J Lewis – Community governor (vice-chair)
- Mr Barry Kordula – Parent governor
- Mrs E Latham – Parent governor
- Mrs Rachel Hughes – Parent governor
- Mrs K Bass – LA governor
- Mrs K Grace – Staff governor
- Canon Michael– Ex-officio governor
- Mrs S Staniforth – Foundation governor
- Mrs Z Mandeville –Head Teacher
- Mrs Karen Randall– Co-opted governor

The Clerk to the Governors - Vacancy.

The Learning Environment

Uley CE Primary is set within a beautiful Cotswold valley, surrounded by trees, and tucked well away from busy roads.

Our four inspiring classrooms cater for children in Reception through to Year 6. These have been arranged so that the needs of the children can be best identified and addressed to maximise effective learning.

We are very proud of the successes achieved by each of our four classes which are currently arranged as follows:

Class 1 (Reception and Year 1)

Class 1 caters for our youngest members of the school, taught by Mrs Katharine Grace and Mrs Debbie Brazier.

Class 2 (Years 1 and 2)

This year, Class 2 caters for Years One and Two, taught by Miss Abby Spain and Mrs Rosie Dean. It is located next to the Reception Class, with whom the children share access to the outdoor space.

Class 3 (Years 3 and 4)

Class 3 consists of Years Three and Four pupils, taught by Ms Jennifer Bingham and Mrs Philippa Nash.

Class 4 (Years 5 and 6)

Class 4 is made up of Years Five and Six children, taught by Miss Elizabeth Walker, Mr Sam Kay, Mrs Bonny Dance and Mrs Tina Pugh.

Classrooms

Our **Foundation Stage** classroom (Class 1) offers both a stimulating indoor setting and a secure outdoor space in which the children can thrive. The classroom has been carefully designed to allow the children free-flow access to their outdoor classroom and in turn, supports them in becoming independent young learners. The classroom is equipped with traditional solid wood furniture and has child height windows, which enables our children to be inspired by the beauty of the natural world that surrounds them.

Our newer classrooms are brightly-painted with low windows which look out across the countryside, with displays which encourage continual interaction and enquiry. Reading is a particular strength of our school and our children always enjoy sharing their extensive range of books with each other, whether they're from the classroom or the library. ICT is used regularly throughout the school with the use of interactive whiteboards, laptops, and PCs, along with an understanding of when and when not to use modern technology.

We also recognise the importance of personalised learning, and balance support with challenge, child-initiated with adult-led, ensuring a variety of approaches that will encourage all pupils to become confident, and to have a love of learning.

Outdoors

Our extensive outdoor space boasts three playgrounds and a large playing field for everyday use. These incorporate two adventure playgrounds for the children to practice their skills of balance, strength and endurance. We also have a very popular 'Nature Area' in which the children enjoy discovering and creating their very own 'Imaginative games of Exploration' together! We have a safe environmental area and pond, complete with its very own watery wildlife and this is used as a teaching tool throughout the year.

As the year progresses, each playtime displays an array of colours and sounds to reflect the changing seasons of our rural setting.

“Pupils take pride in their work”.

OFSTED 2016

The Early Years Foundation Stage Curriculum

There are seven areas of learning and development, though all areas of learning and development are important and inter-connected. Three areas – the *prime* areas – are particularly crucial:

- communication and language;
- physical development; and
- personal, social and emotional development.

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

- literacy;
- mathematics;
- understanding the world; and expressive arts and design.

Every child is valued for their uniqueness and seen as an individual and we aim to work with parents in supporting their child / children to develop skills and abilities at this early stage of school. We create a blend of learning opportunities in providing a balance that will encourage independence alongside directed tasks, through a mixture of child-initiated, adult-led, and play activities.

The Primary Curriculum

We have a curriculum that has been carefully devised to develop skills, knowledge and understanding in each subject, complemented with the positive attitudes that contribute to a love of lifelong learning. We support the social and emotional development of each child by providing a safe and nurturing environment. We recognise children's preferred learning styles and personalise opportunities so that each child is able to access the curriculum at their level, and through guidance, challenge and support, make progress throughout each area of the curriculum.

The curriculum is composed of the 'core' subjects; English, Mathematics and Science and the 'foundation' subjects; Religious Education, Information and Communications Technology (ICT), Geography, History, Music, Design and Technology, Art and Design, Personal Social Health and Citizenship Education (PSHCE) and Physical Education. French is currently our selected Modern Foreign Language, though on special occasions such as the 'European Day of Languages', or when studying particular countries, features of other languages will be learnt.

We teach through a cross-curricular approach, where as much of the curriculum as possible will be taught through the topic, while some aspects will continue to be taught discretely. However we approach the curriculum, we aim to enable all children to be creative, have fun, reflect and develop skills as we encourage and support them to become independent and self-motivated learners both now, and for the rest of their lives.

A new National Curriculum has been implemented from September 2014.

The Core Subjects

English

At Uley CE Primary we consciously make time for books and are very proud of our fantastic results for Reading. We strongly believe that this skill is one of the keys to communication development and we therefore prioritise time for children to explore and discover a range of books daily. We aim to develop an enjoyment and appreciation for books within each child at our school with reading activities and engaging environments. Children who have confidence with words also have the power to express their opinion coherently, to ask questions and challenge ideas and, perhaps most importantly, to develop key social skills which will guide them through life.

Writing also supports children in communicating and consequently has an impact throughout the Curriculum. Children share, analyse and write a range of text types (including fiction, non-fiction and poetry) at a level appropriate to their age and maturity, across the curriculum as well as during discrete English lessons.

Our aim is to deliver rich and exciting lessons which enable each child to develop their skills in the following areas:

- Communicating – confidently, clearly and accurately;
- Listening – engaging fully and responding appropriately;
- Reading – fluent, with understanding and enjoyment, whilst developing an appreciation for literature;
- Writing – effective for different audiences and purposes;
- Spelling – using rules, phonics and grammar accurately; and
- Evidence – producing work to be proud of, ensuring that it is both well edited and presented.

Mathematics

Our Maths lessons enable the children to continually develop their understanding and confidence with using and applying the four operations (addition, subtraction, multiplication and division) in a range of contexts. Where appropriate, cross-curricular links are made to provide children with relevant, 'real-life' experiences in which they can apply their deepening understanding and new skills. At Uley, we aim to provide our children with enjoyable, creative and accessible Maths lessons which continue to inspire and challenge the children. We recognise that, for some children, Maths can be seen as a 'scary subject' and so we always promote a caring and supportive environment in which every child feels safe and able to take risks with their learning.

Throughout the school, children are continually encouraged to apply the skills and concepts which they have learnt with improved confidence and accuracy. This is not only carried out through the practical tasks which they are set, but also through using a range of tactile resources, as well as regular practice of mental maths skills. We aim to give every child at Uley a solid mathematical grounding from which they feel confident and capable to tackle future challenges.

If you have any questions about how we teach Maths, including explanations of the different methods that your child will meet as they continue through the school, please come and ask!

Science

Children are naturally inquisitive and like to explore the world around them. We treasure our children's curiosity and maximise it through innovative teaching which fosters their enjoyment and interest for the subject. Children at Uley thoroughly enjoy asking questions, designing investigations and carrying out their own practical experiments.

We help our pupils to become confident investigators and enjoy both independent and group-based tasks. We aim to ensure that children learn and develop the necessary skills of enquiry required to be an able scientist and support them in developing their understanding of how to:

- carry out fair tests;
- make logical predictions;
- record results accurately;
- use ICT to create appropriate charts and graphs; and
- make conclusions about their learning, using appropriate scientific knowledge, understanding and vocabulary.

“Pupils are building on prior learning effectively”

OFSTED 2016

The Foundation Subjects

Religious Education

We are a Church of England School and as such, provide an education and environment which is based on Christian values. We follow the 'Gloucestershire Agreed Syllabus' which focuses mainly on Christianity, contributing to the 'Christian character' which we maintain as a Church School. The Syllabus also provides children with opportunities to explore the traditions and values of other major world religions. We strive to give the children a knowledge of, and respect for, their own traditions and culture, as well as those of other people.

Our Acts of Collective Worship cover spiritual, moral, social and ethical aspects of life and are often led by members of our local Church with whom we have strong links. We hope that all children will join together for Religious Education and Collective Acts or Worship, though we do recognise that some parents may wish to withdraw their children. Please arrange an appointment with our Head Teacher if you would like to discuss this further.

“Children are proud of their church school. They are grateful for the ways in which staff enable them to flourish in their learning, in accordance with the school vision.

SIAMS Inspection, October 2017

Information and Communications Technology

This area will undergo significant change with the implementation of the 2014 Curriculum, with a focus on programming and problems solving. Our approach will therefore evolve, but we hope that the information given here is of some help to you.

Modern Technology is continually changing the way that we live and it is essential that children are able to manage it. ICT lessons are taught discretely, or through other subjects providing children with opportunities to use it in relevant and contextualised ways. Every pupil at Uley is given their own 'Log-in' enabling them to manage their own files and coordinate the printing and saving of work. Our pupils learn how to research effectively and use trustworthy websites, how to input data and create corresponding charts and graphs with, for example, results from a science investigation. They also develop essential editing skills when they produce their own newspaper reports, chaptered stories and posters. Children create their own PowerPoint and PhotoStory3 Presentations using digital photographs and video footage. We also have Interactive Whiteboards in each class and aim for ICT to become second nature to our children so that they are equipped to embrace the advances in the technological world throughout their lives.

Art and Design

It is evident from visiting our colourful school, that Art and Design are highly valued by staff and children alike. We enjoy giving the children opportunities in which they can express themselves through colour, texture and shape. Children learn about the role of art, craft and design in different times and cultures, as well as different technical skills and styles. From large felt designs to small ceramic models, we value the creativity and individuality of each child at Uley and celebrate their talents by exhibiting examples of their wonderful and inspiring work. We enjoy local projects and are proud to have a unique piece of 'Uley School' art displayed within local woodland for all to discover and enjoy.

Design Technology

DT enables children to be active problem-solvers. Children enjoy the challenges which this subject offers and use their creativity and imagination to identify needs and design effectively. We give children opportunities to explore everyday objects and discover how they work, using their findings to inspire and inform their own products. Children work both independently and in groups so they can learn their own strengths whilst also developing their communication skills and an appreciation for teamwork.

History and Geography

Children have a thirst for facts and are often thinking up the next question! We build on their enthusiasm for the subject with exciting and interactive lessons which not only teach the children the facts, but also enable them to experience life in other times and to gain an understanding of life in different times and places. From reconstructed air raid shelters and igloos to a system of tunnels leading to the Pharaoh's tomb, we strongly believe that enjoyment underpins all learning. Teachers strive to immerse every one of their pupils in each topic and support them in developing the knowledge and understanding of the time or place of study. We teach children an understanding of cause and effect in both historical and geographical contexts. We aim to give them an understanding of the heritage and geography of our local area too and provide opportunities for the children to take on the roles of Historians and Geographers, through local field trips and investigations.

Music

Uley CE Primary has a strong tradition of vocal and instrumental music and is well equipped with instruments from a range of cultures. Children develop the skills of composing, performing and appraising and also listen to music from a range of cultures and genres.

We are proud to have a very high proportion of children who learn a musical instrument, including guitar, violin and keyboard. Many of our pupils complete proficiency tests for their instrument with some older children even completing Grades 1 and 2 before transferring to secondary school. We recently took the opportunity to enable two year groups to learn to play brass instruments over a ten week course, with noisy, but fantastic results!

We are very proud of the musical successes at our school and foster the children's enjoyment for the subject through the curriculum and where possible, specialist visits and workshops. We have also provided opportunities for pupils to perform, and hope that last year's concert for each other will be an annual event to demonstrate the musical talent that many pupils possess.

Personal, Social, Health and Citizenship Education

We encourage our children to be active members of their school through a variety of means, including the Buddy System and the School Council. We plan frequent opportunities for children to work across key stages so that they are able to build friendships with children of all ages.

We have in the past, worked closely with Unicef and were the first school in Gloucestershire to achieve the Rights Respecting School Award. Our children have a strong understanding of their responsibilities in the wider community as well as in school. We aim, through our chosen core values of Friendship, Compassion, Trust and Wisdom, as well as during the curriculum, to instil and foster long lasting relationships based on mutual respect, support and encouragement.

“You and your staff have developed an effective curriculum which engages and excites pupils, and enables them to achieve well.”

OFSTED 2016

Sex and Relationships Education

SRE is taught and discussed in the context of caring relationships and respect for ourselves and each other. The process of reproduction in animals and plants is progressively taught through Science. Our Year 5 and 6 children learn more specifically about 'Growing Up' in the Summer Term, providing children with the opportunity to discuss and ask questions within a comfortable and trusting atmosphere.

We recognise that parents have the right to withdraw their child from aspects of SRE, and a full version of our Sex and Relationships Education Policy is available for you to read on request.

Physical Education

PE is a valued part of the curriculum, enabling children to develop co-operation, confidence and creativity through a variety of activities. PE also promotes a positive attitude to active and healthy lifestyles; personal choices which we believe are an important life skill.

Within timetabled PE, children enjoy dance and gymnastics alongside outdoor sports that include football, tag rugby, and netball, with an emphasis on learning and developing skills that can often be transferred between sports. We enter competitions with other schools, including the District Athletics and Field events, as well as netball, football and tag rugby festivals.

We have swimming lessons at Dursley pool. The Instructors are brilliant and very patient, enabling all children to develop their confidence in water. The more able swimmers are continually challenged as they work on building their stamina, improving stroke technique and improving diving skills. There is also an annual Swimming Gala which involves many local schools in a very noisy but enjoyable afternoon!

In the summer we hold a highly successful Sports Day when the children combine friendly competition with support for other children from other classes / houses. The children at our school thoroughly enjoy their sport and many of our pupils choose to play for local clubs outside of school as well. Details of these can be obtained on request.

We benefit from a large school field and three playgrounds which provide the children with plenty of space to run around and share games together. We also have two adventure areas, one for each Key Stage, which develops the children's balance, strength and problem solving skills in a fun and challenging way!

Modern Foreign Languages

We believe that learning a foreign language provides a valuable educational and social experience. At Uley school we take opportunities across the curriculum to learn different languages with a primary focus on French.

Pupils develop communication skills, extend their knowledge of how language works and explore the similarities and differences to their own. Learning another language celebrates the multilingual and multicultural world in which we live and provides an international perspective for children's learning, giving them insight into their own culture and those of others.

We will continue to take opportunities to develop our knowledge and understanding of other languages and cultures across the globe, enabling and encouraging our pupils to learn more about the world around them.

Personalised Learning

Experience

Our learning and teaching approaches value the talents of each pupil, on a social, emotional, physical and intellectual level. We strive to engage every pupil in a curriculum tailored to suit their individual needs. This is achieved through a variety of interventions, additional opportunities and teaching styles.

Special Educational Needs & Disabilities

All children are continually monitored throughout their time at Uley. We recognise the significant role that learning styles can play on a child's engagement in daily tasks and our teachers are confident in adapting styles to suit the changing needs of their pupils. In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, both in this school and the next, as well as developing young people who are ready for adulthood and to be global citizens.

We are an inclusive school and we actively look to remove barriers to learning and close the gap for all children. For pupils with Special Educational Needs and Disabilities (SEND) we provide a range of support which is tailored to their individual needs. We have a talented and dedicated staff who consistently scaffold pupils' learning and ensure that children are able to succeed. If a child has special educational needs that are likely to require educational provision other than that offered in school, our SENDCo will draw this to the attention of the Local Authority.

As an inclusive school, we strive to ensure that we fulfil the requirements of the Disability Act. We have identified and put in place, facilities to enable all children to access the school safely, these include a ramp to the main entrance, ramps from the building positioned at two fire exits and a toilet for disabled children and visitors. We are always very willing to discuss issues of accessibility with future parents, as well as other ways in which we may best be able to accommodate your child.

Please refer to the Special Educational Needs (SEND) Policy and the SEND Local Offer which can be found on the school's website.

“Pupils who have special educational needs and/or disabilities are given good support.”

OFSTED 2016

Gifted and Talented

At Uley C of E Primary School, we aim to identify, support and celebrate pupils who are gifted and talented – both in and beyond the classroom – and to provide opportunities for all pupils to discover, develop and extend their abilities. We aim to extend and challenge pupils' areas of special ability by broadening their knowledge, skills and understanding, forging connections with other curriculum areas and real-life contexts.

Pupils enjoy focused workshops held at secondary schools within our cluster, where they benefit from working with older children and staff who are subject specialists.

“The most able are challenged well in their learning which deepens understanding”.

“The most able pupils are fluent readers”

OFSTED 2016

Extended Learning

We encourage our pupils to both broaden and deepen their understanding of the world through educational visits and clubs. We aim to provide them with a range of experiences that inspire, motivate, challenge and support their learning. We have created opportunities to enjoy Uley's beautiful surroundings, with outdoor assemblies, art projects and the discovery of local animal habitats, as well as going further afield to the Science and the Literature Festivals at Cheltenham, and Cadbury World in Birmingham. The children are also excited to welcome new visitors to school and thoroughly enjoy listening to their tales and exciting facts. They are very open-minded and we are proud of their commitment to always include and care for everybody.

We also enjoy providing the children with extra-curricular activities during the school day, as well as specialist activities after school from time to time. Many children are currently involved in the Netball, Football, Tag Rugby, Singing, Board Games, and News clubs which are run during lunchtimes. We also offer Gardening, Cooking, Theatre Fun clubs which enable the younger and older children to mix together in a caring and relaxed environment, developing their social skills and respect for one another through sharing and taking turns.

Homework

Our aim is for pupils to consolidate learning at school with activities done at home, providing pupils with the opportunity to practise skills, reinforcing key concepts and vocabulary. These activities will be class specific, and will include spellings and tables. We also regularly send home ‘school-wide’ activities – related to our current topic – that encourage research, family participation, and a variety of approaches so as to broaden pupils’ attitudes to learning. They also support children in becoming confident with decision making and to become independent learners. Finally, we ask that children read regularly at home, sharing books from different genres and discussing for example, characters and storylines, so as to develop their understanding as well as their accuracy in reading.

“Phonics teaching is securing better reading outcomes throughout the school”

OFSTED 2016

Assessing Progress

Teachers continually assess academic progress throughout the year and on a day to day basis in a number of ways. Frequent discussions with pupils and the marking of books highlight strengths ('WOW'), and areas for development ('NOW'). We track pupils, primarily in Reading, Writing and Maths, on a regular basis, and at the end of the year, there are more formal assessments. These include end of Early Years Foundation Stage (reception), Y1 phonics and SATS assessment (Statutory Assessment Tests) at Y2 and Y6 pupils.

We also monitor the social and emotional development of every child in our care, recognising that a pupil's confidence and well-being will impact considerably upon their development as a young person. We seek to work closely with parents in all aspects of their children's education, and Parents' Evenings each term provide opportunities to discuss their child's progress – academic and social / emotional with the class teacher.

“The monitoring and tracking of pupils are rigorous and checked regularly which contributes to their accelerated progress.”

OFSTED 2016

Admissions

Admission into Reception

We warmly invite parents who are considering sending their child to Uley CE Primary to come and have a look at our school. For reference, a child may start school at the beginning of the academic year in which they turn five. Parents are not legally bound to make educational provision for their child until the beginning of the term following their fifth birthday. The Local Authority will send information to parents of children who will be eligible to start school, including key dates such as when to apply by – usually mid-January. Parents will then be informed in April or May as to where their child has been allocated a place. Appeals are possible if applications are unsuccessful.

Starting school can be a very anxious time for both children and parents and we understand the difficulty some children can have in adjusting to a new routine and environment. We work closely with the parents of every Reception child in our care to ensure that each child's transition into the daily life of school is manageable for them.

We encourage children to stay for lunch and then full days, once we feel they are settled and confident in their new environment and importantly, have the stamina to last the afternoon too! We are friendly and approachable, supporting each child in feeling secure and at ease quickly. The children are integrated with the main school slowly, learning as appropriate with older pupils who may become their buddies.

Once your child has been registered to start at our school in September, we will invite you to an information meeting in the Summer Term. You'll be able to meet parents of other pupils starting school, staff – both teaching and support, governors, and members of the FUS (Friends of Uley School). There will be information about the induction process, the pupils' learning, school uniform, and the school day, as well as how you can best prepare your child for school. There will also be opportunities to discuss any anxieties which you or your child may naturally have.

During this term, there will also be opportunities for your child to visit the school and become familiar with their future teacher and surroundings. Reception children start the term one week later than the rest of the school, enabling our other classes to get settled back into their routines so that they are ready to welcome our new Reception children.

Once your child has started in September, there will be regular communication between the class teacher and yourselves so that you can hear about their daily achievements, feel reassured that they are settling in well, and share information that you think will be helpful for us to know.

Year 1-6 Admissions

As with Reception, we warmly invite parents to visit our school, bringing if appropriate, their child / children. Applications are made to the Local Authority and we have the required forms, but this can also be done online. In the majority of cases, if there is a space in the year group, the LA will agree to the admission. Your child will then be able to start straight away. We are responsible for in-year admissions.

Transfer Procedure

We aim to teach, find, encourage and develop skills, knowledge and confidence in every pupil. This will enable them to continue their learning journey through school so that they will be 'secondary ready' when the time comes.

Parents will receive the relevant information about secondary choices at the start of Year 6. As well as discussions with pupils in school, we are always available to discuss any questions or concerns which you or your child may have. The majority of our children transfer to Rednock School in Dursley with whom we have very strong links. Our pupils are already familiar with members of the Rednock staff team who visit us for lessons and extra-curricular activities, and host local sporting events for the primary schools. There are also occasions when we will go to Rednock for special events, enabling pupils to gain an understanding and knowledge of the school well before they attend as a student.

As well as Rednock, we also have a number of pupils who opt for Grammar Schools, including Stroud High School for Girls and Marling School for Boys in Stroud. Entry to these schools is via an examination and parents need to apply directly. In the past, a small number has also transferred to Katherine Lady Berkeley School in Wotton-under-Edge and Sir William Romney School in Tetbury.

We will work closely with the allocated secondary school, providing detailed information on your child's current achievements and abilities, as well as their social and emotional development, to ensure that the transition is as smooth as possible. Parents and pupils are encouraged to attend secondary school Open Days during the Autumn Term, enabling them to make informed choices.

Collective Worship and School Core Values

As a church school our Collective Worship is predominantly Christian in character.

We see our Acts of Worship as an opportunity to explore community and Christian values together. We achieve this through a 'Roots and Fruits' approach to worship where we focus on a range of values throughout the academic year. These values are further developed by the staff and underpin aspects of our learning. We will help pupils to develop an understanding and appreciation for our four School Core Values as chosen by the school community:

- Friendship
- Compassion
- Trust
- Wisdom

Other values will include Courage, Creativity, Endurance, Forgiveness, Hope, Humility, Justice, Partnership, Peace, Reverence, Service, and Thankfulness.

We observe the Anglican year within our worship and on special occasions, hold services in our local Parish Church, St Giles, with friends and families of our school warmly invited. In the last year we've had our Harvest festival, Christmas Carol service, 'Mothering Friday', Easter, and an end of year service in July all up at the church. Close links with the church are extended into school with the vicar leading our Acts of Worship on a regular basis. We respectfully recognise that parents may wish to withdraw their child from daily Acts of Worship, and ask that they discuss this with us.

Friends of Uley School

Fun and Fundraising

The Friends of Uley School (FUS) is an association of parents and teachers, working together to support the school through a wide range of fundraising and social activities.

We call ourselves 'The Friends of Uley School' rather than the commonly used name, 'Parent Teacher Association', because we welcome input from all members of our community, including parents and staff, carers, grandparents, past parents, and neighbours! Our passion is to support the school in driving up standards, and in keeping the school as an invaluable asset within the community life of our village.

All parents of children at the school automatically become members of the FUS, are very welcome to attend meetings, and to get involved in our work as much or as little as they are able. The Annual General Meeting is held in the Autumn Term when new officers are elected and a new committee is formed. Meetings are held as required, and these are advertised in the school newsletters.

We aim to:

- provide practical support to enrich our children's school experience and promote Uley CE Primary School as a vibrant contributor to the community;
- arrange activities which stimulate interaction and develop a social network between parents, carers, families and staff, helping children to see parents actively involved in school life;
- raise funds to assist in the provision of facilities for activities, both curricular and non-curricular; and develop and foster relationships between Uley CE Primary School and the local community.

Last year we raised £4000, with the Christmas and the Summer fairs doing particularly well. Our Cake Sales are popular and well supported, and other events included coffee mornings, a farewell party for the previous Head Teacher, a Bunco night, storytelling and a Father Christmas visit, Valentines disco, and the Leavers' party. We also paid for the Connection Scheme with Gloucester Rugby.

This year, along with our focus of ICT, we will pay for Mathletics – an online subscription for all pupils to help develop their maths skills and knowledge, contribute towards Anti-Bullying bands for each pupil, perform a pantomime for the pupils and the community, as well as arrange cake sales, discos, and Christmas and Summer fairs!

As you can see, we're an active group, and are keen to do as much as we can to enable all pupils to receive the best that the school can offer!

Breakfast and After-School Club

Our highly successful extended school facility, which the children refer to as their 'Fun Club', is open to all parents regardless of whether they are working or not. The club is open every day during term time with the morning sessions running between 7:45am and 8.40am and the afternoon sessions from 3:15pm until 6pm.

The children have access to a range of toys and games, including equipment for practising circus skills and a Wii Fit! With den-building, sledging on the snowy school field and a comfy area for reading and relaxing, Fun Club aims to provide children with a real home from home experience, enabling children to play and share together after their busy day at school. There are also supervised arts and crafts activities on hand, including cookery for children to enjoy, in a safe and caring environment with their friends.

A healthy breakfast and tea-time snack fulfils the after-school hunger pangs. These are sometimes themed on current events such as Chinese New Year, and enable children to explore a variety of cooking skills and tastes from around the world.

Our Fun Club achieved the nationally recognised Flying High Quality Assurance Award and was graded 'Excellent'. The Club has also been inspected by Ofsted who graded us as 'Good' at every level and complimented the 'high standard of care and enthusiasm of the staff'.

Please give us a call if you would like further information.

Uniform

At Uley CE Primary, we believe that the wearing of a uniform encourages a sense of belonging and encourages the children to take pride in their school and themselves. We expect every child to comply with the uniform and ask that parents and carers support us in ensuring that children come to school dressed appropriately. The uniform is available from the National School Wear Centre in Stroud. Please make sure that every item of clothing, including shoes, are clearly labelled!

Each child should have the following items:

Named, weather-proof school bag

All Year

- ✿ Red Sweatshirt or cardigan with school logo
- ✿ Red polo shirt with/without logo
- ✿ Dark grey trousers, shorts, culottes, skirt or pinafore dress
- ✿ Grey, black, white or red tights/socks
- ✿ Sensible, practical and smart shoes/boots in black – no trainers or Crocs please
- ✿ Warm outdoor coat. Children should have a coat in school for break times during the whole of the Autumn and Spring terms.
- ✿ A change of clothes in case of accidents.

On Warmer Days

- ✿ Red gingham dress
- ✿ Sensible summer sandals – black, red or white



Jewellery

We recognise that many children have their ears pierced but ask that they only wear studs. Other forms of jewellery are not permitted in school unless it is for medical or religious reasons. Children will be asked to remove any jewellery (including earrings) that do not follow these guidelines. For some PE lessons, children wearing studs may be asked to cover these with tape.

Swimming

- ✿ Swimming costume / trunks (bikinis are not allowed)
- ✿ Towel
- ✿ Swimming hat optional
- ✿ Goggles are optional

General PE

Children should have PE kit in school at all times:

- ✿ Dark coloured shorts (preferably navy)
- ✿ Red t-shirt
- ✿ Jogging bottoms
- ✿ Well-fitting trainers – Velcro or laces (or plimsolls)
- ✿ A pair of socks also for the girls as they may come to school in tights.
- ✿ A clearly named PE bag

PE kits will be sent home at the end of each term for checking and for a wash! Please ensure all kit is named and return named PE kits at the start of each new term.

For Health and Safety reasons long hair should be tied back, at all times.

Outdoor activities

If your child is involved in sports taking place outside, they will also need outdoor trainers. A dark coloured tracksuit is advisable for colder weather. Shin pads are required for pupils taking part in Football Club, but boots are optional.

School Day

The playground is staffed from 8:40 am when school is open. Children should remain supervised by a parent / carer until this time. The register and teaching then begins promptly at 8.50am.

After morning register, the day continues as follows:

- 8:50 am – 9:10 am Registration and Rainbow Maths
- 9:10 am – 9:30 am Collective Worship
- 9:30 am – 10:25 am English/Maths
- 10:25 am – 10:45 am Break Time
- 10:45 am – 11:10am Phonics and Spellings
- 11:15 am – 12:15 pm English/Maths
- 12:15 pm – 1:15 pm Lunchtime
- 1:15 pm – 1:45 pm – Guided Reading
- 1:45 pm – 3:00 pm – Topic
- 3:00 pm – Story
- 3.15 pm – Home time

There is an afternoon play for the infants.

At the end of the day, children are then taken out onto the playground by their teachers. We ask that children remain with their teachers until parents are clearly visible. If a different person is collecting your child (they may be going home with a friend), please let us know as without this information, we won't be able to let your child leave. Children in Years 5 and 6, who live in the village, may walk home if consent is received from parents.

We understand that from time to time, parents can be held up. We would appreciate a quick phone call to the office in such instances, so that we can reassure your child with an expected pick up time, making their wait more comfortable.

“Pupils feel safe and secure in school”

OFSTED 2016

Lunches and Mid-morning Snacks

We pride ourselves on being healthy and promoting positive eating habits daily and as such, ask that all Key Stage 2 children comply with this, by bringing fruit and vegetables for their morning snack. Water is readily available throughout the day, although parents can opt for milk instead. This is ordered on a half-termly basis and paid for at the end of the year.

Children in the Foundation Stage and Key Stage 1 are entitled to free milk (up to the age of 5) and fruit from the Government. Please inform your child's class teacher regarding any allergies which may restrict their participation with this scheme.

Lunchtimes are at 12:15pm and involve all the children eating together. We are able to provide hot dinners which can be ordered in the morning. Orders are then phoned through to the kitchens, and the food delivered at the right time. Payment is made online through ParentPay. All children aged 4-7 years receive a Universal Free School Meal.

If children are having a packed lunch, we kindly ask parents to provide a healthy and balanced lunch for their child, which does not contain nuts, fizzy drinks or sweets.

“Relationships between staff and pupils are very good”

OFSTED 2016

Behaviour at Uley School

Uley CE Primary School has high expectations of its pupils. Our aim is to provide an education that brings out the best in every child that builds on their strengths, enables them to enjoy and extend their own learning and helps them to become motivated and successful.

We aim to work with children to support and encourage them to build positive relationships with others and work effectively within a team so that they grow into confident and tolerant citizens, valued for the contribution they make to society.

In working towards this aim we recognise that promoting good behaviour is the responsibility of all stakeholders within the school community and believe that our Christian values will help to create an ethos where the beliefs and attitudes of everyone support the positive behaviours necessary to maintain an effective learning environment.

At Uley Primary School we have adopted a behaviour programme called 'Good to be Green'. In our school we work towards standards of behaviour (our Behaviour Ethos, see above) that are based on the Christian principles of friendship, compassion, trust, and wisdom. When children are following the Behaviour Ethos and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school communities aims to show this behaviour at all times.

Complaints Procedure

We understand that from time to time we may not always get things right. In such circumstances, we appreciate being approached at the earliest possible date so that we have the chance to resolve any issues. We kindly ask that, if you wish to raise a concern, you follow the progressive procedure outlined below. A Compliments and Complaints Policy is available on the school website.

Arrange a time to discuss the matter with your child's class teacher.

If you feel you would like to discuss the matter further, please contact our Head Teacher, either in person or by letter.

After this, you then have the right to contact the Chair of Governors if you believe that previous actions have not resolved the issue.

If you do not agree with the Governing Body's action, then you should write the Secretary of State at the Department for Education.

Useful Information

Communication with Parents

We work hard to maintain consistent and regular contact with our parents. In the Autumn and Spring Terms, there are formal parents' evenings. In the Summer Term we host an informal open evening when parents are invited to come and celebrate their children's progress throughout the year. We also issue a written report for each pupil which covers every aspect of the Primary Curriculum.

Key dates are communicated through regular newsletters which are sent home via email or with the children as required. Class newsletters are sent out termly, informing parents about the themes that their child will be learning about, any resources needed, special guests and visits, and dates for parents to come and join in the learning. Both the regular newsletters and the class newsletters are available on our website.

We have a text messaging system which is also used to keep parents informed.

The FUS (Friends of Uley School) and Fun Club also communicate with parents by letter on a regular basis, and our School Council – budding volunteers who work hard to vocalise the pupils' point of view – is beginning to communicate in this way.

School Office

The School Office is run by our very efficient and friendly administrator, Mrs Carol Cornelius from 8:15 am to 4.15pm every day. It would be helpful if parents would make phone calls and personal enquiries within these times. Answerphone messages can be left, though it should be noted that if left after 4:15pm, messages may not be picked up until the following day.

We kindly ask that all parents wishing to visit the school premises during the day, report to the office first, using the intercom system on the front door.

Late arrival

If your child is late for morning registration, we request that they must be brought into the school building by their parent or guardian and signed in at the office before they go into class.

Absences

If a child is unfit for school; parents should contact the school by 9am on the first day, in person, by email or by telephone and repeat this each consecutive day until they return.

Absences will not be authorised without this procedure. It is school procedure to contact parents of children who are absent that have not notified school by 9.15am.

On occasions when it is absolutely necessary for a child to require absence from school for exceptional family reasons, written permission must be sought from the Head Teacher. It should be noted that not all absences can be authorised, and that leave for family holidays is no longer a parental right.

Safeguarding

Uley C of E Primary School is committed to safeguarding and promoting the health and welfare of children and young people and expects all staff and volunteers to share this commitment.

All members of the governing body and staff, including volunteers and visitors, understand and fulfil their responsibilities to ensure that **safeguarding is everyone's responsibility – it can happen here.**

We strive to create a nurturing and trusting environment where children and young people feel safe and secure and, one that enables them to develop, learn, grow and flourish.

Designated Safeguarding Lead (DSL) – Zoe Mandeville

Deputy Designated Safeguarding Lead (DDSL) – Debbie Brazier

Fun Club Designated Safeguarding Lead (DDSL) – Katie Hill & Philippa Nash

Governor with safeguarding responsibility – Rachel Hughes

If you are worried or concerned about anyone under 18 who you think is being abused or neglected, or that a child and their family need help and support, then please pick up the phone and ring the Children's Helpdesk

Children's Helpdesk

01452 426565

Please refer to the school's Safeguarding Policy which can be found on the school's website.

Early Help for Children and Families at Uley Primary School

‘Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.’ Munro ‘Working Together’ 2013.

At Uley Primary School, we understand that family life doesn’t always run smoothly and that there are many challenges that can arise. Our offer of early help is about a consensual agreement with parents and carers to work with partners, to help children, young people and their families deal with their issues as early as possible. We do this by providing information and advice and by signposting families to other services that can provide support, or making a referral. Every family is different and each needs options from which to choose, so that concerns can be reduced or prevented from growing or becoming entrenched.

Please refer to the school’s offer of Early Help, which can be found on the website.

Pupil well-being is of extreme importance to all staff at Uley.

SIAMS Inspection, October 2017

Security

Uley CE Primary is a secure school which has a keypad system for entry into and out of the school building. Our Foundation Stage children enjoy playing in their own enclosed play area which is equipped with colourful safety surfacing and ten foot gated access. CCTV cameras also enhance the security of the whole school site.

Dropping-off and Collecting

Due to our 'tucked away' position within this picturesque village, we have to restrict vehicle access down to the school. We kindly ask that all parents park either at the top of Woodstock Terrace and walk down, or along South Street and use the footpath through to the school. The car park in South Street by The Knoll, and the gravelled space at the bottom of Woodstock Terrace are private property and for use by residents only, and we ask that parents do not park in these places.

Contact Details

Uley C of E Primary School
Woodstock Terrace
Uley
Dursley
Gloucestershire
GL11 5SW
Tel: 01453 860350
Fax: 01453 860238
Email: admin@uley.gloucs.sch.uk
www.uleyprimary.co.uk

We hope that this prospectus has given you a flavour of our school. We are so proud of all that we have achieved at Uley CofE Primary and look forward to the future as we continue to drive the school forward.

Please don't hesitate to contact us if you have any further questions or would like to arrange a visit to our school – we look forward to meeting you soon!

T: 01453 860350