

***CAMPTON  
LOWER  
SCHOOL***



***Prospectus  
2014/2015***

*Last updated October 2014*

## **Campton Lower School – A Positive Choice**

Your child, your family is unique. Your family values, attitudes and aspirations have already had a huge influence on your child well before the first day of school. Educational research shows time and again that the effectiveness of the partnership between home and school is a major factor in a child's progress at school.

**At Campton Lower, we want to get to know children within the context of their families so that you at home and staff at school can be effective partners in educating your child.**

If you are sending your child to Campton Lower School, you need to feel confident that you can work closely with us at this early stage in your child's learning journey.

### **School Aims**

At Campton Lower School, we aim to provide for your child:

- A happy and safe environment with a family atmosphere
- A structured, broad curriculum
- Teaching that recognises each individual's ability and potential
- Stimulating, exciting and enjoyable approaches to learning
- Encouragement towards a healthy lifestyle
- Equal opportunities for all.

### **Equality and Diversity**

The Governing Body fully supports equality and diversity throughout the whole school community.

The Governing Body promotes equal opportunities for all learners, job applicants and staff regardless of sexual orientation, race, disability, gender, religion, belief or age.

### **Understanding and Respect**

The Governing Body promotes community cohesion by fostering understanding and respect of the diverse faiths, ethnicities, cultures and socio-economic groups in both our immediate school community and our wider national community.

### **Keeping your child happy and safe in school**

Governors and staff are committed to promoting the well-being of all pupils at Campton Lower School. Governors regularly monitor and evaluate all aspects of pupil well-being through the school's self-evaluation processes.

You should be able to say goodbye to your child each morning, confident that they will be as happy and safe in school as they are with you at home.

### **Accidents**

Many of our school rules and routines are designed to minimise the risk of accidents. However, there will always be children of this age who fall over, particularly at playtime.

The majority of our support staff hold current First Aid certificates. Our class teachers have also had First Aid training.

### **Good Behaviour**

The behaviour of all children in and around the school should reflect a caring attitude towards others. We intend that staff and children should work together to provide a happy, secure and welcoming atmosphere in our school.

Rewards (praise, stickers, house points, achievement certificates) will be used to reinforce appropriate behaviour. If behaviour problems are identified, particularly if they affect other children's learning or well-being, possible causes will be explored and discussions will take place between staff, the Headteacher and parents, as appropriate.

### **Safeguarding**

At Campton Lower we make strenuous efforts to ensure that we comply with every national directive regarding safeguarding. Staff undergo enhanced Disclosure & Barring Service (DBS) checks (previously CRB checks) and both the Headteacher and the Governor Responsible for Child Protection have successfully completed 'Safer Recruitment' training.

### **Child Protection**

As a school we have a statutory duty to assist Social Services Departments acting on behalf of children in need or enquiring into allegations of child abuse. As well as this statutory duty we have a pastoral responsibility towards our pupils and we recognise that pupils have a fundamental right to be protected from harm. Children cannot learn effectively unless they feel safe and secure. We therefore have a child protection policy, which reflects both our statutory duty and our pastoral responsibilities.

If we have a concern that a child is at risk of significant harm, we have a duty to refer this to Social Services. In making a referral, the school is not making any judgment about individual parents or carers. It is for Social Services to decide whether there should be an investigation.

### **Question**

***What do you want for your child at school?***

Many parents tell us that they are most concerned about two things:

1. Their child doing well - achieving their best whatever their ability - making good progress
2. Their child being happy - making friends - enjoying going to school - not being bullied



## Question

### ***Will my child do well at Campton Lower School?***

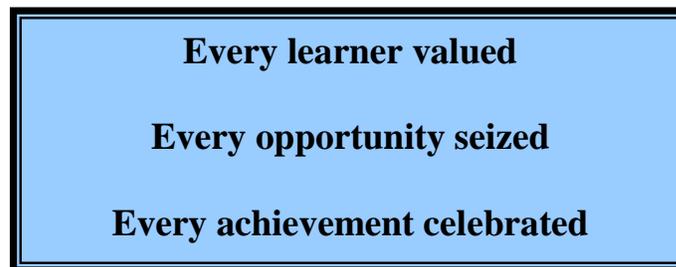
At Campton Lower, we aim to ensure that all children are well-motivated and enthusiastic, enjoy school, have high aspirations and achieve their personal best in all areas of the curriculum. Respect, care and courtesy for others is actively encouraged and individuals are valued for their 'uniqueness'.

Members of staff work as a highly professional team and are totally committed to providing the best learning experience possible for each child.

If your child is achieving at a level either well-above or well-below the rest of the class, the class teacher will seek advice in the first instance either from the school's Gifted and Talented or Special Educational Needs Co-ordinator. Parents will always be involved in any decision to provide any additional or different support or extension for their child.

Whatever your child's ability and potential, our aim is to provide the best opportunities we can for everyone at our school.

Our philosophy at Campton Lower School can be summed up in our School Motto:



### **How well do our pupils achieve?**

Our academic standards at Campton Lower School are outstanding and the progress of our pupils is well above national expectation – (See website: [camptonlower.org](http://camptonlower.org))

## Question

### ***How will I know what my child is learning in school?***

When asked what they have been doing in school that day, many children will say 'Can't remember' or 'Nothing' or may tell you what they ate for lunch, if hard pressed.

In addition to the curriculum information on the school's website, we send home an important sheet of paper at the beginning of every term (or for the younger children every half term) so that parents have some idea of what is happening in school.

The 'What is my child learning?' sheet informs you of the areas of learning your child will be covering, with suggestions about ways in which you might support their learning at home.

On the reverse of the 'What is my child learning?' sheet will be printed the latest copy of the class timetable.

From experience, we know that some children have a habit of losing anything that they are supposed to give their parents. If this happens, you will be able to access the same information via our Learning Platform.

Once you have been offered and accepted a place at our school, you will be given information about how to access our learning platform. All parents are given a user-name and password

### Question

#### ***What will my child be doing when he/she starts school?***

When your child starts in our Reception class, there is a focus on learning through play as part of the learning and development requirements of the Early Years' Foundation Stage curriculum. Using both the classroom and the outdoor area, children are learning essential basic concepts & skills whilst thoroughly enjoying themselves.



Staff will support and extend children's learning whatever their ability.



### Question

#### ***What happens as my child moves up to the next class?***

After the Reception class, your child will move to Year 1. In order to ensure a positive transfer onto the National Curriculum, staff continue at first with the Early Years' Curriculum format, making only gradual changes to maintain children's confidence in their learning. By Christmas, most children are ready to launch themselves fully into the National Curriculum that all children in Local Authority maintained schools are expected to continue to follow throughout the rest of their statutory schooling.

## **National Curriculum Subjects**

**Please note that we introduced the revised National Curriculum from September 2014**

3 Core subjects:

English, Mathematics and Science

8 Foundation subjects:

Art & Design, Computing, Design & Technology (D&T), Languages, Geography, History, Music and Physical Education (P.E.)

Personal, Social & Health Education (P.S.H.E.) is also taught with a focus on the S.E.A.L programme (Social & Emotional Aspects of Learning).

Religious Education is taught following the Bedfordshire Agreed Syllabus.

**Please note that parents have the statutory right to remove their child from Religious Education lessons.** Please discuss this with the Headteacher if this is your decision.

## **Cross-Curricular Links**

In the interests of excellent teaching and learning, staff plan (where appropriate) cross-curricular links e.g.

History (the 'Romans') could well include:

- Literacy (for research & presentation)
- ICT (for research & presentation)
- Art & Design (e.g. making Roman helmets & shields)
- Drama (including using the shields to make a defensive 'tortoise')
- Mathematics (Roman Numerals & the decimal system)

Collective Worship, which is statutory in all state-maintained schools, usually takes place during whole school Assembly in the Hall or occasionally in the classroom. Collective Worship is mainly Christian-based to reflect the majority faith in our school. Children are invited to pray during Collective Worship or, if they prefer, to reflect on what is being said. Children are expected to respect the views of others, be they of another faith or of no faith.

**Please note that parents have the statutory right to remove their child from the daily act of Collective Worship.** Please discuss this with the Headteacher if this is your decision.

## **Learning to Read at Campton Lower**

The ability to read fluently and with understanding is an essential basic skill for independent learning. At Campton Lower, we aim that every child should not only learn to read fluently but should also enjoy the reading experience and become an avid reader for life.

In the early stages of teaching children to read, we concentrate on the nationally approved synthetic phonic approach. We use "Jolly Phonics" as a very enjoyable way of teaching children the 44 phonemes they need as the key to reading and spelling the English language. Most children begin to "crack" the reading code and start to use their "sounding out" and "blending" skills with enthusiasm. By learning some additional common key words, they are soon



delighted that they are able to read our early reading books almost, if not entirely, independently.



As decoding skills improve, children are able to give greater attention to understanding the text, to reading aloud with expression and to using higher order skills such as prediction, inference and skimming for information.

Some children take longer to acquire reading skills than others. At Campton Lower, we put great emphasis on “catch-up” or “booster” literacy programmes.

### **Sex & Relationships Education**

Governors and staff view Sex and Relationships Education as an integral part of the learning process that continues into adult life. As part of our Science and Personal, Social & Health Education we introduce aspects of reproduction which are relevant to the understanding and maturity of the child, e.g. plant (fruit and seed production); animal reproduction (the hen/egg/chick cycle) and human growth from birth to adult. Staff expect to answer children’s questions about sex and relationships truthfully but in an age-appropriate way. Relationships Education is integral to our Social & Emotional Aspects of Learning (SEAL) programme.

Sex Education that includes more detailed information about human reproduction is introduced at Upper Key Stage 2 (Years 5/6) in the Middle School. It is from these specific Sex Education lessons that parents have the right to withdraw their child.

#### Question

***The School Motto says ‘Every Opportunity Seized’. What are some of these opportunities?***

Teachers at Campton Lower are not content with the majority of their lessons judged as ‘good’ or ‘outstanding’ but strive continuously to provide children with even more opportunities of all kinds.

Some of our achievements:



**‘Artsmark’**: representing our school’s achievements in the Creative Arts.



**‘Sainsbury’s School Games’**: representing our school’s achievements in Physical Activity.



**‘Healthy Schools’**: representing our school’s achievement in Healthy Living.

**Ofsted**: representing the ‘Outstanding’ grade awarded to our school by Ofsted in January 2010



## Enjoying & Achieving at Campton Lower

Visits /Talks/ Experts in school: Bee-keeper/Blue Cross/Authors/Poets  
Reminiscences of 1960s/Anglo Saxon & Roman days/ Exotic animals/ Around  
the World/Concerts/Indian Dancing/Maypole Dancing, Circus Day....



## Sport

Competitions, festivals & tournaments – as part of the Redborne Schools Sport Partnership



Specialist coaches for one PE lesson a week from Year 1.

Swimming – a full year of lessons from February to July in Year 3 and September to February in Year 4 enables children to swim 25 metres by the end of their lower school career, even though some start as non-swimmers.

## Music

Whole school singing  
Recorder clubs

Specialist whole class 6-week tasters of a variety of instruments  
Specialist instrumental tuition (for a whole class)  
Peripatetic instrument teachers



### **Modern Foreign Language**

In addition to the National Curriculum requirement to teach a foreign language in Years 3 and 4, Campton Lower teaches a Modern Foreign Language (French) throughout the whole school (including the Reception class from November). French is taught by Mme. Veronique, a native French speaker employed through “La Petite Ecole Francaise”. Many of our children have excellent French accents.

### **Extra- curricular Activities**



We host some After-school clubs: football, multi-sports, gymnastics, athletics etc, depending on the time of year and occasionally a Before-school dance club.



### **Question**

***Your motto says ‘Every Achievement Celebrated’. What happens if a child is not particularly good at any part of the curriculum?***

Not a problem, because we are celebrating what is an achievement for that child – this may include being ‘the best’ at something or attaining a very high standard but it may equally well be a ‘personal best’ or a significant improvement.

During our Monday Assembly, we give out ‘Good Work’ certificates and during our Friday Assembly we give out certificates related to our S.E.A.L. programme (Social & Emotional Aspects of Learning).

All children are allocated membership of one of four houses, named after inventors: Babbage (blue) Baird (yellow) Bell (red) and Marconi (green). Children are awarded house points for a wide range of reasons and the winning house is announced weekly during Friday Assembly.

In addition to whole school celebration of achievements, there are a number of internal class systems that the children enjoy immensely. At Campton Lower, we make no apology for celebrating our successes!

### **Question**

***Will my child be happy at Campton Lower School?***

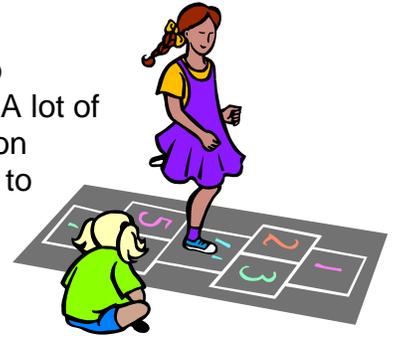
At Campton Lower we do our very best to try to ensure that all children are happy at our school. We treat each child as an individual; nurturing strengths and supporting areas that are in need of further development. However, children can feel unhappy for a variety of reasons, some not even connected with school. Sometimes children do not know why they are unhappy.

To support your child as well as we can, we need to work closely with you as parents so that we can understand your child and their way of thinking.

## Concern

### ***I'm worried that my child will not make friends.***

Friendships can be tricky for some children. We do our best to support children with making and keeping friends. A lot of time is taken, particularly in our Reception class, to model what children might say to a friend and how they might treat them: taking turns; not always insisting on playing a game your way - in short learning social skills.



## Question

### ***What if other children are being unkind to my child?***

We do not tolerate any behaviour that might have a detrimental effect either on teaching and learning or on the well-being of any member of our school community either in the classroom or the playground.

At times, children can be unkind, sometimes deliberately but often unintentionally. We do our utmost to help children realise they are being unkind but some children find it hard to understand a situation from another person's viewpoint.

Occasionally a child may say they are being bullied. In the vast majority of cases this situation arises from:

- children not fully understanding that not all acts of unkindness are bullying
- children momentarily falling out with their friends
- children having immature social skills
- children not fully understanding the difference between "by accident" and "on purpose"

We investigate thoroughly any allegation of bullying and do everything within our power to ensure that every learner enjoys every single day at our school.

## **Working Together**

Staff at Campton Lower School work regularly with a number of other schools and agencies including: pre-schools, other local lower schools, Robert Bloomfield Academy (our catchment area middle school), the School Nurse, the Education Welfare Service and the Educational Psychology Service. By working together we try to ensure the best possible outcomes for your child.

## **Wrap-Around Care**

Campton Lower School parents are able to access Wrap-Around Care which is based off-site but to which transport is provided. For further information please contact 'Gravenhurst and Villages pre-school' on 01462 713445 or e-mail [administrator@camptonpreschool.org.uk](mailto:administrator@camptonpreschool.org.uk) or [www.camptonpreschool.org.uk](http://www.camptonpreschool.org.uk)

### **The School Site**

Campton Lower School is situated in an attractive village setting backing onto the Recreation Ground. The 'catchment' area of the school is the parish of Campton and Chicksands, which includes families who live at DISC (Defence Intelligence and Security Centre).

The main building was erected in 1875 and has many attractive Victorian architectural features. The Hall is in this part of the school and is used for Assemblies, Physical Education, Music, Drama and as a Dining Hall.

The main building provides attractive classrooms for our Reception and Year 1 children. Separate blocks close to the main building house our Year 2, Year 3 and Year 4 pupils in bright mobile classrooms.

We have a good learning resource room with computers and a library.

The Old School House contains the School Office, the Headteacher's Office and general staff facilities.

The playground to the rear of the school has access to the village Recreation Ground used for some playtimes and P.E. lessons during the summer months.



### **Admission Arrangements: enrolling your child**

We admit children into our Reception class once a year in the September following their fourth birthday. All Reception pupils attend for mornings only for

the first few weeks of September, after which they are offered the opportunity of staying at school for the whole day.

Once your child has reached statutory school age (the beginning of the term after their fifth birthday) full-time attendance is compulsory.

Parents interested in applying for Campton Lower School for the admission of their child can arrange a visit to the school by contacting the School Office.

Being a Local Authority Community School, our admissions are organised through Central Bedfordshire.

Our admission number for each year group is 22. However, all pupils living in our catchment area are guaranteed a place at our school unless this would result in class numbers exceeding either statutory or Health & Safety limits. Children from outside our catchment area will be made most welcome depending on vacancies in their year group. If there are not enough vacancies for all children the following order of criteria will be used:

1. All 'looked after' children or children who were previously 'looked after'
2. Children living in the catchment area with siblings at the school
3. Children living in the catchment area
4. Other children with siblings at the school
5. Children who live nearest to the school determined by straight line distance from the school site to the child's home address

For definitions of any of these categories, please see:

[www.centralbedfordshire.gov.uk/school-admissions/admission-arrangements-school-admissions-2014.aspx](http://www.centralbedfordshire.gov.uk/school-admissions/admission-arrangements-school-admissions-2014.aspx)

Admission forms can be obtained from school or from the Local Authority. Completed admission forms should be sent to the Local Authority by the specified date in mid January for school entry into the Reception class the following September. Parents who apply by this deadline will be notified by the end of April as to whether a place is/is not available in our Reception class.

Please contact Central Bedfordshire Council on 0300 300 8037, on their website ([www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)) or enquire at the School Office for further information about admission application forms or enquiries.

### **Organisation of Classes**

At Campton Lower we normally have one mixed ability class for each year group. Children are divided into classes according to age. The year group into which your child is placed will depend on his/her birthday. The cut-off date between year groups is 31 August and 1 September.

Your child's class teacher is responsible for all aspects of teaching and learning for all the children in the class, whatever their ability. However, if a child is achieving at a level either well-above or well-below the rest of the class, the class teacher will seek advice in the first instance either from the school's Gifted and Talented or Special Educational Needs Co-ordinator. Parents will always be involved in any decision to provide any additional or different support or extension for their child.

Teaching Assistants are allocated to support teaching and learning throughout the school according to need. Their deployment is subject to review during the academic year to respond effectively to changes in class numbers and individual needs. Teaching Assistants normally support the learning of small groups of children or individuals both inside & outside the classroom. Occasionally, teaching assistants who have appropriate qualifications and experience are employed to cover a whole class for a short period of time using work previously planned by the teacher. This is often less disruptive to the children's learning than employing a supply teacher who does not know the class.

### **Home/School Partnership**

Your child is unique; your family is unique. At Campton Lower we try to treat each child as an individual; nurturing strengths and supporting areas that are in need of further development. To understand your child, we need to work closely with you as parents to ensure that your child has the best possible start to what we hope will be a highly successful learning journey.

### **Home/School Agreement**

You will be asked to sign a Home/School Agreement before your child starts at Campton Lower. This agreement sets out what you and your child can expect from the school and what school staff can expect from you.

### **Starting School**

Home or school visits will be offered to all new children entering Reception in September. Information will be sent out to parents the previous May detailing meeting & visit times for new parents and their children.

### **Transition between classes**

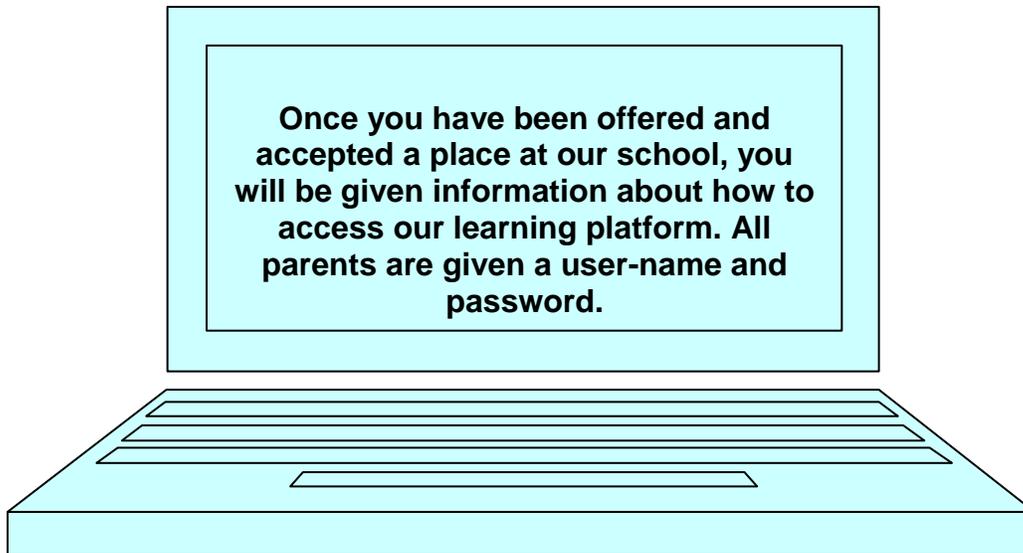
Children will spend a morning with their new class teacher on 'Transition Day' (normally a Friday in early July).

At the beginning of September, parents in Years 1-4 will have an opportunity during the latter part of a school day to 'Meet the Class'. Parents will be given a short presentation by the class and a leaflet explaining the expectations for their new year group. Their child then shows them round their new classroom.

### **Monthly Newsletters**

Monthly newsletters are sent home with your child to keep you informed of all aspects of school life. These newsletters, together with other useful information about the school, can be accessed in electronic copy via the school's **learning platform**.

### **Learning Platform**



### **Parents' Consultation Evenings**

These individual consultations are arranged twice a year, in the Autumn and the Spring terms to enable you to meet your child's teacher, review your child's work, discuss progress and jointly agree targets for the coming months.

If you have parental responsibility but your child does not live with you, and you wish to make a separate consultation appointment, staff will be happy to arrange this with you. Please make a written request for this service addressed to the Headteacher via the School Office.

### **Annual Report**

A written report is provided for you in early July giving details of your child's achievements throughout the year. An opportunity to discuss the report with the teacher will also be offered.

Please make a written or email request, as above, if you require a copy to be sent to a parent living at a separate address. Once School Office staff have received this request, you will continue to receive separate copies of your child's Annual Report unless you write to cancel this arrangement.

### **Parents' Concerns**

If you have any concerns or queries at any time please let the class teacher know straightaway so that an appointment can be made to talk them over. It is usually best to discuss problems as they arise and not wait until a consultation evening.

Most issues can be addressed through a conversation with the class teacher or the Headteacher. If a problem cannot be resolved by these informal means, parents should follow the procedures set out in the school's Complaints Policy (copy on Learning Platform or available through the School Office).

### **Volunteering to Help in School**

Some parents, grandparents and others from the community are able to offer support in school as a volunteer helper. If you would like to help in school, please ask at the School Office for a form to indicate when you would be available and which class(es) and areas of learning you would like to support.

### **'Friends of Campton'**

Campton Lower School has an active and supportive Parent/Teacher Association (PTA) known as 'Friends of Campton' that has meetings at least once a term to arrange social events and fund-raising activities. All parents are automatically members of the association and are welcome to attend all meetings. Parents are informed of dates of meetings and events in the monthly newsletters, on the school's learning platform and through the Association Secretary.

### **Question**

#### **Where can I find more information about the school?**

School Office staff are happy to answer any queries. Please contact Mrs Paula Winyard (Office / Finance Manager) or Mrs Julia Bright (Assistant Office Manager) on 01462 813359.

The Headteacher is always delighted to show parents around the school at any time throughout the year. If you would like to take up this offer, please make an appointment via School Office staff who will be able to advise you on the Headteacher's availability.

**Campton Lower School  
Rectory Road  
Campton  
Bedfordshire  
SG17 5PF  
Tel: (01462) 813359  
Fax: (01462) 813359  
Email: campton@cbc.beds.sch.uk  
Website: camptonlower.org**