

FIVE ACRES PRIMARY PRIMARY SCHOOL



PROSPECTUS

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Welcome

Welcome to Five Acres Primary and Foundation Stage Schools. We hope you find this prospectus useful as a guide to the opportunities and the services which we can offer you, or help you to contact. Working with Bicester Rural Children's Centre, which is located on the school site on Blackthorn Road, we strive to meet the needs of all our children and their families.

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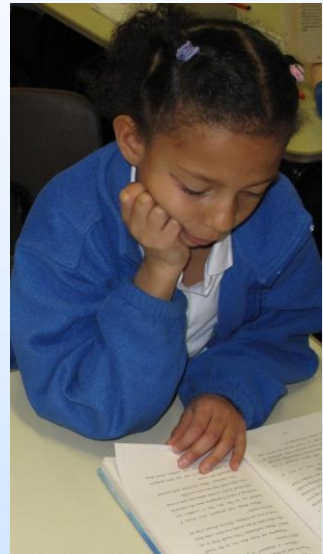


Ethos and Values

Our mission is to nurture the potential of every child in a secure, happy and inspiring environment.

School Aims

- To provide a stimulating, welcoming and secure environment, in which children learn effectively
- To ensure all members of our school are given equal regard and opportunity
- To celebrate and value individual achievements, cultures and experiences
- To maintain positive relationships between school, parents and the local communities including the armed forces
- To encourage all members of the school to work together toward a shared vision
- To encourage children to believe in their abilities enabling them to maximise their potential
- To cater for a range of learning styles with cross-curricular links to ensure well planned, exciting and effective teaching
- To promote a caring community respecting the welfare and needs of others
- To encourage children to use initiative, to think positively, be responsible and to develop self discipline
- To involve all members of the school in self evaluation, so that we can continue to meet the needs of families



Our Curriculum

We have a broad and balanced curriculum to stimulate each child to develop their skills, knowledge and understanding. Children are motivated to learn through engagement in activities which cater for all learning styles and which promote independence, confidence and social skills. We aim to give children a wide range of experiences to enthuse and challenge them, so that they develop self esteem, perseverance and resilience.

We give high priority to developing children's values throughout their time at Five Acres. Values are the principles and fundamental convictions we hold. They are enduring beliefs about what is worthwhile and define the standards by which particular beliefs and actions are judged to be good or desirable. They help us to make decisions and evaluate the actions of others. Our values education is woven into the curriculum in order to give a variety of opportunities to support each child in developing a positive personal ethic to contribute to the peace and well-being of our community.



Children's achievements are celebrated in lots of ways, including weekly assemblies and award ceremonies. We help children to gain self esteem and self confidence through praise and rewards, which are described in more detail in our school Behaviour Policy.

Religious Education

In accordance with the locally agreed Oxfordshire Religious Education Syllabus, we provide non-denominational Religious Education as part of our wide curriculum.

Assemblies are an important aspect of the day to day life of the school. In assemblies we explore our values and our ethos, promoting respect for ourselves, for each other and for the world around us.

Assemblies are broadly Christian in nature but also strongly reflect the diverse multicultural society in which we live.

Parents or carers have the right to withdraw children from Religious Education and acts of Collective Worship if they so wish. If parents do not wish their children to take part in the agreed Oxfordshire syllabus or in acts of Collective Worship, they should inform the school in writing, so that alternative arrangements can be made.



The School Day

School times:

7.30 – 8.30	Breakfast Club
8.30	Nursery Morning Session starts
8.30	Nursery All Day Session starts
8.30	School doors open
8.40	School begins Registration
10.30 – 10.45	Morning Break Key Stage One
10.45 – 11.00	Morning Break Key Stage Two
11.30	Nursery Morning Session ends
11.30 – 12.15	Lunchtime Foundation Stage
12.00 – 13.00	Lunchtime Break
12.00	Nursery Afternoon Session starts
15.00	Nursery finishes
15.15	School finishes

Children should arrive at school no earlier than 8.30am unless they are attending the breakfast club. Every effort should be made to ensure that your child is not late for school, as it disrupts learning. If you are late arriving you must sign your child into school at the school office.

Children's Well-Being

Illness

Parents or carers must contact the school office before 8.30am if a child is not attending school that day. Any child who becomes ill during the school day will be cared for and made comfortable until parents or carers can be contacted to collect them. We update our records of emergency contact details at the start of every academic year. **It is essential that parents inform us of any changes to these details, in case we need to contact you in an emergency.**



Attendance

We are required to carefully monitor and report absences and late arrivals at school. If your child is away from school, please let us know as soon as possible.

All absences are recorded and are categorised as authorised or unauthorised. Authorised absences include illness, bereavement or medical appointments.

Holidays should be arranged during the school holidays. Please note that the government does not permit any school to authorise term time holidays.

Healthy Eating

The school offers hot school dinners or packed lunches made fresh onsite by our school catering team. Free school meals are provided for families who are eligible. Please enquire at the school office if you think you may qualify, as they are provided according to certain criteria. Many children choose to bring their own packed lunch to school, which is eaten together with classmates in the Key Stage One hall.

A school tuck shop is open in morning break, selling smoothies, milkshakes, and fresh and dried fruit. Alternatively parents or carers may wish to provide children with a snack from home; in the interests of health these should not be sweets, chocolate or crisps.



Our uniform

We hope that all parents and carers will support us in ensuring that every child should wear our school uniform. We believe that wearing a uniform gives a sense of belonging and ownership in a school, contributing to a sense of pride in a community. It can also make life simpler for parents who do not have to spend time debating what children will wear every day!

All clothing should be clearly marked with the owner's name.

Our school uniform consists of:

- Boys: Grey / black trousers or shorts; white shirt or polo shirt; royal blue sweatshirt or fleece
- Girls: Grey/ black skirt or trousers; white blouse or polo shirt; royal blue sweatshirt, cardigan or fleece; blue cotton dress.
- Footwear: Black shoes (no high heels or open-toed sandals).

Sweatshirts and cardigans, with the school logo, are available from the school office.

Jewellery must not be worn as it can lead to injury. Stud earrings in pierced ears are permitted, but must be removed for PE and games.

P.E. Kit

P.E. kit consists of black shorts, white T-shirts, socks and trainers. Tracksuits may be worn in cold weather. Children attend school on their allocated PE day in their PE kit.

Swimming

All Year 5 and 6 children have swimming tuition during the year at the Bicester Leisure Centre pool, under the supervision of qualified instructors. Clothing required: swimming costume, towel, swimming cap.

Please note that local authority guidance is that children should not wear goggles during swimming lessons unless they are advised to do so by a doctor for medical reasons. It is also local authority policy that children swimming **must wear** a swimming cap.

Swimming caps are available from the office.



Special Educational Needs

We monitor our pupils' progress constantly, making assessments of their achievements across a range of activities. We sometimes find that a child is not making the progress we expect and where this is the case parents and carers are consulted and appropriate steps to support learning are taken. A specific plan may be made, with specific targets and review dates set. If progress continues to fall behind expectations, outside agencies such as Speech and Language Therapists or Educational Psychologists may be consulted with parents permission. In some cases a statutory assessment of a child's needs may be made with the local authority.



Parents or carers are always consulted and kept fully informed when a child has been identified as needing further support. Such support could be for educational, personal or social needs. Our assessment systems allow us to identify the learning needs of all our pupils, including children of high academic ability, so that appropriate work can be provided. Our Special Educational Needs Policy contains further details of our provision. Equality of opportunity is recognised as an essential element, which underpins all areas of the school curriculum at Five Acres. We aim to provide all children with access to a broad and balanced curriculum that is differentiated to ensure good progress. Working in partnership with parents is recognised as a valuable part of sustaining good educational progress for all children.

Admissions

Children are required by law to receive education from the beginning of the school term after they reach the age of five. Responsibility for the administration of admission arrangements, and for deciding each case under these arrangements, is exercised by the local authority.

When there are more applications for places than places available, our admissions criteria are as follows:

1. Children with an Educational Health Care Plan that names the school in part IV of the statement
2. Looked After Children in the care of the local authority whom the local authority agrees should attend the school
3. Disabled children who need to be admitted to the school on the grounds of physical access. The definition of disability is that contained in the Disability Discrimination Act
4. Children who live in the school catchment area. If there are more applications than places in this category, priority will be given in the following descending order:
 - 4.1 Children who have a sibling in the Nursery or the Primary School at the time of admission
 - 4.2 Children who live closest to the school as determined by the local authority.
5. Children living outside the catchment area who have a sibling attending the School at the time of admission. If there are more applications than places in this category, priority will be given to children who live closest to the school as determined by the local authority.
6. Children living outside the catchment area who live closest to the school as determined by the local authority.



Disability Discrimination and Accessibility

We have a duty to ensure that all our pupils have equal access to the curriculum, with appropriate support for their individual needs. This includes lesson content, teaching strategies and minor adaptations to the physical environment of our buildings to meet the needs of pupils with physical or sensory impairments.

We also have a duty to ensure that parents or carers who have a disability have equal access to information about their children. This may require us to make specific requirements to meet the needs of individual parents or carers.

We have adapted our physical environment to make it accessible for the disabled. This has included providing disabled facilities in each teaching block, widening doorways and putting in a stair lift in Key Stage Two.

We adapt our curriculum according to the needs of any child who has difficulties with access through disability.

We are responsive to the needs of individual families in the ways in which we communicate about children.

If parents or carers have any specific requirements, or any concerns about provision for their children, they should contact the school office or the head teacher.



Behaviour

The school has a central role in a pupil's social and moral development just as it does in their academic development. Children bring to school a variety of behaviour patterns based on differences in experience, home values, attitudes and parenting.

At school we work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. Acceptable standards of behaviour are those which reflect these principles.

We aim to:

- create a positive climate with high expectations
- emphasise the importance of being valued as an individual within the group
- promote honesty and courtesy, through example
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, ethnicity, faith, gender, race, ability and disability
- show appreciation of the efforts and contribution of all



We expect and encourage children to positively reflect these values and the school ethos. We give high priority to a positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour. We work hard to build trust and develop a common approach to expectations for behaviour and strategies for dealing with problems.

Curriculum Aims

At Five Acres, we want children to develop a love for learning enabling them to become lifelong learners. We aim to ensure that every child can achieve their full potential. To achieve this we strive to make all teaching and learning enjoyable, often through themed topics, which are relevant to our children, our school and locality. We believe that it is important that adults as well as children are recognised as learners.

Specifically, we aim to:

- Inspire children to acquire independence and to feel genuinely confident, so that they are equipped with the skills to take responsibility for their own lives
- Nurture children’s natural curiosity and propensity for learning
- Encourage everyone to view making mistakes as a positive part of the process of learning

Much of our curriculum is delivered through Project Based Learning (PBL) which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children’s learning. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.





The Wider Curriculum

We also offer the following clubs:

- Young Carers
- Choir
- Football
- Recorders
- Advanced Recorders
- Art
- Darts
- Denchball
- Forest School
- SATs revision
- Athletics
- Motor skills
- Multi-sports
- Rounders
- Tag Rugby

Breakfast and After School Club

In our community room we have a breakfast club (7:30 to 8.30am) and an after school club (3.15—6.00pm). Our wraparound care is provided by an external supplier S4A. If you would like further details of charges or to enquire about places at these clubs please check their website using the below link and contact them directly. [S4A wraparound care](#)

☎ 01280 460 560 ✉ INFO@S4ACLUB.CO.UK    



Specialists in Active
and Creative Childcare

Information

If you would like further information about anything you have read in this prospectus, you can find out more on our website:

www.fiveacres.org.uk

Alternatively, if you have specific questions please contact us by:

Telephone 01869 253193

or

Email: office.2200@five-acres.oxon.sch.uk

