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FROM THE GOVERNORS

WELCOME TO WILLIAM GILPIN C.E.V.A. PRIMARY SCHOOL

On behalf of the Governing Body of William Gilpin C.E.V.A. Primary School I would like to introduce you to our School Prospectus which I hope will give you an insight and feeling into the ethos of what we all believe, is a very special village school. It was founded by the Reverend William Gilpin in 1791 'for the education of the sons and daughters of the day labourers of the parish'. Over the years this has naturally been expanded to meet the needs of the wider community.

The Governors, Headteacher, staff and parents all work very closely together to ensure that every one of our children receives the education and opportunities for growth that are most appropriate to their particular needs in an environment which is safe, caring, motivating, challenging, friendly and fun.

The Governing Body alongside the Headteacher and staff continually monitor standards seeking continuous improvement, enrichment and progress in all aspects of the children's education, the facilities and the opportunities offered.

We look forward to meeting you and welcoming you into our school community.

If I can be of any further help please feel free to contact me through the School Office.

Yours sincerely,

*Barbara Loweth
Chair of Governors*

Dear Parents,

A warm welcome to William Gilpin C.E.V.A. Primary School! We are a school where we value everyone – pupils, parents, staff, governors and the wider community.

We are proud of our learning school where all the members of the school community are learners together. We are also intensely proud of the way our school community support and value each other. We are a traditional village school with approximately a hundred and five pupils. We feel we have a very special ethos; our pupils learn that every member of the school has a contribution to make to the school and the wider community and this can be clearly seen on a daily basis.

We strongly believe that education is a partnership between home and school and that children extend their lives by continually sharing their experiences between us. Your encouragement and support are seen as vital to the success of your child's time with us.

I hope you will find this prospectus a useful guide; it has been designed to help you find out more about the school and answer any questions you might have.

If however, there are any queries or concerns that you might have, then please contact me via the school office.

Yours sincerely,

Joy Forrest.

WILLIAM GILPIN C.E.V.A. PRIMARY SCHOOL

William Gilpin School has a long history of service to the community. The school was originally founded by the Reverend William Gilpin in 1791 'For the Education of the Sons and Daughters of the Day Labourers of the Parish'. By 1870 the original building on the corner of School Lane was too small for the needs of the village and the present building was opened in 1875.

Our aim is to:

- Help each individual child achieve his or her true potential not only in academic work but also in creative, practical, sporting and social activities.

We believe strongly in:

- Christian held beliefs and values.
- Traditional values of hard work, courtesy and good behaviour.
- Children showing consideration and respect for others at all times.

We place great importance on:

- The basic skills of literacy, numeracy, science and information technology.

We look for opportunities to:

- Prepare children for their secondary education.
- And equip them for the demands of a modern society and the global world.

We believe the education of the child progresses most satisfactorily when there is a close partnership between home and school. We value greatly the active support that you, as parents, can give to your child's work and the life of the school as a whole.

Admission to William Gilpin C.E.V.A. Primary School

Admission to William Gilpin C.E.V.A. Primary School follows the guidelines set out by Hampshire County Council and the Winchester Diocese.

- Children join the school in the September before their fifth birthday. There is a staggered approach – with the children increasing the time they spend at school until they attend full time. This is usually by the October half term.
- Children joining the school at any other time are placed within a class that can most effectively meet their needs after meeting with their parents and the Headteacher. Again the procedures for admission are followed.
- Visits by parents and children before admission are very welcome.

Secondary Transfer

At the age of eleven most of our children transfer to Priestlands School at Pennington.

We have developed strong links with Priestlands. The smooth transfer is achieved through visits by the children, teachers and parents.

During the Autumn Term before the transfer the Year 6 children visit Priestlands and are taken on a tour of the school. In the Summer Term the Head of Year 7 at Priestlands visits to speak to the children and at the end of the Summer Term children spend the day at Priestlands or their chosen secondary school, meeting tutors, staff and other children.

Pastoral Care

Headlice

Please check your child's hair at least once a week. If headlice are found please inform the school immediately. We would expect the child to be treated before they come back to school.

Accidents at School

Every care is taken of your child while they are at school. All accidents and injuries are taken very seriously and dealt with to the best of our ability. All accidents are recorded in an Accident Book.

In the event of an accident or injury, which in our opinion may require more than First Aid, every effort is made to contact parents first, but, if necessary the Emergency Services would be contacted and a member of staff would remain with the child until a parent arrives.

If a child has a head injury during the school day, parents will be contacted immediately to inform them. If the child remains in school, an explanatory slip will be sent home.

Off-Site Activities

At times it is both useful and helpful to enrich the children's work with an educational visit or activity. When such arrangements are made, parents are notified at least two weeks before a trip, wherever possible. Parental permission is always required before a child can leave the school premises.



K.S.1 visit to Hillier Arboretum

The Curriculum

At William Gilpin C.E.V.A. Primary School, we aim to provide the children with a broad and balanced curriculum which will enable the children to become lifelong learners.

Great importance is attached to the learning of basic skills in numeracy and English but we believe that it is also our task to educate and develop the whole child. We aim to draw out and develop whatever innate talents and skills each child may possess.

Children's attitudes are no less important, and emphasis is placed on developing a caring approach towards work and personal relationships, and in fostering a pride in work undertaken. In the early years the aim is to provide a well planned and carefully structured environment in which the natural curiosity of the young child is exploited. Practical activity is a vital element at this stage. As the child matures emphasis is placed on a more formal learning situation.

The curriculum that we teach in the Reception class meets the requirements set out in the Early Years Foundation Stage Profile. The curriculum offered focuses on the Early Learning Goals and on developing the children's skills and experiences. This ensures that they have a strong basis for tackling all the elements of the work to follow in Key Stage 1 and Key Stage 2.

In Key Stage 1 and Key Stage 2 the curriculum is planned on a two year cycle so that all the National Curriculum Programme of Study is covered. We use a thematic approach to the Foundation Stage subjects and use the International Primary Curriculum to achieve this. The International Primary Curriculum also provides the school with additional support, to help children, to value their own culture and develop a real knowledge and understanding of others.

Teaching Organisation

Because the school can admit 15 children each year we cannot organise our classes into age groups. We have four classes and every year most classes cover two school age groups. Each year the organisation varies to fit the number of children in each year group.

Each class has a minimum of 15 hours a week of support from a Teaching Assistant.

Every Child Matters

At William Gilpin C.E.V.A. Primary School we fully adopt all the five strands of the Government policy on ensuring that the needs of all children - regardless of looks, cultures, ability and disability are catered for.

We ensure that our work enables all children to learn how to

- be healthy
- be safe
- reach their full potential in and out of school
- make a positive contribution to the community
- be prepared for later life – by becoming good citizens.

William Gilpin C.E.V.A. Primary School's Equal Opportunities Policy recognises that all individuals are different and have different needs. It confirms however, an entitlement to equality of opportunity for all pupils and students irrespective of gender, race and disability. Hampshire Children's Services is committed to supporting this entitlement.

Religious Education

We follow Hampshire Guidelines – 'Living Difference' to give Religious Education a clear framework. Our main focus is Christianity, but we also look at other religions through the Key Stages.

Our daily act of worship is mainly Christian based. Our local vicar leads Family Worship alternate Wednesdays. On these occasions parents and the wider community are welcome. We aim to give space for the children to be still and reflective but also to enjoy times of celebration. Parents may withdraw their children from worship and Religious Education on religious grounds, but need to discuss this with the Headteacher.

We hold our end of term service at the Parish Church of St John's Boldre, to which, once again, all parents and the wider community are welcome.

Assessment for Learning

The children at William Gilpin C.E. School are informally assessed throughout the year and this information informs the teacher's planning. The assessment information is passed onto their next class teacher.

Throughout the Foundation Stage, the children are assessed against the National Foundation Stage Profile (FSP), and this information is discussed with the parents and passed onto their next teacher.

At the end of Year 2 the children are assessed by the teacher and through Key Stage 1 (KS1) Standard Assessment Tests (SATs) papers in English and Maths. Their assessment levels are shared with the parents and passed on to the next teacher.

At the end of Year 6 the children are assessed by the teacher and through Key Stage 2 (KS2) SATs papers in English, Science and Maths. This again is shared with the parents and the information is passed on to their Secondary School.

Each year you will receive an annual report which identifies the level at which your child is working against National Expectations. It details achievement over the academic year and sets targets for the next year.

Special Needs

Children at some time in their school life may have problems with the learning and may need special help.

An Individual Education Plan (IEP) is prepared for each child requiring support at School Action or School Action Plus on the code of practice. These IEPs are regularly monitored and updated as children are regularly assessed. If your child requires this support you will be notified and involved.

The School Day

- The School Office opens at 8.30 a.m.
- Children are accepted on to the school premises at 8.30 a.m.
- The school day begins at 8.40 a.m.
- Morning Break is 10.40 a.m. – 11.00 a.m.
- Lunchtime is 12.00 – 1.00 p.m.
- The school day ends at 3.10 p.m.
- The School Office closes at 4.30 p.m.

After School Clubs

Children will have the opportunity to join a wide variety of after school clubs. These generally run from 3 - 4 p.m. each day. On some days there are often two different clubs running.

These clubs may include sports such as football, netball and tennis; creative clubs such as sewing, gardening, and cookery; music such as guitar and orchestra alongside homework/ICT clubs.

From time to time the school sends home information advertising activities that take place outside of school time. Please be aware that it is your responsibility to check the suitability of the staff and the venues, where these activities are taking place.

Before and After School Care

As a school we are aware that there is an increasing need for after school care. Owing to our size we are unable to sustain our own before and after school care, so we have formed a link with Highwood Nursery. For further information please speak to the school Admin Officer or contact Highwood Nurseries directly.

Telephone: 01590 622342

Email: highwoodnursery@brock.ac.uk

School Uniform

The uniform for our school is smart and practical. We believe that our school uniform helps to achieve a sense of belonging, pride and identity and helps to create a hardworking environment, so we expect all children to wear their uniform at all times. The uniform consists of:

Girls

Sweatshirt or cardigan	Bottle green with school motif
Polo T-shirt	Gold with school motif
Skirt / Pinafore	Grey
Socks	White or grey
Tights	Bottle green or grey
Trousers	Grey tailored trousers
Shoes	Sensible shoes black or brown
In Summer	Green and white checked dress
	Sensible sandals
	White socks

Boys

Sweatshirt	Bottle green with school motif
Polo T-shirt	Gold with motif
Trousers	Grey/black tailored trousers
Socks	Grey
Shoes	Sensible shoes black or brown
In Summer	Grey short trousers/ Grey/black tailored trousers

PE

Shorts	Black
T-shirt	Gold with school motif
Plimsolls	For indoor activities
Tracksuit (For cold weather)	Bottle Green/Black
Trainers	For outdoor activities

Jacket

Reversible waterproof Jacket/Fleece	Bottle green with school motif
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All clothing must be clearly named. The school is not responsible for any clothing lost.

Many of the school uniform items can be purchased from the School Office.

Jewellery is not practical or safe to wear to school. One pair of close fitting earrings only may be worn if a child has pierced ears, but earrings must be removed for all practical activities. Studs may be secured by use of surgical tape only when a pupil has had his/her ears newly pierced and this should only be for a six week period.



Children in Summer and Winter uniform

School Meals

School dinners are available at school. Hampshire County Council Catering Service (HC3S) provide a varied menu which promotes healthy eating.

Children can have the choice of school dinners or packed lunches. If your child is having dinners all or part of the week, please if possible, pay for school meals on a MONDAY morning and it is helpful, when paying by cash, to tender the exact amount. Cheques should be made payable to H.C.C. Free meals are available in certain cases and should you feel you may qualify, contact the Office.

If packed lunches are provided then it is helpful if the lunchboxes are clearly marked with your child's name. All lunchboxes are stored in the canteen.

All Key Stage One children are provided with free fruit from the Government 'Fruit for School' initiative, which they eat after morning break. Years 3 upwards may bring a healthy 'nut free' snack or a piece of fruit to eat at morning break.

Supervisory assistants are responsible for the children during the lunchtime and children are not allowed to leave the school grounds at lunchtime unless returning home for lunch and are accompanied by an adult.

Homework

Homework is undertaken by the children at William Gilpin School. Homework is seen as a natural extension of school work and the activities will be varied to reflect the differences between the needs of each age group. At no stage will children be overburdened with homework as we acknowledge that our children work hard at school, have many extra-curricular activities and that time to play and relax is a very important part of their learning process. Generally the focus of the homework complements the work undertaken in school.

At Key Stage 1, homework usually takes the form of ~ reading, the learning of set spellings or a spelling rule and number bonds.

At Key Stage 2, homework usually takes the form of ~ reading, spellings or a spelling rule, multiplication tables, reinforcement of a concept taught in English or numeracy or some aspect of research/study connected with school based project work.

Who's who? - The Governing Body

Our School Governing Body comprises of:

- Chair of governors Mrs. Barbara Loweth
- Vice Chair of Governors Mr. Dominic Jones

- The Headteacher Mrs. Joy Forrest
- 1 Staff Governor Mrs. Alison Timmings

- Foundation Governors Mrs. Anna Montague-Jones
Mr. Richard Spinney
Mrs. Sandy Walford
Mrs Valerie van der Hoven

- 1 Parent Governor Mr. Lee Thomas
- 1 Local Authority Governor Mr. Andrew Hodges
- 1 Sponsor Governor Mr. Peter Hogsden
- 1 Ex-Officia Rev. Neil Smart

- Clerk to the Governors Mrs. Pim Farquhar

The Role of the Governing Body

The Governing Body meets regularly to discuss issues pertinent to our school.

Why do we have School Governors?

Governors are appointed to provide:

- strong links between the school and the local community
- an independent view
- a wide experience of the outside world
- a visible form of accountability for the Headteacher and Staff
- support for the Headteacher and Staff

What do our Governors do?

Our Governors are expected to:

- attend regular meetings of the Governing Body
- work as a member of the Governing Body for the best interests of our school
- show an interest in the life of the school
- become well informed about education and new initiatives relevant to our school
- attend necessary training courses

In addition, individual Governors may be involved in sub-committees which report back to the main Governing Body:

- the financial management of the school
- the curriculum
- staff appointments
- buildings and environments
- the training of the Governors

Who can be School Governors?

Our School Governing Body comprises of:

- The Headteacher
- 6 Foundation Governors
- 1 Parent Governor
- 1 Staff Governor
- 1 Local Authority Governor
- 1 Ex-Officia
- 1 Sponsor Governor

Who's Who in William Gilpin C.E.V.A. School?

Headteacher
Assistant Headteacher

Mrs. J. Forrest
Mrs. A. Timmings

Class Teachers

Mrs. L. Nicholls
Mrs. N. Doggett
Mr. C. Baker
Ms. R. Mayman
Mrs. C. Colmer
Miss N. Hill

Teaching Assistants

Mrs. J. Jenkin
Mrs. J. Bird
Mrs. S. Phillips
Mrs. S. Flaxman

Administrative Officer
Administrative Officer's Assistant

Mrs. S. Roberts
Mrs. J. Bird

Supervisory Assistants

Mrs. S. Phillips
Mrs. J. Jenkin
Mrs. S. Nolan
Ms. G. Sheridan
Mrs. D. Witt

Catering Staff

Mrs. A. McEnaney
Miss K. Morton

Caretaker
Caretaking Assistant

Mr. D. Lee
Ms. S. Willegers

Parental Liaison

At William Gilpin C.E.V.A. Primary School we value the support of parents and believe that only by working together can we ensure that you child achieves their full potential.

Parents are always welcome in school. If you have a problem, then please make an appointment to see your child's class teacher immediately – a problem shared always seems less urgent.

Sometimes you may wish to discuss the problem with the Headteacher. Please contact the School Office for an appointment, which depending on commitments may be arranged for the same day or within 24 hours.

We are aware that there may sometimes be changes in circumstances at home i.e. a new baby, a death in the family etc. We would be grateful if you could discuss this with us as it may have an impact on your child.

Parents are invited to help in school and with extra curricular activities, so that we can share any expertise you may have! The school hold termly curricular evenings so that parents can have a greater understanding of their child's curriculum.

We request all parents and children to sign the home/school agreement and commit to supporting their children by attending parent consultation meetings twice a year and by giving support to children with their homework. This agreement sets out the basis of the school/parent partnership.

Parental Involvement at School

Parents play an important role in their children's progress at school. From the first home visit, children realise that parents feel school is important and something to be shared with the child.

We are always pleased to hear from parents who feel they can make a commitment on a regular basis to help in school. All parent helpers are required to complete a Criminal Record Bureau (CRB) check.

Remember

Come into school as soon as you have a concern – worries get bigger over time.

Parent/Staff Association ~ FrOWGS

The school benefits greatly from an enthusiastic and supportive Friends Association. Every new parent joining the school is automatically a member of the Association. The committee organises a series of social and fundraising events.

The Association is not just to raise funds for the children but also to help forge a good relationship between the school and its families.

The funds raised by the Association help to provide extras for the children, which are not always possible within the school budget. These range from play equipment for outside, books for the library, coaches for school trips, visiting theatre groups, computers etc.



The William Gilpin Oak

Safer Recruitment

William Gilpin C.E.V.A Primary School is committed to safeguarding children and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All employees and volunteers will be subject to Criminal Records Bureau checks along with other relevant employment checks.

The Forest Shore Cluster

William Gilpin School forms part of the Forest Shore Cluster, a group of four village schools close to each other. The other schools are: Beaulieu County Primary School, Our Lady and St. Joseph's R.C. Primary School and South Baddesley C.E. Primary School.

The Cluster provides opportunities for the children to work together co-operating in sporting, musical, cultural and curricular activities.



Cluster Schools Basketball Tournament.

Charges for School Activities

At times we have to ask for voluntary contributions from parents for some school activities. If there are not enough contributions for these activities, then it may be necessary to cancel the activity. If any parents have a problem with paying they should contact the School Office.

It is the policy of the school to seek contributions for:

- Trips and visits which enrich the children's educational experience and are undertaken during school time.
- Visits to school by theatre, music and arts groups and any educational speakers.
- Swimming lessons for children who cannot swim.
- Extra music tuition by peripatetic teachers.
- When a child makes something in design technology or cooking and wishes to take it home to keep or eat.
- Charges will be made if a child breaks or damages school property or loses school books.

Recognising the value of such activities we hope parents will be able to support us. The school and Friends of William Gilpin (FrOWGS) subsidise these events to a great extent as well.

Behaviour

Good behaviour and a high standard of work are encouraged through a positive and creative atmosphere. The school places great emphasis on children being well behaved, polite and courteous. Consequently expectations of good behaviour from the children are high and are usually fulfilled.

Norms of good conduct and practice are communicated through collective worship, social education and example. Our aim is to foster self discipline and require the children to consider the effect of their behaviour on other people and the consequence of their actions. Every class has a rewards and sanctions system to reinforce good behaviour.

Any behaviour, which discredits the individual or the school, is met with strong disapproval and parents are immediately notified and involved.

I like my school because.....

The staff are friendly and always help me.

I don't like having tests but I know that I will be given targets to help me improve my work.

I get help with my problems so that I can concentrate on my learning.

Teachers give me learning objectives so that I know what I am learning.



We have a huge field where we can play with our friends. I have made lots of friends.

You can work with your friends and play with them too.

I have just started school and there's a lot to play with but I learn things too.

I can sometimes work in a group, sometimes with a friend, sometimes by myself. I like learning in all ways because I learn in different ways.