

WELCOME TO



QUEEN BOUDICA
PRIMARY SCHOOL

'OUR PROSPECTUS'

(Updated May 2017)



TABLE OF CONTENTS

WELCOME..... - 1 -

OUR AIMS - 2 -

ACADEMIC YEAR & SCHOOL ROLL..... - 3 -

ADMINISTRATIVE INFORMATION..... - 4 -

THE CURRICULUM..... - 6 -

EARLY YEARS FOUNDATION STAGE - 7 -

KEY STAGES 1 & 2..... - 8 -

INCLUDING EVERY CHILD - 9 -

BUILDINGS, FACILITIES & ENRICHMENT - 10 -

WELCOME

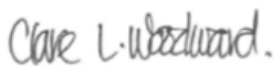
Hello and welcome to our prospectus. I hope you find it a useful tool for finding out more about us.

Queen Boudica Primary School is a school we are very proud of. We have welcomed pupils and families since we opened as a brand new school in September 2009. In that time we have grown significantly in terms of pupil numbers, staff and buildings. We now have capacity to admit 420 pupils. We are located in North Colchester at the top end of a new residential development and the north of the site is adjacent to Colchester General Hospital.

Our school is a positive, vibrant place to learn. Our children work hard, have good relationships with staff and each other, do well and enjoy their time with us. They are secure in the knowledge that our staff care for them and teach them well. We keep the welfare of children and their families at the heart of what we do. We are particularly proud of the strong links we have forged with external partners, including the Gilbert Academy (our main feeder secondary school), local organisations and welfare and health professionals.

We have a wide range of policy documents which set out our aims and intentions for many aspects of school life. It is important that parents and carers are aware of these policies and read key policies which directly impact on themselves and their children. Knowing what the school stands for and how we respond to certain situations makes the relationship between home and school stronger, more transparent and reduces the chances of misunderstandings. All key policy documents are available to read or download from our school website. Please contact the school if you would like to ask any questions or express your views about any policy.

Parents and carers are very welcome to visit the school and look round by prior arrangement or appointment. For further information please take a look at our school website. For any further enquiries please telephone the school office.



Ms Clare Woodward
Head Teacher



Dr John Baker
Chair of Governors



(This prospectus is updated annually in September)



Queen Boudica Primary School

OUR AIMS

At Queen Boudica Primary School all children enjoy an education which helps them to fulfil their potential, discover their talents and instils in them a lifelong love of learning. We also want children to become independent and be able to make a positive contribution to the community. We actively promote the British values of tolerance and mutual respect. Alongside this, we believe that developing children's self-esteem and confidence is fundamental to their learning. We aim to be a sustainable school that is guided by the principle of care: "Care for oneself, care for each other and care for the environment". And of course we are committed to ensuring that every child achieves the highest possible academic standards.

Love learning, care for everyone, aim high

Working together our vision will be realised through:

- Providing a safe, caring, stimulating and innovative learning environment.
- Creating an atmosphere of mutual respect, trust and co-operation.
- Encouraging children to learn actively with and from each other.
- Enabling every child to achieve the highest standards of which they are capable.
- High expectations reached through challenging, creative and purposeful learning experiences.
- Enabling every child to experience success and develop a joy for learning.
- Equipping children with skills for life in a rapidly changing society.
- Promoting personal, social, moral, spiritual and cultural development.
- Encouraging tolerance and harmony between different cultural traditions so that children appreciate and respect their own and other cultures.
- Developing close and supportive links with the community.

We recognise that our vision can only be achieved through:

- Treating each other with respect and communicating in an open and direct manner.
- Establishing an effective home-school partnership.
- Ensuring that everyone knows what is expected.



ACADEMIC YEAR & SCHOOL ROLL

Status and Character:	Community Primary	
Primary Girls and Boys:	4 - 11 years	
Number of Roll:	420	
Dates for the school year (2016-17):		
AUTUMN TERM	SPRING TERM	SUMMER TERM
01/09/15 to 21/12/15 (less 5 days Half Term 24/10/15 to 28/10/15)	05/01/17 to 31/03/17 (less 5 days Half Term 13/02/17 to 17/02/17)	18/04/17 to 21/07/17 (less 4 days Half Term 29/05/17 to 02/06/17)
Non-Pupil Days:	Friday 23 rd October 2015, Monday 2 nd November 2015 Thursday 24 th March 2016, Friday 27 th May 2016 Monday 6 th June 2016	
School sessions (Lower School - EYFS, Yr 1 & Yr 2):	08:55 - 15:05	
School sessions (Upper School - Yr 3, Yr 4, Yr 5 & Yr 6):	08:55 - 15:10	

School Roll as at 1st September 2016 (numbers may change during the year)

Year	Number in Year Group
Early Years Foundation Stage	60 children
Year 1	60 children
Year 2	60 children
Year 3	60 children
Year 4	60 children
Year 5	60 children
Year 6	60 children

Admission Arrangements (admissions are handled by the Local authority):

There is no guarantee of a place for children in the priority admissions area. In the event of oversubscription places will be allocated using the following criteria:

1. Looked After Children and previously look after children (*as defined on page 12 of the Primary Education in Essex 2015/2016 booklet*);
2. Children with a sibling attending the school;
3. Children living in the priority admission area;
4. Remaining applications.

ADMINISTRATIVE INFORMATION

School Uniform

Our school uniform is one of the ways in which we help our school to have a strong identity. We encourage children to wear their uniform with pride. **All** pupils are expected to wear our school uniform as detailed below. Logo embroidered polo shirts, PE t-shirts, sweatshirts and cardigans supplied by Tesco are preferred but not compulsory.

- If earrings are worn to school, they must be small stud type only and will need to be removed by the pupil or their parent (at home) prior to any PE activity.
- Jewellery is not allowed; although children are welcome to wear a watch.
- Neat and tidy haircuts are required for school. Long hair must be tied up.
- Hair embellishments such as large bows may not be worn but discreet clips and hairbands in school colours are acceptable.

Please support our guidelines by ensuring your child/ren come into school wearing the correct uniform and keep a regular eye on footwear, socks and tights worn. Pupils wearing non-listed items will be reminded of the correct items to wear.

<p>School Uniform:-</p> <p>Grey or Black tailored shorts, trousers, skirt or pinafore.</p> <p><u>Purple cardigan, sweatshirt or fleece preferably with logo.</u></p> <p><u>White polo-shirt preferably with logo.</u></p> <p>Lilac gingham dress (summer term).</p> <p>Plain black, grey or white socks.</p> <p>Plain black, grey or white tights.</p> <p>Black smart shoes (not sandals or trainers)</p>	<p>PE Kit:</p> <p>Indoor kit: Black shorts <u>White logo t-shirt</u> Plain plimsolls or trainers</p> <p>Outdoor kit: As above but with a... Plain black tracksuit for warmth.</p>
<p>Underlined items should be ordered through the Tesco Uniform Embroidery Service at: www.tesco.com/direct/queen-boudica-primary-school/8330.school</p>	

Illness and Medicine in School

We recognise that there may be children who will require medication during school hours. Whilst we agree to administer medication, we do ask that in the first instance parents should ask their doctor to prescribe medication in dose frequencies which enable it to be taken outside school hours. Parents who wish the school to administer medication should complete the necessary consent form.

Parents of children with asthma should:

Mark their child's full name on all inhalers brought to school (which should be kept in the child's tray);

Check their child's inhaler to make sure it contains sufficient medicine, taking the inhaler home each holiday;

Encourage children to take responsibility for the safekeeping and use of their own inhaler.

Hair/Earrings/Jewellery/Make-Up

The school follows the Local Authority policy for wearing earrings in school. If earrings are worn to school they must be small stud type only and will need to be removed prior to any PE activity. If your child is unable to do this themselves, then you should remove them at home on the day of their PE lessons. If your child's earrings have not been removed, and they are unable to take out their earrings themselves, they will have to sit out of PE until they can. Please note, PE is a statutory National Curriculum subject. That means that by Law children are required to take part in PE lessons. Parents/carers do not have the right to withdraw their children from this subject.

Jewellery is not allowed; although children are welcome to wear a watch. The school takes no responsibility for loss of items. Neat and tidy haircuts are required for school. Long hair must be tied up. Shaved designs, colouring and Mohican haircuts are not acceptable. We expect parents and carers to support this in accordance with the Home-School Agreement. Parents and carers may be challenged if this requirement is not observed and children may be sent home.

Amendment to Exclusion Period Statement - Regarding Sickness & Diarrhoea - Dec 2016

Guidance from Public Health England, Essex Schools and The Health Protection Agency all state that children that have suffered a bout of sickness and/or diarrhoea should be kept away from school for 48 hours from the last episode of either to prevent the spread of infection. Where a child has suffered from a bout of either, or both, it is imperative that this advice be followed to reduce the risk of a condition spreading.

However, we do recognise that there are many reasons why a child may suffer a single episode of sickness that are completely unconnected to any contagious condition. A compulsory exclusion period of 48 hours following a single occurrence can cause frustration to working parents and unnecessary missed learning for pupils.

The school would therefore like to offer parents the opportunity to use their own judgement where a child has suffered a single episode of either. All illness reasons provided are recorded on pupil's attendance records. This information may be used to help agree a sufficient exclusion period following illness.

Therefore, with immediate effect, where a parent provides acceptable reasoning behind an episode of sickness or diarrhoea, the school can, at their discretion, authorise a lesser 24-hour exclusion.

THE CURRICULUM

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters and most importantly it aims to prepare children for the future, equipping them with life-long learning skills.

What children learn complies with the statutory requirements of the Early Years Foundation Stage (EYFS) and the National Curriculum 2014 (for children in Years 1-6), also the Essex Agreed Syllabus for RE. We aim to ensure our curriculum:



- includes an emphasis on children's personal development supporting children to become confident and resilient learners;
- encourages inquisitiveness, problem solving and enquiry based learning;
- develops children's sense of community - our school, local and wider global communities and global dimensions

The subject skills maps promote challenging subject teaching delivered through a cross-curricular project approach. The children complete a number of projects each year. The skills taught to each year group (see year group skills maps on the website) are derived from the National Curriculum and ensure there is a progression in learning for each subject. Projects are then planned to ensure skills are systematically taught in an engaging context.



EARLY YEARS FOUNDATION STAGE

We recognise that the right beginning sets children on a positive path through their whole education. To ease the transition between children's nursery and primary education, we closely liaise with local pre-school settings. We aim to help your child settle into school life as smoothly as possible. In the Early Years Foundation Stage (EYFS), children learn through practical experience and a wide range of structured play activities, within the classroom and in the outside learning area. Children can move freely between the indoor and outdoor environments, where challenging and stimulating activities are set. Through play, which underpins all learning in the EYFS, in a secure but challenging environment with effective adult support, children can explore learning experiences that help them make sense of the world. There are seven areas of learning and development that shape educational programmes in the EYFS. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are: Communication & Language; Physical Development and Personal, Social & 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 & Design. Children undertake baseline assessments when they start school. Our expectation is that every child is very much involved with their own learning, with making decisions, asking questions and focusing on the task in hand. Children need opportunities to practise and build up ideas, concepts and skills, and particularly think creatively and imaginatively. Regular information is available for parents about activities undertaken by the children through wall displays, photographs and examples of children's work, and also through a regular EYFS section in the school's weekly newsletter (this explains what the children are learning about and also how you can help).



We organise the Foundation Stage Children into two (what we call 'parallel') classes. That is, we have shared out the children to create classes with a mix of gender and age. The total number we can admit in EYFS is 60.

We aim to help you and your child to settle into the school community as quickly and as smoothly as possible. All children (autumn, spring and summer-born) can be admitted in September and are likely to be full time after four weeks or sooner. During the first few weeks we have a flexible phased entry where children are part-time until they are ready for full time attendance. We can work with parents/carers on an individual basis to ensure all children settle into school life in the best way possible.

KEY STAGES 1 & 2

In the September following their fifth birthday, children enter Key Stage One (Year 1). Children enter into Key Stage Two (Year 3) in the September following their seventh birthday. The National Curriculum Programmes of Study for each subject are delivered using a cross-curricular approach. There are three **core subjects** (English, maths, science) and **foundation subjects** (computing, design and technology, history, geography, art and design, music, languages and physical education). We also follow the non-statutory frameworks for Personal, Social, Health and Economic Education (PSHE education). In addition, Religious Education (RE) is taught throughout the school in line with Essex County Council's agreed Syllabus. Parents have the right to withdraw their children from RE and assemblies after consultation with the Headteacher. As they move through each year group, children are encouraged to develop more independent learning strategies and take on more responsibility for their learning. Our aim is that by the time children leave us, they are equipped with the necessary skills and attitudes to give them the best possible start to their secondary education and lifelong learning. We will work very hard to liaise with secondary schools to ensure smooth transition.



English and maths are at the heart of our curriculum and the development of basic skills is of paramount importance. The use of spoken language, the art of listening, the skills of reading and writing and vocabulary development are fundamental to communication and integral aspects of teaching in every subject. Our goal is that children leave us with good numeracy and other mathematical skills.

Assessment is an integral part of all teaching at Queen Boudica and falls into two categories: **assessment of learning** and **assessment for learning**. The first allows us a snapshot of where children are with their learning and the second, more fundamentally, provides children with feedback on how they can improve their learning. These assessments are ongoing, and marking and feedback for children about their work is given a high priority. At the age of seven when children reach the final year of KS1, teacher assessments are made for all children in maths, English and science. Children take National Tests at the end of KS2 in maths and English. Progress is carefully monitored each term and targets are set for improvement.





INCLUDING EVERY CHILD

Behaviour

In our school behaviour is based on mutual respect, trust and consideration for others. A core aim for the school is for every member of the school community to feel valued and respected. The school's 'Purple Promises' (ie, rules by which all children and adults are expected to abide) have been agreed in consultation with the children. We focus on positive behaviour management where children are encouraged to behave well through positive reinforcement of high expectations. Reward systems throughout the school support this. If a child displays persistently unacceptable behaviour, staff work closely with parents to address this. In exceptional cases, the Headteacher may, in consultation with the Governing Body and Local Authority, exclude a child for a fixed term, indefinite period or permanently. Key policies related to behaviour are available on the school website or from the school office.

Equality

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity where all those connected to the school feel proud of their identity and are able to participate fully in school life. We tackle discrimination by positive promotion of equality and creating an environment which champions respect for all. As a school, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us. As a school we try to ensure that disabled pupils can play as full a part as possible in school life. We aim to: increase the extent to which disabled pupils can participate in the curriculum; where needed improve the physical environment of the school to ensure better access is gained and to allow children to take better advantage of education, benefits, facilities and services provided.

Safeguarding

We are committed to safeguarding and promoting the welfare of children. Staff work hard to maintain an environment where children feel safe and secure. We establish a safe and nurturing environment, free from discrimination, where children can learn and develop happily. We aim to equip children with the skills needed to keep them safe. Children know they can approach any of the adults in school if they are worried and that they will receive a consistent, supportive response. In recognising our responsibilities for safeguarding and child protection, we have clear safer recruitment and selection procedures. We also implement procedures for identifying and reporting cases or suspected cases of abuse. For further information on our child protection policy please see our website.

Children with Special Educational Needs and Disabilities (SEND)

Where children are identified as needing additional learning or behaviour support the school adheres to the 2014 SEND Code of Practice. We ensure each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support. With support from our Special Educational Needs Coordinator (SENCO), class teachers carefully plan provision to help support children in class. Our policy for SEND is available on the school website.

BUILDINGS, FACILITIES & ENRICHMENT

We have fourteen classrooms, all with a covered outdoor learning area, three large playgrounds along with a large enclosed astro-turf pitch. Our school hall incorporates a state-of-the-art kitchen equipped to serve upwards of 300 hot school meals a day. Additionally we have a children's kitchen area, library area and there are also three group rooms available for intervention work and music lessons.



School Meals

Lunches are cooked in our school kitchens. From 1st September 2014 all children in KS1 (EYFS, Yr1 and Yr2) are entitled to Universal Infant Free School Meals. For those in KS2 meals are priced at £1.85 per meal. We take great pride in our provision, promoting high quality healthy meals which comply with food based nutritional standards. Where a child may have specific dietary needs and allergies, this will be catered for. Alternatively children may bring a packed lunch. We always promote the importance of eating a healthy packed lunch.



We are very pleased to be able to offer a variety of extra-curricular activities and feel this is very important to extend and enrich children's curriculum experiences. Last year clubs included cooking, art, science, singing and football. We also have peripatetic music tuition for individual children in addition to music lessons. During their time at Queen Boudica the children will have the opportunity to go on educational visits. We consider opportunities like this integral to enriching learning but do ask for a voluntary contribution from you to fund trips.

We very much value the importance of a **rich and varied curriculum** and promoting the many talents of the children who attend the school. In line with this ethos, there are musical productions, celebration assemblies and we participate in sporting activities and competitions in the local area. We also have a parent/carers fundraising association, known at Queen Boudica as a 'Friends & Family Association'.