

**School Prospectus 2021 - 2022**

**SHAFTESBURY PRIMARY SCHOOL**

**SHAFTESBURY ROAD**

**FOREST GATE**

**E7 8PF**

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[**www.shaftesbury.newham.sch.uk**](http://www.shaftesbury.newham.sch.uk)

**info@shaftesbury.newham.sch.uk**

**Headteacher: - Mr G Hadlow**

**Deputy Headteacher: Mrs J O’Connor**

**Chair of Governors: Mrs P Chadha**

Shaftesbury is a welcoming, vibrant and safe learning community in which everyone is encouraged and enabled to reach their full potential. We are a committed and active governing body.  As well as fulfilling our duties by both supporting and challenging the head teacher and his senior leadership team, monitoring activities and progress in school, we also enjoy being involved in day-to-day events where we can.

Our very good staff team are committed to every child’s success through instilling within each a real love for learning, along with respect for others and growing self-confidence.  The school governors and all staff work hard to value every individual for their contribution to our school community and the wider community.

As parents and carers you are very much part of our whole school community. Your child will be joining a happy, thriving and genuinely very good school; a very caring school community where individuals are supported to learn independently, behave exceptionally well and aim for success.

**Local Governing Board of Shaftesbury Primary school**

We encourage the children at Shaftesbury School to be happy, confident, self-motivated, co-operative and responsible. We have high expectations of all our children and try to provide the means for all children to reach their full potential.

We hope that this prospectus will be useful to you. We believe that close co-operation between home and school is essential for your child’s successful education. We have tried to include as much information as possible but please feel welcome to come and see us personally.

We wish your child a happy and successful time at Shaftesbury.

**Mr G Hadlow - Headteacher**

At Shaftesbury Primary School the children are at the centre of our school community. We value them as individuals and aim to:-

* Establish a secure, attractive and stimulating learning environment;
* Through appropriate challenge and high expectations, enable all children to achieve their potential;
* Provide a wide variety of academic, artistic, physical and cultural experiences;
* Equip children with the skills to access rapidly developing technology;
* Foster a lifelong enthusiasm and enjoyment for learning;
* Develop the citizens of tomorrow as responsible members of the community;
* Develop self-confidence, self-discipline, perseverance and integrity;
* Enable children to experience success and learn from mistakes;
* Develop an understanding of the world and respect for other cultures, traditions and people;
* Work closely with parents/carers and the wider community to promote children’s learning.

These are the values that pupils, staff and governors of Shaftesbury think are important to develop in order to be a successful community.

Our school is one in which the teaching and learning, achievement, attitudes and well-being of every person matter. All that are part of the Shaftesbury community will feel they belong and feel included and safe, that they are encouraged to work as a team with commitment and determination.

Courtesy

We are honest and truthful at all times.

We allow everyone to do their best by listening, concentrating and showing good learning behaviours.

Consideration

We consider the feelings and opinions of others.

We value our environment keeping it clean and tidy.

Care

We treat all individuals, groups of adults and children in the school, as we ourselves would like to be treated.

We work together as a team to ensure our school is a happy and secure place to learn and play.

Co-operation

We are able to share our experiences and successes with others without feeling inhibited.

We work together and with each other so that we have friendship and respect throughout the school.

Commitment

We are able to reach our goals allowing us to have high aspirations.

We are able to have a go, make mistakes and try again without feeling we are wrong.

We put effort into all the things we do that will help us achieve our personal best and experience success.

A friendly welcome awaits

Shaftesbury Primary School caters for boys and girls from 3 to 11 years. It admits up to 52 pupils in the nursery and up to 90 pupils in every year following the Local Authority’s criteria for admissions to schools.

Children can be admitted to the school at the beginning of the autumn term of the academic year in which they become 5 years of age. The following September all the children transfer to Year 1 and then progress through the school until they reach the end of Year 6 from where they transfer to Secondary School.

Children are admitted to the Nursery as soon as possible after their 3rd birthday and if a place is available. The school allocate places to our 52 place Nursery from a waiting list that is held and governed by a priority list. The Local Education Authority allocates places for children from Reception to Year 6 without intervention from the school.

When a place becomes available in the Nursery parents are contacted by telephone or letter. Prospective parents are welcome to visit the school. Please contact the office to make an appointment.

Children joining Shaftesbury Primary School mid-year are supported by school staff to adjust and settle into their new class and environment. A fixed programme is in place to ensure a smooth transition is made.

There is a school uniform which all children are expected to wear. It gives the children a sense of pride in their school and emphasises our unified approach within our environment. All children like to identify themselves as closely as possible with their school and a uniform helps this identification. It makes the pupil feel a closer member of the community and makes for a greater feeling of equality. It can be said that the school uniform directly and advantageously affects the tone and general conduct of pupils.

We also encourage parents/carers to obtain and attach name labels to all items of clothing and mark other possessions in the same manner. A lost property box is located in the Lobby on the ground floor and is accessible between 3:15pm and 3:25pm.

A listing of the school uniform requirements are as follows: -

**Boys** White shirt

Grey or black trousers

Navy blue pullover

### Black shoes

Summer Shorts – grey or black

**Girls**  White blouse

Grey or black skirt or trousers

Grey or black salwar kameez

### Navy blue jumper or cardigan

Black shoes (flat and closed)

### Summer dresses - checked blue and white

Stockists of the school uniform are: -

Fashion Stop Ian Howard

High Street 409 Barking Road

East Ham East Ham

E16 2JT

Items such as polo shirts for nursery children, P.E. and book bags can be purchased from the school office.

For P.E. children wear a plain white t-shirt with black, blue or grey shorts, jogging bottoms or leggings. The children will also need trainers or plimsolls especially for outdoor work. In the EYFS and Years 1 and 2 we request black plimsolls. Once the children reach Year 3 they are permitted to wear trainers of their choice but we recommend Velcro fastenings. They are not permitted to wear the same clothes or shoes that they do for school. Girls with long hair will need to tie it back for P.E. Ear-rings are not permitted in school. Children in the EYFS and KS1 will bring their P.E. kit in at the start of the year and leave it here each week until the half term holiday when it gets taken home for washing. The kit is not worn for long enough each week to warrant taking it home every time. It is essential that your child has this in school or they will not be able to participate in lessons.

All children should wear comfortable clothes that they can play in. Navy blue polo collared t-shirts with the school logo on can be purchased directly from the school for £5.25. This should be worn with navy blue leggings, trousers or dresses and black Velcro shoes.

Jewellery should not be worn in school for health and safety reasons. Children should not bring valuables to school. This includes toys which can easily be lost or broken. No responsibility will be taken for loss or damage. If money is brought to school for any reason it must be given to an adult at the beginning of the day for safekeeping. If older pupils who walk to and from school alone have mobile phones then these should be handed into the office for safekeeping at the start of the day ready for collection at the end.

The school is a community in which behaviour is based on mutual respect and consideration for others. Teachers’ promote standards of behaviour in line with the school’s agreed Behaviour Policy. In school, it is in class, during assemblies and at playtime, that a child learns by example and discussion to appreciate the school’s values and acceptable standards of behaviour. Bullying will not be tolerated in any form. The class teacher will bring persistent anti-social behaviour to the attention of the child’s parents/carers initially. If necessary senior staff will contact the parents/carers to discuss what further action needs to be taken.

On rare occasions of serious and persistent poor behaviour, the law permits the Head Teacher to exclude a child from the school for a fixed or permanent term.

|  | Nursery | Reception, Year 1 and Year 2 | Years 3-6 |
| --- | --- | --- | --- |
| Morning | 8.50 am – 11.50 am | 8.55 am – 11.45 am | 8.55 am – 12.45 pm |
| Afternoon | 12.30pm – 3.30 pm | 12.45 pm – 3.15 pm | 1.45 pm – 3.15 pm |

Teachers are on duty at 8.50 am to greet parents/carers and children. If you want to talk to your child’s class teacher they are outside before and after school for brief conversations. If it requires a longer discussion an appointment will need to be made.

The school runs a daily breakfast club which is open at 8am. Children are supervised by members of the school staff. A healthy breakfast costs £1.00 per day and available to all pupils from Reception to Year 6. There are a range of activities that children can take part in during breakfast club indoors and out.

At the end of the day children in Reception, Year 1 and Year 2 must wait with their class teacher at designated playground areas until they are collected. Children in Years 3, 4, 5 and 6 are walked downstairs into the playground. Children in years 5 and 6 are allowed to walk home alone as long as a letter of permission has been received. Children in years 3 and 4 must be collected by a parent unless a letter is received from the parent stating the child has permission to go home alone or with a sibling in years 5 or 6.

Whilst we appreciate that there may be circumstances beyond your control which make you late, we have to stress that the school does not have the facilities for looking after children beyond 3.15pm. When children are not collected and we are unable to obtain you, we have a clear responsibility to take children to a place of safety. The place of safety in these circumstances is the local Police Station or the Social Services Department.

Children will have the option of a hot cooked meal, packed lunch or home lunch. A packed lunch should be healthy and no glass bottles or cans are allowed for health and safety reasons.

Children who go home for lunch should not return to school before 12.40pm [KS1] or 1.40pm [KS2]. The school cannot be responsible for children arriving before this time.

In order to ensure a high quality of education and progress for your child it is imperative that a child strives to maintain a good attendance record of 96% or above. We understand that absences due to illness will inevitably occur from time to time but we would ask parents and carers encourage this to be the only reason for absence. When a child is absent, please telephone the school in the first instance and send a note explaining the absence on return. Schools are now able to issue penalty notices to parents and carers of children where the child’s attendance persistently falls below 90%. Where term time leave is taken without the permission of the school each parent may receive a penalty fine for £60 for each child, rising to £120 if the fine is not paid within 21 days. The Head Teacher will not authorise term time holidays for children other than in extreme circumstances. In some cases the school may seek to remove a child from its roll if extended leave is taken during term time without permission from the Head Teacher, provided safeguarding checks are completed.

Children who have excellent attendance in school are rewarded with badges and medals and classes who have excellent attendance are fortnightly awarded trophies.

Children should not bring mobile phones to school. However, if the parent or carer of a Year 5 or 6 child wishes for them to bring a phone to school because they are travelling home alone so that they can be contacted, before or after school, then the parent or carer must submit a written request to the class teacher and obtain the teacher’s permission before they are brought onto school premises.

The phone can be handed in to the office at the start of the day and returned at the end. However the school will not replace lost, stolen or broken mobile phones that children may bring to school.

**Excellence and enjoyment**

The curriculum of the school is structured to meet our aims and the requirements of current legislation, September 2014.

Children in the Nursery and Reception follow a foundation curriculum designed particularly for early years education. This currently consists of 17 different areas of learning. At the end of Reception the expectation is that children have mastered all the skills outlined within these areas and are working at an age appropriate level.

The organisation for individual lessons varies between whole class sessions, group work and individual work. Every effort is made to meet the individual needs of each pupil. The outdoor area is incorporated into the learning of each curriculum area with the children having daily access to this space.

The national curriculum includes English, Mathematics, Science, Computing, History, Geography, Design and Technology, Art, Music, Foreign Languages and Physical Education.

Personal, Social and Health Education is also taught throughout the curriculum. Religious Education is also an additional compulsory subject.

We aim to offer our children a broad and balanced curriculum and to this end, timetables are devised for each class with this in mind.

Shaftesbury School welcomes children with a range of special educational needs and aims to give them full access to the curriculum where possible, playing their part fully as members of the school community.

All children may experience some difficulties in learning from time to time. Some children may need to have additional support provided for them. Provision is made in a variety of ways.

The SENCo works closely with the class teachers. Initially the class teacher supports children in the classroom by, for example adapting the work to suit their needs. Some children may still experience difficulties. The SENCo and the class teacher will then plan a series of targets and individualised education programmes for those children. These children may also require additional support which will be monitored and reviewed regularly.

Some children’s difficulties are greater than others and it may be that they require specialist help. The SENCo will then seek the appropriate advice and support.

If you have any queries about the special educational provision we make for your child please speak to the SENDCo and class teacher.

**Nurturing interest, fostering respect**

RE is taught, as in other curriculum areas, by starting from the pupils’ own life experiences and relating these to similar or different experiences of other people in the local community and in the wider national and international community.

Each year, children are given the opportunity to visit Places of Worship from a range of community faiths. We also come together as a school community to mark and celebrate festivals such as Christmas, Diwali, Eid and Guru Nanak’s Birthday.

Each year group has a BIG question for the year, which is then divided into smaller questions for each half term; as the curricular focus (Newham Agreed syllabus 2016). The big questions are as follows:

* Year 1: What does it mean to belong?
* Year 2: Can stories change people?
* Year 3: How are symbols and signs important in religion?
* investigating the relationship between religions and symbols
* Year 4: What is special to me and the people in my community?
* Year 5: How do beliefs influence actions?
* Year 6: How important are the similarities and differences between and within religions? Investigating the relationship between secular and religious world views.

Faiths covered in the curriculum: Buddhism, Christianity, Hinduism, Isalm, Judaism, Sikhism and Secular beliefs.

You have the right to withdraw your child from Religious Education lessons. If you wish to do so, you are asked to put your request in writing to the Head teacher.

Collective worship is carried out in accordance with statutory requirements. All children attend an act of worship at some time during the school day. This may be as a whole school or in groups. Again, you have the right to withdraw your child from collective worship. Again it is requested that this is done through a letter to the Headteacher, but you might wish to discuss the matter first.

**Developing ability, fulfilling potential**

At Shaftesbury, we aim to enable the children to achieve their full potential in Physical Education through the teaching of the National Curriculum programme of study and by providing a range of extra-curricular activities.  Sports currently taught at school include football, basketball, cricket, tag rugby, tennis, gymnastics, dance, yoga and swimming. We believe that having access to high quality P.E and sport PE has a positive influence on the concentration, attitude and academic achievement of all our children. Children are offered after school sports clubs – ran by teachers and Premier Sports, entries into borough competitions and high quality P.E teaching throughout the school year. The school is also committed to promoting a healthy lifestyle and positive well-being. We achieve this through special weeks and assemblies.​

The teaching of History at Shaftesbury aims to give the children a brilliant, varied knowledge of the past ranging from Ancient Civilisations all the way to the current day.

The children explore the ways in which life has changed for humans in Britain and abroad developing History skills such as researching, using historical vocabulary, comparing and contrasting

and understanding evidence. History uses an array of different resources to highlight each topic and make the subject interesting, enjoyable and accessible to each child. We wish to 'wow' your child's mind by showing them the many different steps humanity has taken to reach the world we see today.

Years 1 & 2

At Shaftesbury children begin their Geographical journey in year KS1. They start their early map reading skills through plans of the school and using compass directions and simple symbols outdoors. They develop their sense of place using maps and atlases and begin to build language to describe contrasting places both within the UK and globally.

Years 3 & 4

In lower KS2 children further engage with their surroundings through Geography. They develop skills in understanding locations on near and global scales. They learn about physical geographical processes such as climate change and geological processes and also carry out research and fieldwork to investigate the human geography. Children augment their geographical vocabulary through comparing and contrasting localities develop a sense of place through geographical enquiry. Through revisiting topics from KS1, children build on and extend their locational knowledge and map skills.

Years 5 & 6

In upper KS2 children develop a sense of the wider world around them through local and global studies. They carry out further local fieldwork, developing their enquiry skills and building on their geographical vocabulary. Children further develop a sense of place through educational visits and research in class as well as building on their knowledge of physical and human processes in the world. Children investigate modern day processes of the changing world and further develop their map skills through practical and digital lessons.

At Shaftesbury Primary School, we recognise the importance of Science in every aspect of daily life. As one of the core subjects taught, we give the teaching and learning of Science the prominence it requires.

 The Scientific area of learning is concerned with increasing pupils’ knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms, the physical environment and provide opportunities for critical evaluation of evidence.

The principal focus of Science teaching in EYFS and Key Stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. In Key Stage 2 pupils have the chance to broaden their scientific view of the world before developing a deeper systematic style of thinking.

At Shaftesbury art, craft and design has a significant and valuable role to play in the overall ethos of this school. Art is an on-going process where children will use their sketch books to record observations and review or revisit ideas. They will be able to express and demonstrate their increasing control in the use of various materials. The children will use a range of techniques which explore colour, pattern, texture, line, shape, form and space. Additionally, they will show an awareness of different kinds of art, craft and design mainly focussing on three aspects; drawing, painting and sculpture. The students will display increasing proficiency in the handling of pencil, charcoal, oil paints, clay and papier mache. They will study famous historical artists and modern artists. Furthermore, the children’s Artwork will reflect their interpretation and coverage of Artistic styles and techniques.

At Shaftesbury, children begin to develop D&T skills from EYFS and continue to develop these skills until they reach Year 6 in order to prepare them for D&T in secondary school. Throughout the curriculum, children learn to analyse and evaluate existing products, design their own products, make and build their products based on their plans and evaluate what they have made. Children get the opportunity to take part in an engineering topic endorsed by Ford to build a show box car in KS1 and a circuit car in KS2.

At Shaftesbury Primary School we take computing and the safe use of technology very seriously. All children, from EYFS to Year 6, are continuously updating their online safety knowledge throughout the year. This ensures that they all develop into respectful and responsible online citizens. Computing lessons are aimed at giving children a wide range of skills in the areas of Computer Science, Information Technology and Digital Literacy, all whilst using the online platform PurpleMash.

Each child at Shaftesbury has a unique PurpleMash identity which is used for saving work, completing homework tasks and extra-curricular activities such as game designing. As children can log on from home, there is no end to their learning opportunities.

At Shaftesbury, we aim to enable the children to achieve their full potential in Music lessons through the teaching of the National Curriculum programme of study and by providing a range of extra-curricular activities.

Music currently taught at school includes implementing the Charanga scheme to deliver effective music lessons where the children learn to sing and play musical instruments.

We believe that having access to high quality Music lessons has a positive influence on the concentration, attitude and academic achievement of all our children since music not only develops children’s music skills but also can lead to better brain development, increases in human connection and emotional development.

Children are offered after school Music clubs and Instrument clubs – ran by experienced Music teachers and class teachers, entries into singing competitions, such as performing in the Young Voices show, the largest school choir concert in the world.

The school is also committed to promote a social and emotional well-being. We achieve this through music assemblies every Wednesday. ​

**English in the Foundation Stage and KS1**

In the nursery teaching of English consists of story time, language development activities and phonics sessions. Children are exposed to a range of texts to build their early literature and are encouraged to discuss and share their ideas on the stories they have read to them. They begin to make marks to communicate their ideas which progress to attempts of early word writing once they acquire the skills of using sounds and first common exception words.

In YR children continue to learn new phonemes including digraphs and trigraphs through a synthetic phonics programme called Read Write Inc. They use the new knowledge to begin to read and write simple words, phrases and sentences. They develop their understanding of a wide range of texts including fiction, non-fiction and poetry. Children attempt to respond to stories verbally through discussion and in writing when they communicate their ideas using phonics and the knowledge of common exception words.

In KS1 children further develop their literacy skills through daily spelling practice, reading and writing. They continue the Read Write Inc programme which prepares them effectively for the Phonics Screening Check at the end of Y1. They read a variety of books in class and practise at home too using texts carefully chosen for their reading level. Pupils at Shaftesbury are given numerous opportunities to expand their spoken and written language during cross curricular learning and practice.

**English in KS2**

**Years 3 and 4**

By the end of Year 4, in writing, children will be secure in using grammatical concepts like pluralisation, tenses, noun phrases, embedded clauses and multi-clause sentences. Also, pupils will have various opportunities to gather and write down ideas, key words and vocabulary to support their compositions as well as to start editing and redrafting their texts independently. In reading, children swill read a wide range of fiction, poetry and non-fiction texts; identify themes and conventions in the books they enjoy and discuss in detail key words and phrases they find in books. Moreover, children will be encouraged to ask questions to improve their understating of a text, draw various inferences, such as characters’ feelings, thoughts or motives, and justify all their answers using evidence from the text.

**Years 5 & 6**

By the end of Year 6, in writing, children will confidently use a plethora of grammatical concepts like tenses, noun phrases, adverbials, modal verbs and clauses that are thought in context and presented as a learning objective for the lesson. They will also be able to write for a range of purposes and audiences, demonstrating the use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research. In reading, children will have the opportunity to read a variety of genres, express their views formed through independent reading or books that are read to them and ask relevant question related to the text. Also, pupils will draw inferences of characters’ feelings, thoughts and motives from their actions; make appropriate predictions and justify their answers with accurate evidence from the text.

The mathematics teaching at Shaftesbury Primary School is tailored towards developing pupils’ fluency, reasoning and problem solving skills not only in the classroom, but for later life. We aim to increase the confidence of our pupils to learn basic number facts and acquire fluency in procedures, alongside developing conceptual understanding.

Our curriculum provides opportunity for a mastery approach to the teaching of mathematics as core units are taught repetitively throughout the year building on previous knowledge. Our approach to teaching maths encourages pupils to become deeper thinkers around maths concepts using the correct mathematical language to discuss and explain their thought process through verbal reasoning. There are opportunities for children to solve problems that include: number, fractions, decimals, percentages and measure. Mathematics is also applied in other areas of the curriculum such as: collecting and presenting data in Science and ICT and using shape in Art.

These play an important part in your child’s education. We like to offer the children the widest variety of educational day visits possible. During the year, the school will pay towards some educational visits, however occasionally parents may be asked to make a voluntary contribution. It is the school’s policy to encourage all pupils to participate in all visits; this includes a residential visit during their time at school. This can be paid in instalments.

If you have any concerns you want to discuss with us then please make contact as soon as possible. You are welcome to send in a note, telephone or email us about any concerns. However if you want to talk to the class teacher or the Head Teacher then it is a good idea to telephone or send in a note to arrange an appointment.

If you are concerned about the behaviour of other people’s children, please do not approach the child/children concerned or the parent but speak directly to a member of staff.

We hope most issues can be sorted out directly but if you want to make a formal complaint, then full details of how to do this can be obtained from the School Office.

Special activities in school take place both during and after the school day. Such activities are varied and can include sports day and inter-school matches, visiting theatres, celebration assemblies, presentations by visitors, fundraising activities and school fairs.

There are also various activities available for children before school (Breakfast Club) and after school. There is a Clubs notice board in the playground by the small gates for an up to date list.