



MEADOW VALE PRIMARY SCHOOL PROSPECTUS 2016-2017

WELCOME

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“This school continues to be GOOD”

*“This is an inclusive school in which
staff work over and above the call of
duty to meet the needs of pupils...”*

Ofsted March 2016





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Dear Parents/Carers

Welcome to Meadow Vale Primary School. I hope this is the beginning of a strong home – school partnership which will enhance all aspects of your child’s learning. Meadow Vale is a popular, thriving educational environment where all pupils are encouraged and supported to achieve their full potential. Our staff and governors are committed to offering your children a broad and balanced curriculum which develops individual and team skills to meet the needs of the future. Set in wonderful grounds with excellent resources, we pride ourselves on our purposeful atmosphere which encourages effective teaching and learning to take place. Within a disciplined environment which fosters mutual respect, we strongly believe that success is achievable for all who learn and work at our school.

Throughout the prospectus you will find references to our most recent Ofsted inspection in March 2016 and overleaf is a copy of the letter received following this inspection and we are very proud of the findings.

I hope you will find the enclosed prospectus answers all your questions. However, should you require further information please do not hesitate to contact the school.

Yours faithfully

Mrs L Parsons
Headteacher





Governors

The Governing Body of Meadow Vale Primary School changed its Constitution (under the School Governance [Constitution] [England] Regulations 2012) in September 2013. .

Parent Governors	<u>Until</u>	<u>Committee</u>	<u>Responsibility</u>
Sian Biddlecombe	10/11/16	Chair of School and Standards	Pupil Premium
Carley Perry	18/11/17	Vice Chair of School and Standards	EYFS
Martin Bowdler	18/11/17	Vice Chair of Finance and Facilities	Governor visits Maths
Kate Davies	20/11/18	School and Standards	Computing
Michelle Payne	20/11/18	School and Standards	Assessments
Matthew Hall	20/11/18	School and Standards	Sports Funding
Andrea Moyle	7/12/19	Finance and Facilities	Assessments
		School and Standards	Attendance
			SEND
Co-opted Governors	<u>Until</u>	<u>Committee</u>	<u>Responsibility</u>
Kathryn Evans	20/10/17	School and Standards	FGB Chair
		Finance and Facilities	Safeguarding
Caradog Davies	20/10/17	Chair of Finance and Facilities	Development
Sarah O’Keeffe	20/10/17	School and Standards	Numeracy
Ian Freeman	20/10/17	Finance and Facilities	Extended Services
Alison Smith	14/9/18	Finance and Facilities	
Debbie Green	14/1/19	School and Standards	English
		Finance and Facilities	
Staff Governor	<u>Until</u>	<u>Committee</u>	<u>Responsibility</u>
Lauren Lewis	4/9/19	Finance and Facilities	
Head Teacher	<u>Until</u>	<u>Committee</u>	<u>Responsibility</u>
Mrs Lee Parsons		All Committees	Headteacher
Local Authority Governor	<u>Until</u>	<u>Committee</u>	<u>Responsibility</u>
Julie Pratt	4/2/18	School and Standards	
Associate Member	<u>Until</u>	<u>Committee</u>	<u>Responsibility</u>
Clerk to the Governing Body			
Ingrid Da Silva			

Updated April 2016

Other Support Staff

Facilities Team

Anne White	Julie Harrod	Gill Pratt
Kim McBride	Tom O’Keeffe	Clare Scott
Clare Price		

Lunchtime Controllers

Dana Adams	Clare Saunders	Chris Betts
Pat Small	Kim McBride	Sarah Dove
Pat Swaisland	Bev Powell	Swanny McCarthy
Susan Bint	Mandy Hall	Daphne Grundy
Eileen Baker	Julie Harrod	

Kitchen Staff

Jennie Cherry	Margaret Watts	Tracey Mackenzie
Lesla Morris		





The School Day

Nursery Times

Morning session	8.55am - 11.30am
Afternoon session	12.45pm - 3.15pm

The children must be accompanied by an adult to the nursery class, where there will be a member of staff to accept them. It is helpful if children can be collected from the class promptly at the end of the session. No child will go home without an adult.

School Times

Morning Session:

Foundation Reception	8.55am - 11.30am
Lower school (Y1-Y2)	8.55am - 11.45 am
Lower school (Y3)	8.55am - 12.00pm
Upper school (Y4 - 6)	8.55am - 12.20 pm

Afternoon Session:

Foundation Reception	12.45pm - 3.15pm
Lower school (Y1-2)	12.45pm - 3.15pm
Lower school (Y3)	1.00pm - 3.15pm
Upper school	1.15pm - 3.15pm

Children are not permitted on site before **8.30am** and a bell is rung at 8.50am to indicate that children may enter the building.

Delivering and Collecting Children

The children must enter via the pedestrian gates (Priestwood Avenue, Moordale Avenue and Queensway) and never through the staff car parks. There is no parking in our car parks for parents. At the end of the school day, if children are being collected, they must wait either inside the school or on the playground. If a parent is late, children must return to the school office and not leave the premises unescorted.

Admissions and Transfer to Secondary School

Admission to Nursery

Full details can be found on the Bracknell Forest website by following the link:
<http://www.bracknell-forest.gov.uk/nursery-admission-arrangements-2016-to-2017.pdf>

Parents should be aware that acquiring a nursery place does not guarantee a school place.

Admission to Reception Class – a School Place

Admissions to Primary Schools are managed centrally by Bracknell Forest LA.

Full details can be found on the Bracknell Forest website by following the link:
<http://www.bracknell-forest.gov.uk/admission-to-school.pdf>

Transfer to Secondary School

Admissions to Secondary School are managed centrally by Bracknell Forest LA.

Full details can be found on the Bracknell Forest website by following the link:
<http://www.bracknell-forest.gov.uk/secondaryschooladmissionsarrangements>





School Uniform

Our school uniform supplier is Marks and Spencer. Our school has a dedicated page for uniform embroidered with our school emblem(*), together with other items of school uniform, on their website:

www.mandsyourschooluniform.com. Items can also be ordered by phone on 0844 544 7972.

Pupils in Years 1-6 wear a school tie with a collared shirt.

All items of clothing should be clearly labelled with your child's name.

Book Bags are available to purchase online or from the school office (no large backpacks are needed, thank you). Several other items are also available online.

Foundation Nursery and Reception

White Meadow Vale polo shirt*

Bottle green Meadow Vale V-neck sweatshirt/cardigan*

Grey trousers/skirt

White/grey socks/tights (no trainer socks)

Black school shoes (sensible heel height)

Wellington Boots (Nursery only)

P.E.

Meadow Vale white round neck t-shirt*, black shorts, white socks
Plimsolls or trainers

Pupils in Years 1-6

Boys

White collared shirt and school tie

Grey trousers

Bottle green Meadow Vale V-neck sweatshirt*

Black school shoes (no trainer socks)

Summer term uniform option: white Meadow Vale polo shirt (no tie)*



Girls

White collared shirt and school tie

Grey skirt or trousers

Bottle green Meadow Vale V-neck sweatshirt/cardigan*

Black school shoes (sensible heel height) (no trainer socks)

*Summer term uniform option: Green/white dress -check or striped is acceptable. Black closed-toe sandals.
White polo shirt* (no tie)*

P.E. and Games Kit

Indoor P.E.

Meadow Vale white round neck t-shirt*

Black shorts or Skort* (for girls)

White socks

Trainers/plimsolls

Outdoor Games

During the Autumn/Spring terms, tracksuits/sweatshirts are acceptable/advised for outdoor games. Football boots/outdoor trainers are essential.

During the summer term the indoor P.E. kit and trainers are appropriate for outdoor games.

All parents/carers are requested to fully support our uniform policy.

Jewellery: No items of jewellery should be worn in school (please refer to Health & Safety). If children wear watches, they are fully responsible for them.

Haircuts

We request that when boys have their hair cut, fashionable 'lines/patterns' are not to be worn during term time.





Assessment

All teachers assess pupil achievements in all areas of the curriculum throughout the year. The results of these assessments will be reported to parents at the end of the Summer Term, when all parents will receive a report relating to their child's progress. Year 1 pupils undergo a Phonics screening check in June and Year 2 and Year 6 pupils complete statutory SATs tests in May.

SATs Results 2015

Key Stage 2 SATS 2015						
ATTAINMENT	2015		2016		Provisional National Average 2015	
Reading	L4+	95%			89%	
	L5+	45%			48%	
Writing	L4+	95%			87%	
	L5+	27%			36%	
Maths	L4+	93%			87%	
	L5+	28%			41%	
	L6	7%			-	
Spelling, Punctuation & Grammar	L4+	83%			80%	
	L5+	50%			55%	
	L6	8%			-	
Level 4+ in Reading, Writing and Maths			83%	(90%)	90%	80%
Level 5+ in Reading, Writing and Maths			23%	(26%)	20%	24%
PROGRESS	Expected (2 Levels) 2015	NA 2014	Above (2+ Levels) 2015		NA 2014	
Reading	87% 95%	91%	32%	17%	34%	
Writing	95% 98%	93%	22%	9%	24%	

() excludes speech and language (6) 2014

A copy of our latest Ofsted Report can be found at:

www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109942





Keeping Healthy and Safe

Nursery and Reception children are provided with a drink of milk each day. Also, all Nursery, Reception and Lower School children receive a piece of fruit daily. Fruit can also be brought in from home. In Lower School, water is always available to children who may use school cups/bottles or, if they prefer, they can bring in their own bottle. All Upper School children may bring in a normal sports type plastic bottle of water which can be refilled at one of the chilled drinking fountains. Upper School children are able to consume a snack at breaktime, which must either be fruit or a cereal bar.

At lunchtime

Lunchtime: Foundation Stage - 11.30am to 12.45pm,
Lower School - 11.45am to 12.45pm
Upper School - 12.20pm to 1.15pm.

Meals are cooked on site by our catering staff and children are supervised by our trained lunchtime controllers.

A school meal including dessert costs £2.10 and must be paid for in advance; for pupils in Years 3-6 we operate a **cashless** system and all meals must be paid for online by credit or debit card by registering at www.feedinghungryminds.co.uk Parents can view the account balance from anywhere (www.feedinghungryminds.co.uk/online-payments), add funds to the account and order a meal in advance. Menus and further information can be found on www.feedinghungryminds.co.uk.

Free School Meals

If you are receiving income support or job seekers allowance your child is entitled to free school meals. Even if your child does not wish to take a school meal, it is still important to register with the School Admissions Team at Bracknell Forest as this secures additional funding called Pupil Premium. This information is always treated in the strictest confidence.

All children in Reception, Year 1 and Year 2 can receive free school meals, but it is essential that parents register if they are eligible as this secures important additional 'Pupil Premium' funding.

You can now apply directly to the Local Authority and do not have to provide paper proof of benefit*

You can do this by:

- Completing an application form available from the Local Authority or the school office.
- Completing an online application form from the website:
<http://www.bracknell-forest.gov.uk/free-school-meals-application.pdf>
- Calling Bracknell Forest Customer Service on 01344 352000
- Contacting our school Family Support Adviser

**sometimes we may need to ask you to provide paper proof of benefit*

Once you have made an application you do not need to apply again unless your child moves schools. Under current regulations only children whose parents/carers are in receipt of any of the following will be entitled to free school lunches:

- **Income Support (IS)**
- **Income Based Job Seeker's Allowance (IBJSA)**
- **An income related employment and support allowance (this was introduced on 27 October 2008)**
- **Support under part VI of the Immigration and Asylum Act 1999**
- **Child Tax Credit but not entitled to Working Tax Credit** and have an annual income, as assessed by Her Majesty's Revenue and Customs that does not exceed £16,190. **Please note anyone receiving Working Tax Credit, regardless of Income, will not qualify**
- **The Guarantee element of State Pension Credit.**
- **Children who receive IS or IBJSA in their own right are also entitled to receive free school meals.**





School Health and Support Services

All pupils will be offered a Health Care Interview by the School Nurses on admission to full-time schooling. The School Nurse will visit the school to carry out regular vision and auditory tests and height and weight checks. If at any time you have concerns about your child's health in school, please do not hesitate to contact them on 01344 309579.

The school dentist may also visit the school to inspect the children's teeth and give advice where necessary.

The Educational Welfare officer (EWO) acts as a liaison between home and school. The Educational Psychologist advises the school and parents of a child who is experiencing difficulties which are having an adverse effect on social and/or academic progress. Parents will be consulted should the school feel it appropriate to involve these agencies.

Parents/Carers Details

Your child's safety is of the greatest priority to staff at Meadow Vale. We regularly review our health and safety procedures, however parents must keep the school informed of –

- change of address or telephone numbers
- your child's medical details
- changes to an emergency contact number

Security in School

The security of the school is a priority. We ask all visitors to enter the school through the main reception area. During the school day gates off Priestwood Avenue, Queensway and Moordale Avenue side entrance are locked.

All visitors to the school sign in at reception and are asked to wear a badge on a lanyard. After signing in and having received a visitor's badge a door release mechanism is activated to allow access. This internal door is coded.

The Internet and Use of Visual Images

We have an **internet policy** and restrict/filter access to the internet and permission is sought from parents regarding the taking of photographs. The school has adopted a comprehensive e-safety policy which is available to parents to view on our website.

DBS Checks

Adults who regularly help in school will be DBS checked. All external organisations i.e. sports coaches, etc. are also DBS checked. The school follows rigorous procedures when employing staff to work with our children.

General Health and Safety

General health & safety guidelines require the children to:

- exercise personal responsibility for safety of classmates;
- wear appropriate dress, including sensible black shoes;
- obey safety rules, especially those instructions given by staff in an emergency;
- not misuse, neglect or interfere with things provided for safety purposes.

The Health and Safety Policy clearly outlines all procedures linked to the safe welfare of children, staff, governors and visitors.

Rights Respecting School

As a Rights Respecting Level 2 School, Meadow Vale seeks to put the UNCRC at the heart of its culture, ethos and curriculum in order to improve well-being and develop every child's talents and abilities to their fullest potential. We allow and encourage pupils to:

Learn about their rights, feel included, think about others and their rights, extend their language and thinking skills, use the language of rights, respect and responsibility, understand the difference between wants and needs, become active global citizens and challenge injustice, inequality and poverty in the world.





Family Support Adviser

For four days a week our FSA, Mrs Debbie Green, is based in the Acorn Centre. Mrs Green offers support, information and advice for children, parents, carers and their families at Meadow Vale. She is based in the Acorn Centre at Meadow Vale Primary School. The service that Debbie provides covers the following:

- Link between home and school
- Confidentiality
- Non-Judgmental
- Direct support
- Parenting advice
- Helping parents to have a more active role in their child's education
- Problem solving
- Behaviour management
- Transition from Nursery to Primary and Primary to Secondary School
- Adult learning
- Family creative/information workshops
- Advice for extended/blended family relationships

Working with other agencies

We work with outside specialist agencies and professionals in order to gain expert advice, assessment and support. These include:

- Educational Psychologists
- Counsellors
- Teachers for the hearing impaired
- Teachers for the visually impaired
- CAMHS (child and adolescent mental health service)
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Behaviour Support Team
- Autistic Spectrum and Social Communication Team (ASSC)
- Support for learning - providing specialist teaching and assessment in English and Maths

We have strong working relationships with social care and the members of the health service. The headteacher is the designated person responsible for child protection. If an issue is raised of a child protection nature, the adults concerned will usually be informed depending on the nature of the referral. However, in some cases direct contact might be made with social care.

We recognise that all families have times of crisis and might need the support of professionals. We encourage our families to let us know if they are experiencing difficulties and we will do our best to put them in contact with the relevant agency.

Medicines/Accidents

Only medication prescribed by the Registered GP will be administered in school. All medicines will be kept in a secure place in the school. Inhalers for asthma sufferers must be clearly labelled.

To alert staff to any medical problem, we have a confidential emergency form for each child. In the case of an accident, parents will be contacted should there be any concerns. Children may need to be taken to hospital by car, but they will always be accompanied by a member of staff. **Keeping school informed of any changes in place of work or home circumstances** could prevent an upset child having a long, anxious wait in hospital, where sometimes treatment will not be given until a parent is present.

Head Lice

We are aware of how disturbing and annoying an outbreak of head lice can be. Where we detect a problem in school, parents are informed immediately. We rely on our parents to help us eradicate this pest by treating infected hair promptly. We are also happy to put you in contact with the school nurse where particular difficulties arise.





The Curriculum at Meadow Vale

The Early Years Foundation Stage Curriculum

The provision for children's learning and development in our Nursery and Reception classes is guided by the Early Years Foundation Stage (DfE 2012). Our provision reflects four guiding themes and principles;

1) **A Unique Child**

Each child's individuality is celebrated and the children learn to become confident and independent.

2) **Positive Relationships**

Children form trusting relationships with key adults and learn to make friendships during their play. We create and maintain strong home/school links to ensure that you are actively involved in your child's education.

3) **Enabling Environments**

We provide a stimulating learning environment in which your child can lead their own learning through playful activities.

4) **Learning and Development**

All children are unique and we ensure that each child is challenged appropriately to ensure that they make good progress in their learning.

Areas of Learning and Development

There are seven areas of learning in the Early Years Foundation Stage. **Three 'prime' areas** are particularly crucial;

- 1) Communication and Language
- 2) Physical Development
- 3) Personal Social and Emotional Development

We also support your child in **four 'specific' areas** of learning;

- 1) Literacy
- 2) Mathematics
- 3) Understanding the World
- 4) Expressive arts and design

Our Approach to Learning and Development

We believe that younger children learn best through exploration and play. Our Nursery and Reception provide a range of playful activities which help children to make progress in each of the areas of learning and development. Your child will learn independently during choosing time, with adults and in small groups. We aim to provide a healthy balance of adult led and child initiated activities.

Early Learning Goals

At the end of their Reception year, children are assessed against Early Learning Goals. They will be assessed against three criteria 'emerging, expected or exceeding'.





EYFS areas of learning and their associated Early Learning Goals

Communication and language: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance of good health through physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Literacy: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding of the world: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Home support

We send home a 'what we are learning' letter each week telling you what we are teaching that week with ideas of how you can support your child at home. We also send home a 'sound book' for your child to practice their phonics and, when your child is ready for a reading book, we expect you to hear them read on a daily basis. It is essential that you continue the learning journey at home to ensure that your child makes good progress towards the Early Learning Goals. Do not hesitate to speak to our Nursery or Reception staff if you ever have any queries.





Curriculum – Lower and Upper School

Meadow Vale provides a broad-based curriculum that follows National Curriculum guidelines and in doing so, supports the aims of the school to develop an intellectually and socially mature child. The curriculum is planned under the National Curriculum subject headings. The children follow an integrated approach to the curriculum. Each team of teachers works closely with one another to ensure continuity and progression, not only with classes of the same age group, but across the school. Planning of the curriculum occurs at a whole school level, team level and individually at class level. The delivery of the curriculum is organised so that Maths is taught primarily through ability grouping. Some specialist subject teaching also occurs. A mixture of approaches to teaching is used. *e.g. there will be whole class teaching, group and individual teaching.* The introduction of project learning and combining some subjects has proved very successful in developing independent and creative learning.

More and Most Able Pupils

At Meadow Vale we recognise that children have special abilities and talents both in and outside of school. Our whole school ethos of 'Success for All' is at the heart of all we do and permeates every area of school life. Effective primary practice for our more able pupils is successfully embedded into our daily routine in order to stretch and challenge. The term 'More Able' encompasses children who show a particular skill or aptitude in one or more curriculum subjects and are attaining above their 'Age Related Expectations'. This means they are doing better than the National Curriculum dictates for their age category. In every school there will be a group of children who require a greater breadth and depth of learning activities than is normally provided for the usual cohort of learners. Within class, teachers provide exciting learning and extension activities challenging children to show mastery over their learning by applying their skills - often in a cross-curricular way.

We also have a range of enrichment and extra-curricular provision in place to meet the needs of our able pupils and to give the children opportunities to use their skills in areas beyond the core curriculum. These activities are designed to challenge and inspire students and to encourage high aspirations. Activities may include: debate club, visiting speakers, chess club, additional Maths and English groups, county gymnastics, sports coaching from specialist teachers, music tuition and workshops provided by a local secondary school.

In addition, pupils are entered into local and national competitions aimed specifically at able students such as the Primary Maths Challenge, National Young Mathematicians Challenge, National Young Writers Competition and Royal Mail Letter Writing Competition.

Special Educational Needs

Our **SENCo** (Special Educational Needs Co-ordinator) oversees the provision for children with special educational needs and disability (SEND) within school. She works closely with the Senior Leadership Team, the Family Support Adviser, teaching staff and parents to identify pupils that may have additional needs and ensure their needs are met through an inclusive curriculum. As a school, we pride ourselves on responding to the individual needs of pupils and offer a wide range of interventions to support pupils with SEND. These include:

- Booster classes in English and Maths
- Nurture room facility
- Social skills groups
- Self-esteem groups
- Reading support
- D Club - supporting gross and fine motor skills
- Small group Phonics interventions
- Before school academic support
- Individual Speech and Language sessions
- Maths support groups

Our SEND policy and other related information can be found on our school website.





Collective Worship

A daily act of collective worship takes place at Meadow Vale: this may be offered as a whole school, teams, or class groups. Worship is broadly Christian. Should parents wish to withdraw their child from all or part of this daily act of collective worship, supervision would be undertaken by members of staff.

Residential Trips

A residential visit to an outdoor education centre in Bude, North Cornwall is organised for year 6. Children are away for a week and experience numerous outdoor adventurous activities. Year 5 take part in an expedition based around their 'Primary Pioneers' project and Year 4 visit Oakwood Youth Challenge for a one-night and one-day experience.

Day Trips

Each year group will participate in at least two day trips throughout the academic year. All day trips are subsidised to minimise the cost to the parents.

School Association (MVSA)

We have a very active Parent Teacher Association at Meadow Vale, known as the **Meadow Vale School Association (MVSA)**. All parents/carers are automatically members of the MVSA which aims to raise additional funds by organising social events throughout the school year. Over the years the MVSA has funded many projects, large and small, providing, for example, the playground gazebos, computers and accessories, television and video equipment, a new cooker, books, toys, lockers and a digital camera - to name but a few. The money has been raised through a variety of events such as Discos, the Christmas Fun Day, Summer Fayre, Firework Display and Sponsored Walk etc. The committee of a Chairperson, Vice Chairperson, Treasurer, Secretary and not less than eight other members, meets once a month to plan and organise events. Anyone is welcome to attend and bring along new ideas or suggestions. An Annual General Meeting is held each September to elect the committee.

Helping in Classrooms

There are many ways in which we need your help in school. If you have time to spare and feel you would like to work as a volunteer please contact your child's classteacher. You do not need to have any special skill or ability - your time, your involvement will be much appreciated by staff, however you will need to undergo a full DBS check.

Letting You Know

We send out regular termly Newsletters and a weekly news sheet (Oakleaf) with information about school dates and events. Please ask your child if they have been given any letters to bring home. Newsletters, Oakleaf and updates relating to all aspects of school life are also posted on our website. Parents can also download the free School News App for their mobile phone or tablet to receive news updates as soon as they appear on our website (www.meadowvaleprimary.co.uk).

Oakleaves is the school magazine produced at the end of each term. It is always packed full of news of pupil and school achievements. Parents are encouraged to contribute to the 'Well Done' section.

Parentmail™ Parents who have the facility to receive e-mails are strongly encouraged to sign up for Parentmail™. This is an electronic communication method which allows the school to send weekly newsletters and urgent messages straight to the parents' inbox. Many parents use this effective communication method and we hope that all our new families will do so as well. Please contact the school office for further details.

Listening to our children and parents

We believe that it is very important to consult with our children and parents on a regular basis. At some point in the school year children complete a learning questionnaire which helps us to understand issues which are barriers to their learning and what helps them to learn. In June, both children and parents are invited to comment on whole school issues which help us to formulate the annual School Development Plan.

Speech and Language Resource

Children come to the Resource with different speech and/or language disorders. It is the main objective of the staff that each child has the appropriate programme initiated so that he/she can participate as fully and confidently as possible in the life of the school and eventually return to full mainstream education. There are places for 20 primary aged children and two part-time nursery children.

Pupil Premium

For the current financial year the school receives approx. £133,000 to support low income families who are currently known to be or have been in the last 6 years eligible for free school meals. The pupil premium also supports children who have been looked after continuously for more than 6 months. This money is spent on a variety of initiatives such as booster classes, holiday clubs and attending trips, which gives these pupils the best possible chance to make good progress. *A full breakdown of expenditure can be found on our website.*





Extra-Curricular Activities - Sports Provision

At Meadow Vale we aim to maximise every child's sporting potential through the provision of a variety of sporting opportunities. The school has impressive sports facilities which are used to the full. Extra-curricular clubs cover football, tag rugby, netball, dance, basketball, badminton, cross-country, rounders, athletics, hockey and softball cricket. Our links with Bracknell Forest Leisure Department enable us to make further use of specialist coaching in tag rugby, badminton, cross-country and softball cricket, all of which culminate in participation in competitive festivals. The school has an excellent sporting reputation and has achieved considerable success in local inter school leagues and festivals and at regional level.

In 2004, Sir Clive Woodward OBE presented the school with the prestigious National Sport England Activemark Gold Award which recognises the schools commitment to developing healthy and active children through excellent P.E provision.

Houses compete in football, netball, rounders, softball cricket and Sports Day athletics in both year 3/4 and year 5/6 competitions.

Other Extra-Curricular Activities

Further opportunities are available for the children to develop interests in dance and drama, music with the school choir and creative skills can be developed in the pottery, art and card craft clubs.

From the age of 7 it is possible to arrange tuition from Berkshire Maestros for some string, woodwind and brass instruments.

The school runs successful Environment and Gardening clubs which uses the school grounds to enhance learning and enjoyment. The school has achieved Eco-Silver status for highlighting recycling issues. The school also offers Homework Club, Craft, Lego and Art Clubs.

Updated clubs lists are available on our school website.

Pupil Responsibilities

In order to encourage confidence, build self-esteem and develop organisational skills many children are given class and whole school responsibilities. The whole school votes for their preferred candidates for the Head Boy and Head Girl following campaigns by Year 6 pupils wishing to take on the responsibility. House captains, sports captains and school prefects are elected from year 6. The school also runs a very successful School Council which consists of elected members from each class and a peer mediation scheme where pupils are trained to support other pupils at playtimes. Librarians are also appointed to support the smooth running of the library.

After School / Holiday Club / Breakfast Club

All out of hours provision is now run by EnergyKidz who have been successfully running our breakfast and holiday clubs. All information relating to these clubs and details of how to register/book can be found on their website: www.energy-kidz.co.uk

Rewarding children:

A House System operates throughout the school.

There are 4 Houses: **Red – St. George**, **Blue – St. Andrew**, **Green – St. Patrick**, **Yellow – St. David**.

All Upper and Lower school children receive house points for effort with good behaviour, manners, social skills and learning. The house point totals are announced weekly in a whole school assembly, with the overall winning house receiving The Governors' House Cup at the end of each term.

There are various other awards that take place across the school which recognise talents, achievements and successes in all aspects of school life.

Encouraging High Standards of Behaviour

The school is a community in which all children are expected to play their part. There is a whole school approach to promoting positive behaviour in the children. Every effort will be made to teach children to respect the wellbeing of others, and to behave in a socially acceptable manner. There are sanctions that will be applied to those children who do not comply with the standard of behaviour required. We do hope that the partnership developed between home and school will help us in dealing with children who have problems in adapting to the expectations of school.

We believe it is very important that outside of the school premises children continue to act as good ambassadors for us.





Helping With Home Learning

Supporting your child with their homelearning is a valuable and important activity. Please help your child by:

- developing a homelearning routine using our grid system to plan activities around time outside school;
- allocating time at home for reading daily;
- encouraging them to learn times tables and spellings;
- set aside a quiet place for your child to complete homework;

Target Setting

Children are given individual targets to support their learning. These are recorded in their relevant exercise books. Please support your child in their efforts to achieve set targets.

Reporting to Parents

Throughout the year there are formal opportunities for you to visit the school and discuss your child's education.

Autumn Term - consultation to discuss how your child has settled into the new class.

Spring Term - consultation to discuss how your child is progressing.

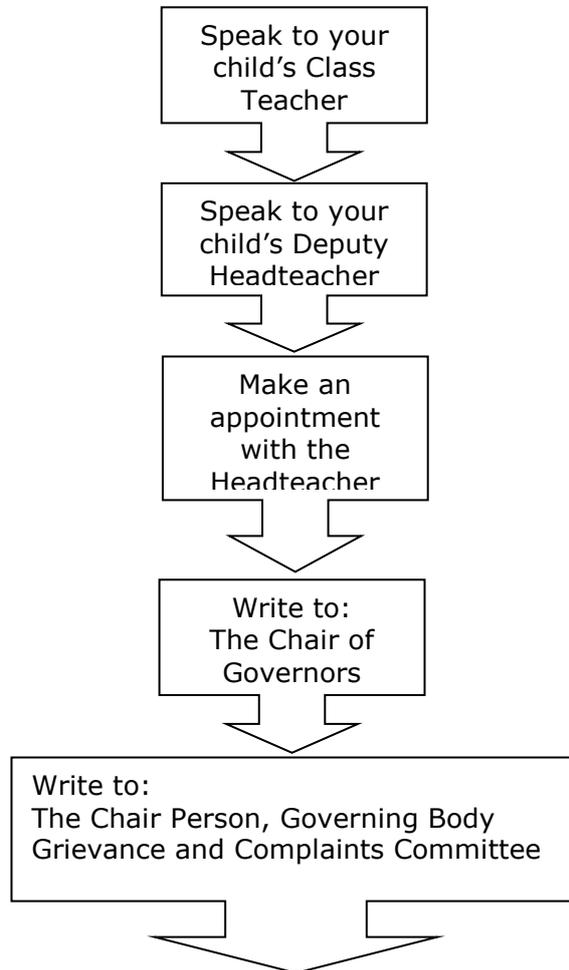
Parents receive an annual report every July which summarises the child's academic and social progress over the school year. Parents are invited to make comments and return the slip to their child's classteacher. We have also introduced an online report to parents where parents will have access to their child's progress every half term.





Please let us know!

If you should have a complaint or a comment to make then we welcome you to:



If the Governing Body are unable to resolve an issue, the address for formal complaints to Bracknell Forest Local Authority is as follows:

*Director of Education, Libraries and Children's Services
Education Department
Time Square
Market Street
Bracknell
RG12 1JD*

We hope that you have found this prospectus useful and informative. More importantly, we hope that the education and social experiences we provide enable your child to leave Meadow Vale well-equipped to deal with the challenges and opportunities of secondary education.

We look forward to working with you





Notes

