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Information for Parents



“Challenging today’s child to be tomorrow’s future”

Principal: Miss R Skates
Assistant Principals: Miss E Rushen
Bothwell Road, Walcot East, Swindon, SN3 3EZ
Tel: 01793 536494
admin@mountfordmanor.swindon.sch.uk
www.mountfordmanor.swindon.sch.uk
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The Staff

Principal: Miss R Skates
Assistant Principal: Miss E Rushen

Teaching Staff

Mrs L Barrett-Thorne
Mrs C Dyer
Mrs K Trussell
Mrs C Maher
Mr C Fox
Ms T Stephens (Student)

Mrs K Hall
Mrs S Bundhoo
Mrs R Watton
Miss R Smith
Mrs R Allford

Support Staff

Mrs M Petrie
Mr D Jones
Mrs P Eccleston
Mrs R Thompson
Miss K Handy
Mrs R Harman
Mrs Petrie
Mrs D Wallace

Mrs J Pither
Miss S Hendon
Mrs J Cogswell
Ms C Hughes
Miss S Albuquerque
Miss C Gerrard
Mrs J Hills

Parent Liaison Officer and Family Support

Mrs S Gregory and Mrs B Singleton

Family Support Advisor/Deputy DSL

Mrs C Crawley

Senco and Inclusion Manager

Mrs H Sanders

Office Staff

Miss S Riches
Pupil Services Officer

Mrs D Hadgraft
Pupil Services Administrator

Site Manager

Mr I Scott

Midday Supervisors

Mrs M Petrie
Mrs D Wallace

Mrs J Hills
Miss F Stockwell

Cleaners

Miss C Gerrard
Miss F Stockwell
Miss K Bray

Kitchen Staff

Mrs A Johnson
Cook

Mrs S Warren
Catering Assistant

Miss J Aslan
Catering Assistant

WHITE HORSE FEDERATION

Governing Body Composition

Contact details

Chair of Governors
WHF Central Offices
The Drove Campus
Plymouth Street
Swindon
SN1 2LB

01793 818606
chairgovs@aol.com

Trustees

Nick Capstick

Chair

Paula Lender-Swain

Vice Chair

Carl Humphreys

Mountford Manor Staff Governor

Rachel Skates - Principal
Christopher Fox – Teacher – E Safety
Kirsty Handy – Learning Mentor – Special Education Needs and Disability

Community Governor

Claire Lane – Pupil Premium

Parent Governor

Gareth Williams – Admissions
Arianne Smith

Minute Taker – Dawn Hadgraft

2 Year Old Nursery 8:30 a.m. – 11:30 a.m

Nursery

Mornings: 8:30 a.m. - 11:30 a.m

Reception and Key Stage 1

Mornings: 8:40 a.m. - 12:00 p.m.
Afternoons: 1:00 p.m. - 3:15 p.m. Mon-Thurs
Friday school finishes at 1:00 pm
Mid-morning break: 10:15 a.m. - 10:30 a.m.

Key Stage 2

Mornings: 8:40 a.m. - 12:30 p.m.
Afternoons: 1:30 p.m. - 3:30 p.m. Mon-Thurs
Friday school finishes at 1:00 pm
Mid morning break: Years 3/ 4/ 5/ 6 10:30a.m. – 10:45 a.m.

Please collect your child promptly at the end of the day.

SCHOOL YEAR

The school academic year is divided into 6 terms. The exact dates of terms and holidays are determined by the dates of festivals such as Easter, and are set by the Local Authority. Details of the forthcoming term dates are provided on the calendar at the end of this book.

T.D. Days

In addition to set holidays, there is an allowance within the school term time for Teacher Development Days. The dates for these are determined by individual schools.

Mountford Manor Primary & Nursery School

Dear Parents/Carers,

I am very pleased that you have chosen Mountford Manor Primary School for your child. The children, staff, governors and I would like to welcome you to our school. We look forward to working in partnership with you throughout your child's primary education. We pride ourselves on aiming to provide the best possible start in life for all our pupils.

As our mission statement says:

“We provide a caring and vibrant community where each individual is challenged and inspired to reach his or her full potential and develop a zest for lifelong learning.”

We hope this booklet will provide you with information about the school our aims and how we work.

If you have any questions, either I or any member of staff will be happy to discuss them with you.

R Skates
Principal

Mountford Manor Primary School & Nursery Aims & Ethos

At Mountford Manor our vision is to provide a caring and vibrant community where each individual is challenged and inspired to reach his or her full potential and develop a zest for life long learning.

We aim to:

- Nurture children's aspirations and provide life long learning skills for the future
- Provide a stimulating and enriching environment to enthuse each child's confidence, enabling them to achieve their full potential
- Encourage self belief to enable each individual to reach their full potential and celebrate their success
- Ensure all pupils develop skills in literacy, numeracy and ICT allowing them to access the wider world
- Motivate and inspire children to develop self belief and confidence, encouraging a love of learning for life to achieve realistic goals
- Instill a sense of self worth, tolerance of diversity and an ability and willingness to contribute to the local and global community
- Inspire and motivate our children to become well balanced citizens of tomorrow, to value themselves and others
- To foster a sense of belonging at school, home and in the community

Home/School/Community Links

We aim to develop links between the home, school and the community by working closely together with parents as partners to provide support for every child. There is close liaison with community groups and local schools.

We are fortunate to have a part time Parent Liaison Officer, Mrs S Gregory who is available to meet with parents to discuss any school related issues.

Staff are available on the playground at 8.40am and to speak to parents briefly. If parents need to have a longer conversation with the class teacher then they are welcome to make an appointment with the Parent Liaison Officer. Children are collected from the playground at 8.40 am. All access doors and gates will be closed by the teacher of the last class in. Children are welcomed into classrooms to take part in a variety of activities and to ensure a prompt start at 8.45 a.m.

Admissions Policy

Children will be admitted to Mountford Manor Nursery at the next available intake (Sept/Jan/Apr) after their 3rd birthday, depending on the availability of places. Children will usually be offered 5 sessions a week. Additional sessions may be purchased through the school subject to availability of places.

Applications for places in Reception are normally due early January each year. During March the borough then allocates children to the school based on criteria of where they live and whether they have siblings already in school. This will be sent to you by post. Parents then need to accept or decline the place offered.

Within Mountford Manor Primary school, children are admitted to the school in the September before their 5th birthday occurs, after a period of induction.

This period of induction is an important time in a young child's life and we believe it is important for the child, parents and the school to establish a good relationship before it is time to start school.

Children who are admitted at other times are invited to visit the school with their parents. Please contact the office to arrange an appointment. Children outside our designated area can be admitted to the school by making an application (Form B) to the Admissions Team at Wat Tyler House, Swindon, as long as there is a place available in the appropriate year group.

Year Descriptions

There are year numbers for all children in education between the ages of 5-16. The ages relevant to this school are as follows:

Foundation Stage

2 year old	2 Year Old Nursery
3 - 4 years old	Nursery
Rising 4-5 years old	Reception

Key Stage 1

5-6 years old	Year 1
6-7 years old	Year 2

Key Stage 2

7-8 years old	Year 3
8-9 years old	Year 4
9-10 years old	Year 5
10-11 years old	Year 6

School Colours

School colours consists of a navy blue sweatshirt, sweater or cardigan, red polo shirt, shirt or blouse and grey skirt or pinafore dress, black, or grey trousers. Comfortable and appropriate footwear is very important so that children may run around and play safely in the playground. Strapless shoes are not permitted. For the summer girls may wear red and white striped or check dresses.

The only jewellery items that are permitted in school are inexpensive watches, studs or sleeper earrings.

Necklaces, rings and bracelets should not be worn for health and safety reasons.

For P.E. lessons the children will need black shorts, a white T-shirt and daps/trainers. These should be kept in a P.E. bag in the cloakroom.



PLEASE LABEL YOUR CHILD'S CLOTHES CLEARLY to prevent loss of items.

Behaviour Policy

We expect the children to be polite and courteous, tolerant and respectful. We also aim to enable the children to develop a positive attitude towards their learning. Our policy is shared by all adults and children within the school. Good behaviour will be rewarded and encouraged. If inappropriate behaviour does occur, the adults in school will work with the child to help them improve their behaviour. Parents will be informed of any difficulties or persistent problems.

The full behavior policy can be found on the website or a hard copy can be obtained from the school office.

Home and School Agreement

All parents are asked to sign the Agreement to support both the children and the school in achieving their best.

Homework

Children will be given homework on a weekly basis. This may include handwriting, spellings and an activity with a literacy focus, quick number, tables and an activity with a numeracy focus.

Children will bring their reading books home every night. Regular reading at home is a tremendous bonus for all children and we encourage you to try to spend quality reading time with your child.

Homework grids can be found for each class on the website.

Tuck

There is a healthy eating tuck shop for KS2 pupils. All KS1 and FSM children are provided with fruit.

Children are not allowed to bring sweets into school, but may have fruit at playtime.

Visits to the School

Parents are welcome to visit the school for parents'/carers' evenings, open days and assemblies etc. Discussions with the Principal or class teacher may be arranged by appointment through the Parent Support Officer. Brief enquiries may be dealt with when you bring your child to school or at the end of the day. We arrange parent/carers consultation evenings or open days in the Foundation Stage to discuss your child's progress during the year.

Children's Records/Progress

Teachers keep detailed records for each child to track progress and achievement, to set targets and to ensure that a balanced curriculum is being offered. Children's records are open to parents/carers and can be seen on request. Three times a year a report is sent to parents/carers outlining your child's progress. Parent/carer consultation sessions are held during Term 2 and Term 4 where you have the opportunity to talk to your child's teacher. Parents/carers are welcome to talk to class teachers, or the Principal, about their child at any other time during the school year, but an appointment is required. Parents/carers are informed about children's behaviour and if there are any issues relating to special needs support.

Policy Documents

As a school we try to keep parents informed about the curriculum and general school policies. All policies will be available for parents/carers to see if a request is made to the Principal and the main school policies can be viewed on the school's website.

Special Educational Needs

We have a Special Educational Needs Policy at Mountford Manor Primary, which is committed to providing a broad and balanced curriculum that is matched to the individual needs of the child.

Our policy's objectives are to:

- Provide a balanced curriculum
- Carry out assessment as an integral part of our teaching
- Provide appropriate resources
- Develop a close partnership with parents
- Encourage effective involvement of outside agencies to provide support and advice to meet the needs of our children with SEN.

There is a register of children with Special Educational Needs and we operate a staged approach according to the level of provision required to meet individual needs.

We aim to keep parents/carers informed about special teaching programmes and parents are welcome to discuss their child's special needs at any time.

Parents/carers will be invited to review their child's progress annually and special needs teachers are available for consultation on parents' evenings.

Complaints Procedure

In the event of a complaint about a child's SEN provision, the child's parents/carers should initially contact the class teacher, then, if necessary, the Principal or the Special Educational Needs Co-ordinator. Advice may be sought from the SEN Governor, who may refer matters to the Governing Body. The SEN Governor is Mrs K Handy.

Money and Valuables

Items of value should never be brought to school, although any money, which needs to be sent in, should be given immediately to the teacher in a clearly marked envelope. Please ensure toys are kept at home as when they are brought to school, they can become a source of argument, especially when swapped or damaged.

Any items of value brought to school by a child are the responsibility of the owner at all times.

There is no need for children to bring balls or skipping ropes to school for use on the playground as these are provided.

Mobile phones and other communication devices

At Mountford Manor Primary School we want to ensure all children are safe at all times, this includes e-safety. With this in mind, we have made the decision to **not allow** pupils to have mobile phones and other communication devices on site, and staff and governors have put the following guidelines in place:

- No phones or other communication devices are to be brought into school by pupils, except in agreed certain special circumstances (to be discussed with the Principal).
- If it has been agreed that a mobile phone or other communication device needs to be brought into school, the pupil's parent/carer will be required to complete a form in the school office.
- Once the form has been completed, the phone will be taken to the office, signed in, stored securely and then signed for when collected by the parent/carer or pupil.
- If a child brings a phone into school without a form (e.g. accidentally) and makes members of staff aware, the phone will be taken to office. The mobile will be returned at home time.

Members of staff **cannot** take responsibility for any mobile phone or other communication device.

Absences from School (illness or other reasons)

If your child is ill please keep him/her home until he/she is fully recovered. If they have vomiting and/or diarrhea they must be kept at home for **48** hours, before returning to school.

Please phone the school on the first day of absence.

Any absence not explained is now termed as 'unauthorised' and may result in the involvement of the Educational Welfare Officer.

If your child is taken ill at school and is obviously not fit to carry on working, we will contact you so that you may take your child home or get medical treatment. In case of an accident or emergency we shall get medical help and notify you at the earliest opportunity. You will be asked for contact names and telephone numbers when your child starts school. It is important that this information is kept up to date, so please tell the school immediately of any changes.

If your child needs to leave the school during school hours to visit the dentist, for example, then he/she must be collected or a note sent giving your permission for the child to go home alone. Please notify the office that you will be collecting them early.

If your child is going home to dinner just for the odd day, a note must be sent to school that morning giving your permission.

Holiday during term-time will not be authorised.

Medicines

A request for a member of the school staff to administer prescribed medicine must be made in writing using the school form, clearing stating dosage. Medicine will not be given to a child without this written permission. No medication must be left in drawers or school bags. **Only medicine prescribed by a doctor can be administered in school.**

Asthma inhalers are administered to many children in school. Once again, clearly written instructions of dosage and how to administer the inhaler are needed at the beginning of the school year or whenever a child first brings an inhaler into school. These are kept near to the child.

School Meals

A hot school meal is available daily, except for Nursery children. Meals must be ordered and paid for weekly in advance. Menus are sent home on a Friday. They must be returned with payment by the following Wednesday morning, for meals the following week. **Orders and payments not received by Wednesday morning each week will be declined and returned to the parent – a packed lunch from home will need to be provided each day for that week.** Children may prefer to bring a packed lunch and a drink. Water is provided with the hot meals. A yellow form for free school meals is available from the school office or can be completed online at www.swindon.gov.uk. In the search box type 'Free School Meals' and then choose the online application form.

Charging Policy for School Visits

Visits are often arranged for the children to support the topic that the class is studying at the time. The school is not in a position to fund these trips and so we have to rely on voluntary contributions. Although no child will be excluded from a trip (unless he/she constitutes a danger to others) a visit cannot go ahead unless adequate funds are

raised. To help parents budget for these visits we try to give as much notice as possible and we are prepared to make arrangements for payment by instalments when necessary. Parents must give written permission for children to participate in a school trip. We are unable to accept permission over the telephone.

Newsletters

Regular newsletters are sent home to keep parents informed of school activities and important dates.

Clubs

School clubs cover a wide range of sporting and other recreational activities. Children who attend these groups are expected to attend on a regular basis. Parental permission is needed for children to attend these clubs.

Fund Raising

The school is very aware of the stress which requests for money can cause and asks for support only occasionally. We have sponsored events to raise money for a specific project(s). Low key fetes and raffles are usually run on a regular basis by the children.

The Curriculum

The school follows the National Curriculum subjects and guidelines. We teach a broad and balanced curriculum to enable the children to have the opportunity to acquire skills, knowledge, and understanding and experience different types of learning, e.g. class, group and individual work, problem solving, investigatory work and creative work.

In order to achieve the objectives as set out in our aims, the Early Years classes work within the seven areas of learning as set out in the new EYFS (Early Years Foundation Stage Curriculum).

The three prime areas of learning are:

Personal, Social and Emotional development

Communication and Language

Physical Development

The four specific areas of learning are

Literacy

Mathematics

Understanding the World

Expressive arts and design

These seven areas of learning are delivered through activities that are based around a number of sub-themes, and through structured play that has been carefully planned and organised. The seven areas are described in more detail on the following pages.

Personal, Social and Emotional Development

We offer an early year's environment that is safe, caring and secure. We encourage the young children to work, play and co-operate with others in the group. They talk and listen to adults and other children and become sensitive to the needs and feelings of other people. We encourage them to take turns, learn to share fairly and be aware of what is right and what is wrong.

Communication and Language

We consider the child's language development to be particularly important and many activities are offered that will extend their spoken vocabulary, and encourage them to express their thoughts more fluently. They listen and respond to stories, songs, nursery rhymes and poems. They also take part in role-play confidently (for example hospital play).

Physical Development

The children are given activities that will develop their physical control, mobility, awareness of space and manipulative skills, both indoors and outside. They use large and small balancing and climbing apparatus in the nursery classroom, and in the school hall, for PE lessons. They are taught to handle appropriate tools, objects and construction equipment.

Literacy

Children are encouraged to develop a love of books through listening to stories in school, and by sharing books that they can take home. We teach them that words and pictures carry meaning. They learn to recognize and write their own names using appropriate upper and lower case letters. We encourage them to recognize letters of the alphabet and groups of letters by shape and sound through the 'Letters and Sounds' Curriculum thus providing them with a means to decode and spell words which will enable the child to read and write.

Mathematics

The children learn to use mathematical language such as circle, in front of, bigger than and to describe shapes, position, size and quantity. They are given practical activities that enable them to recognize and re-create patterns. We teach them number rhymes, songs and counting games.

They are encouraged to sort, match, order, sequence and count everyday objects. They learn to recognize and use numbers to twenty, and are familiar with larger numbers from their everyday lives (for example house numbers), and through practical activities children are taught to solve mathematical problems involving addition, subtraction, halving and doubling.

Understanding the World

This covers the children's early historical, geographical, scientific and technological areas of learning. We talk with the children about where they live, their environment, their families and past and present events in their own lives. They explore and recognize features of living things (for example looking after plants) and objects that are natural and man-made.

They look at similarities, differences, patterns and change. They will record their information (often by drawing pictures) and ask questions to find out more. We encourage them to develop cutting, joining, folding and building skills, and to use technology such as the computer to support their learning.

Expressive Arts and Design

The children are given plenty of opportunities to explore sound, colour, texture, shape, form and space in two and three dimensions. They respond in different ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play, they learn to listen and observe.

KS1 and KS2 Curriculum

We are committed to a cross curricular approach where subjects are taught in a meaningful and exciting way to inspire a zest for learning

Literacy

Speaking and Listening

As a school we seek to develop the child's language right across the curriculum, in order to develop his/her ability to communicate. Listening skills are extremely important if the child is to make the most of the learning opportunities provided. We expect children to listen carefully, to act on instruction, to listen to others, to listen to stories etc during the

course of a school day. We take time to listen to the child, enabling us to assess their understanding, as well as allowing us to know them better. Children are encouraged to participate in small and large group discussions and have many opportunities to talk to adults on a one to one basis.

Reading

Reading is taught throughout the child's time in the school. Teachers encourage children to read on their own, for enjoyment and information. A great deal of reading is generated through class activities as well as specific skills taught through dedicated literacy time. This time allows for whole class teaching of reading skills from a class shared-text as well as guided reading sessions in which groups of children work closely on a shared book with the teacher. Teachers will frequently read to the children and the children to each other.

A variety of reading opportunities are offered to children including the use of guided readers, big books and independent reading materials.

Writing

Writing is taught through a cross-curricular approach. Children are presented with many opportunities to gain ideas for writing.

Children are taught to write in a cursive hand (joined up). The teaching of written work is structured to give children the opportunity to write in a variety of fiction and non-fiction styles and to cover various aspects of grammar, punctuation and spelling strategies. .

Numeracy

Our work in maths covers the development of the child's understanding and skills in number work, algebra, shape, space, measurement and data handling.

We encourage the children to see maths as:

- a form of communication
- a useful tool
- an appreciation of mathematical relationships
- a fascination for maths as a subject

Computing

Computing is taught in the classrooms and in the school ICT suite to which all the school has weekly access. We follow the National Curriculum for Computing, which we deliver through a comprehensive scheme of work, which is fully supported by programmes loaded onto the computers.

Children use the computers to:

- communicate and handle information
- develop skills in control technology

- encourage interaction and decision making through modelling programs
- monitor environmental changes

Science

Science is planned to link in with termly topics and cover the skills that need to be taught. This ensures that a balanced progressive approach to science. Knowledge and understanding are linked to children's experiences and developed through the use of scientific terminology and concepts. Children are encouraged to investigate through practical activity, questioning, observing, predicting and concluding. Quick science activities focus on the development of scientific skills.

Religious Education

The school follows the Swindon agreed syllabus and the requirements of the 1988 Education Act. Our work reflects the broad traditions of Christian belief and the traditions and beliefs of the Jewish and Islam faiths. Parents have the right to withdraw their children from Religious Education and collective worship for the specific reasons of religious faith. This would need to be discussed with the Principal, so that alternative arrangements could be made for the child during R.E. lessons and collective worship.

Design Technology

We aim to encourage children to be inventive, to apply theoretical knowledge, to design practical solutions for problems they encounter, to evaluate and modify these solutions. The children have the opportunity to use a wide range of materials and to use tools correctly and safely.

Children are taught a variety of DT skills through:

- Textiles, food, wood/plastics, mouldables, electrical/mechanical components, paper/card.

History

At KS2 much of our history work is based on the local area and the children's own family history. It develops for the children a sense of chronology and an awareness of the difference between the past and the present.

All children are offered the opportunity to investigate periods in history, through a range of information sources, including:

- books, documents, artefacts, pictures, photographs, videos, music etc.

Geography

In geography children are given opportunities to investigate:

- maps
- the locality in which they live
- a village or town elsewhere in Britain and in another country
- a variety of geographical features
- the weather and its effects

Sex Education

The governors have a policy on sex and relationships education that is applicable to both the KS1 and KS2 departments in the school. This is available for parents to see from the school office. The teaching offered by the school will be complementary and supportive to the role of the parents. The subject is handled in a very sensitive manner. As a parent you have a legal right to withdraw your child from sex education if you wish.

Personal, Social and Health Education and Citizenship

We aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. We aim to provide a sensitive and supportive environment for this learning, which includes encouraging a responsible attitude towards substance abuse.

Art

The children have many opportunities to develop skills for the enjoyment and appreciation of painting, sketching, drawing, 3D work and needlework. The children are encouraged to express their feelings and to explore ideas through the selection and choice of materials and methods. Children also have an opportunity to study a variety of artists and their work.

All children need an overall for art sessions to protect their clothes.

Music

The children are encouraged to develop a sensitive response to sound in general and in particular to the organized sound called music. They are encouraged to learn the skills, understanding and appreciation to enable them to engage in musical activities. This is achieved through singing, listening to music, composing, playing percussion instruments and also with performances.

Modern Foreign Languages

Our chosen language is French

Physical Education

The children experience a range of activities including gymnastics, dance, games, athletics and swimming (Yr3). They are encouraged to have a healthy attitude and approach to physical activities and to develop a range of skills.

It is essential that all children have their PE kit in school at all times.

Making a complaint about the Curriculum

Under Section 23 of the Education Reform Act 1988, parents have the right to make complaints about the curriculum. The procedure for making such complaints is set out in an LA document, which is available at the school office.

Equal Opportunities

Boys and girls are given equal access, opportunities and encouragement to take part in all activities, regardless of race, gender, attainment, disability, special educational needs or competence in English. The full Equal Opportunities policy can be found on the website or a hard copy can be obtained from the school office.

Health and Safety Policy

The governing body of the school acknowledges that it has responsibilities for the health and safety of pupils. A fire drill is carried out each term and fire fighting equipment and alarms are checked annually. All accidents are reported in the accident books, and local authority guidelines are followed (a copy of the school's Health and Safety Policy is available from the school office).

All visitors are requested to use footpaths when walking around the school, especially when going through the staff car park. We would ask that whenever possible you and your child(ren) walk to school. If you need to bring children to school by car please use the car parks in Huntley Close or Tudor Walk.

The full health and safety policy can be found on the website or a hard copy can be obtained from the school office.

Safeguarding

In the interest of your child's safety and well being we are legally obliged to act on any issues of child protection which may become apparent during the school day.

The full safeguarding policy can be found on the website or a hard copy can be obtained from the school office.

Child Protection

Our priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies before we contact you. The procedures we follow have been laid down by the South West Child Protection Procedures www.swcphp.org.uk and are in accordance with Swindon Borough Council Guidance. If you want to know more about these procedures, please speak to the Principal Miss Skates or the Deputy DSL Mrs Crawley or visit the web site.

Outside Agencies

We have regular contact with many of the agencies involved with children. Close contact with outside agencies is continuous. We have a family support worker and PSA attached to the school whose roles are to provide advice and support to families who may need it.