



Believe, Strive, Achieve

Winklebury Federation

Willoughby Way, Basingstoke, Hants RG23 8AF

Head of Federation: Mrs S. Mathlin

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Message from the Headteacher

I have great pleasure in welcoming you to The Federation of Winklebury Infant and Junior Schools. Our two schools are on the same site and enjoy the many benefits of working closely together under the leadership of one Head of Federation and one governing body. The schools offer a learning environment where staff, parents, governors and other stakeholders work together for the benefit of all our children.

We recognise that every child is unique and we value each one of them as an individual, providing them with a secure and friendly learning environment in which they are encouraged to develop their own skills and talents.

We very much value the partnership between home and school. We believe that by working together we can ensure your children develop into happy and confident individuals and are able to meet the challenges and opportunities of the future. Parents and friends are encouraged to join in the many and varied aspects of school life, to work alongside the children and to celebrate their successes and achievements.

We would welcome the opportunity to show you around one or both of our schools and give you further information about how we strive to ensure that every child's time with us is enjoyable, stimulating and rewarding.

Yours sincerely

Mrs S Mathlin
Head of Federation



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Mission Statement

At Winklebury Federation of Infant and Junior Schools we want children to believe in themselves, strive to try their best and achieve all that they are capable of.

Our Aims:

- To work in partnership with parents and the community by forming mutually respectful relationships and promoting our open door policy, where the school and its surroundings are highly valued.
- To create a fully inclusive, vibrant, relevant and challenging curriculum that prepares our children for tomorrow's world, where children's successes are celebrated and effort is rewarded.
- To maintain consistently high expectations of learning, teaching and behaviour throughout the school and that the whole school community understands and upholds the school's core values.
- To nurture a happy, safe, secure and healthy environment, where children have the freedom to express themselves and want to learn and where families feel supported.

Our Core Values:

Empathy
Respect
Trust
Perseverance
Teamwork
Pride

Basic Facts about the School

The name and address of the school is:

The Federation of Winklebury Infant and Junior Schools
Willoughby Way
Winklebury
Basingstoke
Hants
RG23 8AF

Tel: 01256 323244

School hours:

Infants: 8.50 am - 3.00pm

Juniors: 8.45 am - 3.00pm

Headteacher

Mrs Sarah Mathlin

Chair of Governors

Mr Mark Peters

Local Authority

The school is maintained by Hampshire County Council.

Director of Children's Services

Mr Steve Crocker

The Education Department
The Castle
Winchester
SO23 8UG

Tel: 01962 841841

Any information that is required from the Local Authority should normally be obtained from the local Area Education Officer:

Tel: 01252 812333

Education Welfare Officer

Tel: 01252 814714

The School Day

In the infant school parents are asked to ensure that children arrive at school between 8.40am and 8.50am. The doors close at 8.50am and registration is from 8.50 to 9.00am.

In the junior school the doors open at 8.35am and close at 8.45am. Registration follows this.

Registration is followed by a learning session until playtime. There is a fifteen-minute mid-morning break time. During the mid-morning break in the infant school, your child will have the opportunity to eat a healthy snack, a piece of fruit or vegetable, provided by Hampshire County Council. In the juniors children can bring a snack from home or buy from the tuck trolley. The morning session finishes at 12.00 noon in the infants and 12.15 in the juniors.

Meals are cooked on the premises and served in the school hall, or children can bring in a packed lunch. Adult supervision is provided throughout lunch-time. A wide variety of activities are available for the children to enjoy in the playground.

The afternoon session commences at 1.00pm and school finishes at 3.00pm. Children are collected from their classroom doors in years R-3 and from the playground in years 4-6.

Attendance

Regular attendance is of vital importance to the education of all children. We urge parents to ensure that children attend regularly and arrive on time for lessons, therefore helping us to provide them with a good education. Registers are marked at the beginning of the morning and afternoon sessions and absences are recorded showing the reason for non-attendance.

Parents are asked to inform the school by 9:00 a.m. if their child is unable to attend school.

Children who have to leave the premises for medical or other reasons during the day, must be collected from the school office and signed out. Parents are asked to notify us beforehand. Any child arriving late must be taken to the office (in the junior school), where parents will be asked to sign the 'Children In' file.

Illness, religious observance and medical appointments are recognised as authorised absence. At Winklebury Federation we aim to develop a culture where education is valued and seen as a vital part of society's development. Everything that children experience and learn at school helps us instil values and lessons for life. Absences

during term time are a major cause of concern to teachers and school governors. We do ask our parents to support us by trying wherever possible to observe school holiday dates and not arrange family holidays during term time.

Snack times and Lunchtimes

At morning break, as well as the fruit and vegetable snack children in Reception receive free school milk until they are 5. Once a child turns 5 parents can purchase milk for their child through the Cool Milk scheme.

The children have access to water throughout the day and all children are required to have a water bottle in school everyday.

During the lunch period, the children are cared for by a team of supervisory assistants who collect children from their classrooms in the infants, supervise them in the hall while meals are eaten and care for the children outside during lunch time play or in the classrooms if wet.

HC3S (Hampshire School Caterers) provides a choice of meals each day and these are freshly cooked on the premises. Menus for the term are sent out to parents for information. Currently school meals are free for all infant children.

Children wishing to bring packed lunches may do so. If you are sending your child to school with a packed lunch, please ensure that the food and drink is carried in an appropriate container, preferably leak-proof and marked with the child's name. Please do not send glass containers or fizzy drinks. As we have children with allergies to peanuts, all foodstuffs containing these are also banned. We are a Healthy School and encourage the children in healthy eating. Please **do not** include sweets or chocolate bars.

School Uniform

We actively encourage our children to wear school uniform and ask for your help and support with our school uniform policy. We believe that a uniform looks smart, is practical and contributes to a sense of belonging and to the health and safety of your child in the school environment.

Some of our uniform can be bought in high street shops, but some school specific items can be bought from Skoolkit in town or ordered on-line with them.

Uniform

- *Burgundy sweatshirt or cardigan with school logo
- *White polo shirt with school logo or plain white polo shirt - all children must have at least one polo shirt with the school logo for trips, photographs, special assemblies and any other occasions detailed by the school
- *Tailored grey or black school trousers, shorts, skirt or pinafore
- *Grey, black, navy, burgundy or white tights
- *Grey, black or white socks
- *Black closed in school shoes or ankle boots (no open toes, high heels, casual sandals, high boots or trainers) - black laces if laces required.
- *Blue and white striped or checked dress or separates for the summer as stocked by suppliers of schoolwear

Physical Education

- *Black shorts
- *Plain white T-shirt or white T-shirt with school logo
- *Dark plain jogging bottoms for outdoor activities or dark, plain tracksuit
- * Trainers that can be securely fastened
- *A hair tie, if necessary (long hair must be tied back for all P.E. activities)

Other items available but not compulsory

- *Drawstring P.E. bag with school logo
- *Burgundy book bag with school logo
- *Water bottle

Jewellery

- **One** metal stud earring in each ear, which should be removed by your child for P.E. or covered with tape brought from home;
- watches with a clear display that your child can use (no novelty watches or watches that record or take photos please).

If you are considering having your child's ears pierced, we would recommend that it is done at the start of the summer holidays, allowing time for the healing process and giving your child the opportunity to become familiar with removing and replacing the earrings. Please be aware that, on the grounds of health and safety, we are not permitted to remove or replace children's earrings.

As with plain stud earrings, any watch must be able to be removed for P.E. by your child and is his/her responsibility.

If your child needs to wear jewellery for medical or religious reasons, please discuss this with the Head of Federation.

Accessories

We encourage plain hair accessories in uniform colours for school. Make up, nail varnish and tattoos must not be worn. If a child wears nail varnish to school we will ask the child to remove it using a nail varnish remover pad, such as the ones you can buy in a high street store. We will also ask for make-up to be removed.

Hats

Hats can be worn outside for warmth or sun protection - they are not to be worn as a fashion statement. If baseball caps are worn they should be plain and they must be worn with the peak of the cap facing forwards.

Sunglasses may be worn outside in the summer, but are the responsibility of the child.

Hairstyles

Whilst it is a rare occurrence, the Head of Federation reserves the right, if she deems it necessary, to inform the parent/carer if, in her opinion, a child's haircut is inappropriate for school.

Lost Property

Please ensure that **your child's entire** clothing, including coats and PE kit are marked with their name. This allows us to return property to the correct children without delay.

General Equipment

The school provides the basic equipment and materials needed by the children. Items of significant financial or personal value should not be brought to school unless this has been cleared previously with the class teacher.

It is our policy to make no extra charges for the use of school equipment. However, for the benefit of all children, we feel that it is only fair and just that if school equipment is deliberately damaged by children, that the parents of the child will be asked to make a significant contribution to the cost of repair or replacement. Similarly, if a library book is lost, parents will be asked to contribute to a replacement.

We anticipate your support in the principles behind the above policy.

Behaviour

For effective learning to take place, children need to be working within a well-disciplined environment. For children to live and work within society, they must see the need for self-discipline and acceptable standards of behaviour.

The Behaviour Policy, which operates within the school, provides the framework for the creation of the happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals. It is a statement of the aims, principles and strategies that we believe to be important in the creating of a positive ethos in our school. It was developed through a process of consultation between all members of the school community: the children, the staff, the parents and the governors.

At Winklebury Federation, the establishment of good behaviour patterns is of great importance. Good behaviour and manners are expected as a natural part of our school day. The whole staff take a lead in the example of good behaviour. Our discipline, when needed, is firm but positive. In any instance of aggressive behaviour, whether verbal or physical, it is our policy to see all parties involved. The situation will be discussed and all concerned will be listened to and encouraged to think for themselves about the hurt caused.

The emotional stress caused by bullying, in whatever form, can affect the child's achievement and lead to an unwillingness to attend school. Bullying is usually a pattern of behaviour rather than an isolated incident and will not be tolerated. All pupils are encouraged to report any unkind behaviour to staff. All staff are watchful of playground behaviour and are alert to signs of bullying.

We have established a system of rules and rewards that is fair and consistent. Our focus is to reward positive behaviour and sustained effort.

Organisation of the school and the curriculum

We vary the organisation across the federation depending on the number of pupils in each year group.

We currently have:

- 2 x Reception - Badger class and Owl class
- 3 X Year 1 and 2- Otter, Fox and Woodpecker class
- 2 x Year 3- Cherry and willow class
- 2 x Year 4 -Beech and Rowan class
- 2X Year 5- Oak and Sycamore class
- 2 x Year 6- Elm and Pine class

The children are organised in teaching groups within mixed ability classes throughout the school. Opportunities are created for all pupils to develop collaborative skills by working together as a class, in groups and as individuals. We cater for the children at Winklebury Federation as individuals supporting with their varying needs. Approaches to learning will involve investigation and discovery, observation and discussion and the fostering of motivation and perseverance. We are able to involve specialist agencies in particular cases of difficulty following full parental consultation.

We provide a relevant, broad and balanced curriculum, which starts with the Foundation Stage and then moves into the National Curriculum.

We keep careful records on the progress and development of all our children. The records kept in school are confidential to the school and individual parents/guardians.

During the first weeks of their Reception year, observations are carried out to gain a picture of where the children are, to inform an assessment on all of the children using relevant criteria from the Early Years Foundation Stage Profile. This allows early identification of children who may need extra support. The assessment also allows us to begin to plan work and experiences that are closely matched to each child's level of knowledge, skills and experience from the beginning of their time at Winklebury. The outcome of this initial assessment is shared with parents during the child's first term in Reception. In the summer term the Early Years Foundation Stage Profile is completed summing up each child's progress and learning needs in the six areas of learning. This is then shared with parents.

In Year 2, the children will undertake the Key Stage 1 tasks and tests and these will be published as a combined level with the teacher assessment. The results are sent to parents.

In Year 6, the children will undertake the Key Stage 2 National standardised tests and these are published with their annual report.

The results from year 2 and 6 form the picture for our school's performance and are published nationally each year. Our most recent results can be found at the end of the prospectus.

The Foundation stage

The Foundation Stage curriculum starts when a child is three and finishes at the end of their first year in school. The curriculum is organised into seven areas of learning:

The 3 prime areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

There are also 4 specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The seven areas help us to plan the learning environment, activities and experiences and provide a framework for the early years curriculum. This ensures that we lay a secure foundation for future learning so that children are able to access the National Curriculum.

Children learn from a variety of experiences with play forming an important aspect of early learning. We recognise that well-planned play, both indoors and outdoors, is the key way in which young children learn with enjoyment and challenge. Play is seen as an integral part of the learning opportunities for all our children during their time at Winklebury Federation.

In order to be successful learners, children need a positive image of themselves. They need active involvement in a well-planned, well-organised environment where teachers provide a variety of approaches in order to match work to the needs of all the children.

We believe that a solid foundation in English and mathematics is vital and therefore great emphasis is put on the teaching of reading, writing and numeracy. These are taught following the Literacy and Numeracy National curriculum at Key Stage 1 and 2 and the Early Learning Goals at the Foundation Stage.

The National Curriculum

At Winklebury Federation, we strive to develop and nurture our children to be aspirational lifelong learners. We are very aware that the children's primary phase of education is the foundation of their learning journey and we endeavour to promote a love of learning that they can continue to grow with them throughout their lives.

We aim to do this through a progressive, rich and varied curriculum that engages children through a range of carefully planned experiences and opportunities to widen their world; as well as securing and embedding fundamental literacy and numeracy skills through a variety of real life contexts

The National Curriculum Foundation subjects and religious education are generally taught as separate subjects, but any natural links with other curricular areas are developed to enhance and support learning. However, some aspects are dealt with as discrete subject areas where this is beneficial. Consequently, we can ensure that the recommendations of the National Curriculum are covered.

Each child is helped to achieve the highest standard of attainment possible within a happy school environment, where everyone works together with mutual trust and respect. The National Curriculum consists of:

- English
- Mathematics
- Science
- Computing
- Religious Education
- Art
- Design and Technology
- Geography
- History
- Music
- Physical Education
- French (Years 3-6 only)

We believe that a balanced curriculum is only achieved through a further emphasis on other important areas such as Personal, Social and Health education, Citizenship and Environmental Education, promoting not just a full range of knowledge and skills, but the important moral, religious and aesthetic attitudes which prepare children for the future.

Special Educational Needs (SEN)

Every child at some point during its school life requires extra attention. This might be extra time from their teacher to take them beyond what they thought they could do, or equally extra help with something they are finding particularly difficult. Either situation requires special attention, with the class teacher initially analysing the situation, assisted by the Special Needs and Disabilities Co-ordinator (SENDCO) if necessary. We believe in early intervention to ensure that all children have equality of opportunity and achieve their best.

We implement the Special Educational Needs Code of Practice to ensure that children's special needs are identified as quickly as possible and that early action is taken to meet those needs. This promotes a strong partnership between parents, the school, the Local Authority and other services.

A programme of learning or behavioural objectives related to these special needs is then drawn up and possibly with the help of an experienced Teaching Assistant who works alongside the class teacher, the child's needs will be met. This programme is called a P.L.P (Personal Learning Plan) it is reviewed at regular intervals and is shared with parents. We may involve other experts such as Speech and Language Therapists or Educational Psychologists to ensure that we have all the resources and expertise we need. Whenever this seems necessary, we ask parents to become closely involved, making sure that the best interests of your children come first. Very occasionally, an Educational Health Care Plan (EHCP) may be drawn up to ensure that a child's needs are fully met.

Equal Opportunities

At Winklebury Federation we aim to provide a broad and enriched curriculum that meets and goes beyond the demands of the National Curriculum and each and every child has equal access to all that the school has to offer.

We work to meet the needs of our children, irrespective of physical, intellectual, emotional or behavioural difficulties, gender, social and cultural background, religious or ethnic origin. Girls and boys participate in all subjects and work in mixed ability year groups.

Educational Visits and Activities

At times, part or all of a class may go off the school site on an educational visit. If it is very local and by foot we will not always advise you in advance, we will ask you to complete a permission slip for such eventualities when your child joins the school. This permission is sought on an annual basis.

However, for visits further afield, and **always** if it involves transport, we will advise you in advance and seek your written permission on each occasion.

No child will be allowed off the premises unless supervision is exercised according to the Hampshire Regulations for Off-Site Activities.

Visits, which require finance are financed by parental contributions. If such a request should pose a problem, please discuss this with the Headteacher, as we do not wish to prevent any child from taking part due to financial constraints.

Extra-curricular activities

Extra-curricular clubs are available for all children across the Federation. Different clubs are available each term and the children have an opportunity to participate in a variety of activities over the year. Some clubs are provided by school staff, including arts and crafts, Tag Rugby, Laser run, netball and choir, while others such as gymnastics and football are provided by external companies.

Breakfast and After School Club

Breakfast club is run on the school site by SCL and runs from 7.45am until school starts. It is based in the infant hall and children are walked to their classrooms and the junior school for the start of the day.

We have an externally run after school club, also based in the infant school who run until 6pm. Details for both clubs can be obtained from the school.

Our Governing Body

The Governing Body is an important group of people who are responsible for working with the Headteacher and the school staff to ensure a high quality education at Winklebury Federation. They are responsible for staffing levels, school budget expenditure, curriculum policy and the school site.

Our Governing Body is made up of volunteers who are appointed for a period of four years. Each governor usually serves for a term of four years. Winklebury Federation governors are often in school, formally and informally keeping in touch with all aspects of school life. They are happy to discuss any queries you may have and welcome feedback from parents.

The full Governing Body meets together each month.

At Winklebury Federation we pride ourselves on having a dedicated and committed Governing Body. All Governors work to ensure the effective management of the federation and contribute a range of skills from a variety of different backgrounds. All Governors can be contacted via the school office.

Parents' Association-PAWS

Our parents' group is very active in supporting the school in many ways, especially by raising money for extra equipment and also in running events at which everyone can enjoy themselves socially. All parents are automatically members of the group and are given opportunities to help. They raise funds to enhance the range of opportunities and facilities available to the children and to support the maintenance of the school and its environment. The funds enable the school to purchase a wide range of additional materials and facilities - from books and stationery, through to IT equipment and furniture.

Primarily, we raise funds via a wide range of events and activities. These include family oriented events such as Christmas and Summer Fayres, Children's Discos, Pantomime Trips as well as more adult-oriented activities, such as Quiz Nights and bingo. PAWS also organises a number of on-going events such as Cake Sales.

In addition to raising funds, these events and activities are all about meeting new people, socialising and, most importantly, having fun. Support is always appreciated and we are always seeking extra helping hands and new ideas. Therefore, if you would like to get involved or have a good idea for fund-raising simply contact us at PAWs via the school office.

An Annual General Meeting is held to report on the successes of the past year and to invite parents to join the committee. Parents are kept informed of forthcoming events and reports on its work for the school by regular newsletters. PAWs looks forward to seeing you at their next event.

Home and School Partnership

Co-operation between home and school is actively encouraged. At Winklebury Federation we believe that an effective partnership between school and parents will improve the education of the children. We welcome parent's views, ideas and suggestions, as these can help us bring about improvement for the good of all.

We have a Home School Agreement, which all parents are asked to sign. We hope that this agreement will further support and improve the good home/school relationship that we feel already exists. We know that through this partnership the children can experience greater success and appreciate the value of their work.

To support these principles we have an "open door" policy with parents. If at any time you want to discuss any aspect of your child's education you are encouraged to make a mutually convenient appointment with the class teacher through the school office.

We hold parent/teacher evenings in the autumn and spring terms where you are invited to discuss your child's progress and development. Appointments can be made online. During the summer term, you will receive a written report on your child's progress throughout the year, with reference being made to their strengths and highlighting any areas for development. You are invited to comment on the Annual Report.

If any parent has a concern at any time, an appointment can be arranged to discuss this with the class teacher.

Many parents and friends of the school help in the classrooms in a wide variety of ways. For example, by accompanying them on school visits and supporting children in pairs or small groups. To ensure the safety of all our children all adults who work with them are asked to undergo a Police check. This involves filling in a form, which is sent to the County Offices, as well as a DBS form.

Home learning

We see home learning as a way to enable children to support their development and embed skills learnt in school.

Throughout the school the children are given opportunities to carry out tasks at home. This may include reading, spelling and maths as well as gathering information for current topics. As children get older, it is important that they develop the confidence and self-discipline needed to study on their own and to prepare themselves for the requirements of secondary school.

Each year group team advises parents and children of their particular routines or types of assignments.

Care and Safety

Pastoral Care

The quality of each child's physical, intellectual and spiritual development is our shared responsibility. In order that care can be exercised with sensitivity and competence, it is vital that school and home maintain positive and continuing links. Parents are welcome to make an appointment at any time to discuss urgent issues.

However, in order to promote the safety and protection of all children in school, we will refer any concerns about the well-being of a child to the Children's Services Department. The Headteacher is the Designated Safeguarding Lead for the school.

It is obviously important that the school knows of any illness, allergies or conditions which may have an effect on your child's capacity for work or PE (for example, hearing, sight, convulsions, asthma etc). The safety of our children is of the greatest importance and we exercise our best care and supervision to ensure that accidents are kept to a minimum.

Contacting Parents

We must have regularly updated home and emergency contact numbers so we can ring you immediately should there be a problem. However, if possible, please also provide us with a third "emergency contact" number, perhaps a relative who lives nearby or a reliable neighbour.

Please do not hesitate to ring us at school if you are going to be delayed in collecting your child from school, so we can allay fears and worries before they begin.

Health and Medicine

We take good care of your child at all times, nevertheless children can become unwell or sustain minor injuries. We administer sympathy in the first place, first aid through a trained person when necessary and deal with the very rare more serious injury by informing the parent so that you may arrange for your child to be taken to the doctor. In extreme cases we would call the ambulance service. We follow very precise policy guidelines about what to do and always act in the best interest of your child. Where possible, you will always be consulted before medical attention is sought. We have over the required number of first aiders on site.

If your child is unwell during the school day, arrangements will be made for them to go home. For this reason it is imperative that the school office has up to date contact numbers for you and your partner and any other person who may be contacted in an emergency.

If your child has vomited or had a tummy bug we stipulate that they remain at home for at least 48 hours after the last bout of sickness. Many children return to school when they are still contagious or before they are fit enough to cope with a day's schooling. The school has information on contagious diseases and the length of exclusion from school to prevent the spread of infection.

In most cases, children should not return to school after an illness until the need for medicine is over. Medicine can only be given in school if prescribed by a doctor. The medicine must be clearly labelled and handed personally to the school office and parents will be asked to sign a consent form to allow us to administer the medication.

We are not permitted to administer medicines obtained privately, such as cough syrup, tablets etc, nor must young children carry these medicines.

The only exceptions to these rules are for children with conditions such as asthma, diabetes or eczema, when arrangements can be made for medication such as inhalers to be stored for immediate use. Please contact the Headteacher for further advice.

If you suspect your child may have contracted headlice please do not panic! Unfortunately, they are a persistent problem and are often attracted to the cleanest of heads! They are particularly common amongst young children who tend to play closely together. We are no longer permitted to examine children's heads and rely on the co-operation of parents to eliminate this problem. Advice on prevention and treatment can be obtained from your doctor or local chemist.

Head Bumps

All bumps to the head are treated as potentially serious and all children who report a head bump are sent to the office, where they will be seen by a first aider. If your child receives a bump to the head they will be treated with a cold compress and you will receive a text message informing you of the bump. If the bump is minor they are returned to their classroom where they are kept under observation. If there is any cause for concern we contact parents who will decide whether to have the child checked by a medical practitioner, or to take them home to keep under observation.

School Health Service

The School Health Service is provided by the Area Health Authority with staff allocated to visit our school on a regular basis to monitor children's health and provide support for parents. During their first year at school the school nurse will carry out hearing and eye checks. The school nurse continues to carry out regular vision and hearing tests as children progress through school and may also monitor growth and weight.

From time to time with parental permission, dental inspections will be carried out. No treatment is given, but you will be advised if your child needs treatment.

Visitors

For security and safety reasons all visitors are asked to enter the school through the junior school office. There is a door entry system and visitors report to the office, to sign our Visitors' Book and to wear a visitor's badge around the building.

Parents' Cars

If you bring your child to school by car, please park both legally and courteously. Parents are asked not to park their car in the school car park close to the school entrance or block the drives of local residents. The safety of all the children is paramount and we would rather children were a few minutes late than cars be parked in a potentially hazardous manner.

We are grateful for your co-operation in ensuring that the children are safe.

Keeping Parents informed

During the year the Headteacher sends regular newsletters to parents. These newsletters inform parents of forthcoming dates of particular interest, provide information about recent events at the school and detail other information that will be useful. All the newsletters and important information can also be found on the school website.

At the start of each term, your child's class teacher will send you a summary of the learning that your child will be involved in during the forthcoming term.

Concerns

If parents have any concerns over the administration, policies or curriculum of the school, they are invited to raise the matters first with the Headteacher. Members of the Governing Body may also be consulted. Hampshire County Council has a formal complaints procedure if areas of difficulty remain. A copy of this policy is available from the school office.

Holidays during term time

Amendments to school attendance regulations were updated and enforced from September 2013: (Pupil registration) (England) regulations state that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. It is important to note that Headteachers can determine the length of the authorised absence, as well as whether absence is authorised at all. The fundamental principles for defining 'exceptional' are rare, significant, or unavoidable, which means the event could not reasonably be scheduled at another time. There are no rules on this as circumstances vary from school to school and family to family. There is however, no legal entitlement for time off in school time to go on holiday and in the majority of cases holiday will not be authorised. Parents/Carers wishing to apply for leave of absence need to fill in an application form (available from the website or outside the office) in advance and before making any travel arrangements.

In Service Education Training (INSET)

Change is a constant factor in education and as the curriculum changes, ongoing training and professional development of staff is essential if we are to meet our objectives of raising standards still further. All schools, by law, must set aside five days for staff In Service Education Training, (INSET) each year. All INSET days are of value and the training undertaken is part of the planned development of the school. We aim to give parents the maximum notice of inset days and would normally announce the timings of all five days at the start of the autumn term or sooner if possible.

Admission to Winklebury Federation

Children generally start school at the beginning of the year in which they are 5. The children start school in September and have the opportunity to go full time almost straight away.

Parents must apply for a place by the November preceding the September that their child is due to start at school.

We have an Admission Policy (at the end of the prospectus) which is adhered to rigorously to ensure that places are offered fairly up to our limit of children. The Governors will consider all admission applications in accordance with the school's policy. Responsibility for implementing the policy and making decisions about admissions to the school rests with the governors.

Each year the Governing Body makes a decision regarding the Induction timetable for the new Reception children. It is reviewed annually to take account of the different children we admitted. The decision is based on the needs of the children.

In the November of year 2 you will need to apply for a place in the junior school, the majority of our children transfer from the infant school to the juniors. The admission policy for the juniors is also in this prospectus.

Winklebury Infant School Admission Policy 2021-2022

This policy will be used during 2020/21 for allocating places in the main admission round for entry to Year R in September 2021. It will also apply to in-year admissions during 2021/22. It does not apply to those being admitted to nursery provision.

Hampshire County Council is the admission authority for Winklebury Infant School. The admission arrangements are determined by the County Council, after statutory consultations.

The published admission number (PAN) for Winklebury Infant School for 2021-2022 is 60.

The County Council will consider first all those applications received by the published deadline of **midnight on Friday 15 January 2021. Notifications to parents offering a primary or infant school place will be sent by the County Council on 16 April 2021.**

Applications made after midnight on 15 January 2021 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

For the normal admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

Pupils with an Education, Health and Care Plan

Any child with an Education, Health and Care Plan naming Winklebury Infant School will be admitted. Where possible such children will be admitted within the PAN.

Oversubscription criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to children in the following priority order:

1. Looked after children or children who were previously looked after (*see definition i*).
2. (For applications in the normal admission round only) Children or families with an exceptional medical and/or social need (*see definition ii*). Supporting evidence from a professional is required such as a doctor and/or consultant for medical needs or a social worker, health visitor, housing officer, the police or probation officer for social needs. This evidence must confirm the child or family's medical or social need and why that need(s) makes it essential that the child attends Winklebury Infant School rather

than any other. If evidence is not submitted by the application deadline, the medical and/or social need cannot be considered.

3. Children of staff (*see definition iii*) who have, (1) been employed at Winklebury Infant School for two or more years at the time at which the application for admission to the school is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.

4. Children living in the catchment area (*see definition iv*) of Winklebury Infant School who at the time of application have a sibling (*see definition v*) on the roll of Winklebury Infant School or the linked junior school, Winklebury Junior School, who will still be on roll at the time of admission. [See 6 for additional children who may be considered under this criterion.]

5. Other children living in the catchment area of Winklebury Infant School.

6. Children living out of the catchment area who at the time of application have a sibling (*see definition v*) on the roll of Winklebury Infant School or the linked junior school, Winklebury Junior School, who will still be on roll at the time of admission. [Where a sibling was allocated a place at the school or Winklebury Junior School in the normal admission round in a previous year because the child was displaced (*see definition vi*) from the catchment school for their address, the application will be considered under 4, above, subject to the siblings still living in the catchment area for the school from which they were displaced. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at the Winklebury Infant School or Winklebury Junior School under this criterion as a consequence of their elder sibling's displacement and are still living in the catchment area for the school from which they were displaced].

7. Other children.

Definitions

(i) Looked after children are defined as those who are (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). Previously looked after children are those who were previously looked after but immediately after being looked after became subject to an adoption order, child arrangements order, or special guardianship order. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

(ii) Applicants will only be considered under this criterion if on the application form (online or paper) they have ticked the appropriate box explicitly indicating that they wish for their

application to be considered under medical / social need. 'Medical need' does not include mild medical conditions, such as asthma or allergies. 'Social need' does not include a parent's wish that a child attends the school because of a child's aptitude or ability or because their friends attend the school or because of routine childminding arrangements. Priority will be given to those children whose evidence establishes that they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose evidence establishes that their parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs. Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

(iii) 'Staff' includes all those on the payroll of the school. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

(iv) A map of the Winklebury Infant School's catchment area is available on the school's details page of the Hampshire County Council website www.hants.gov.uk/educationandlearning/findaschool.

(v) 'Sibling' refers to brother or sister, half brother or half sister, adoptive brother or adoptive sister, foster brother or foster sister, step brother or step sister living as one family unit at the same address. It will also be applied to situations where a full, half or adopted brother or sister are living at separate addresses. Criteria 4 and 6 include children who at the time of application have a sibling for whom the offer of a place at Winklebury Infant School or Winklebury Junior School has been accepted, even if the sibling is not yet attending. It also includes, in the normal admissions round, children who have a sibling on roll in Year 2 at Winklebury Infant School at the time of application, who are successful in gaining a place at Winklebury Junior School on the national notification date.

(vi) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school.

Tie-breaker

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Distances will be measured from the Ordnance Survey home address point to the school address point using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County website.

Additional Information

Permanent Residence

The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

Multiple births

Where a twin or child from a multiple birth is admitted to a school under this policy then any further twin or child of the same multiple birth will be admitted, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

Fair Access placements by the local authority

Outside the normal admission round, it may sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with Hampshire County Council's Fair Access Protocol. The Protocol is based on legislation and government guidance.

Waiting lists

During main round of applications for Year R places for September 2021, a waiting list will be established and maintained centrally by the local authority until 31 August 2022. At all other times, and for other year groups, when all available places have been allocated, waiting lists will be operated by schools on behalf of the local authority.

Any places that become available will be offered to the child at the top of the list on the day the place became available. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised -

- each time a child is added to, or removed from, the waiting list;
- when a child's changed circumstances affect their priority;

The waiting list will be maintained until 31 August 2022, at which point all names will be removed. Should parents wish their child to be considered for a place at the school in the following school year, they should complete and submit a fresh in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.

Starting school

Pupils born between 1 September 2016 and 31 August 2017 (inclusive) are entitled to full-time schooling from September 2021. Parents can choose to defer their child's admission until later in the school year (but not beyond the start of the term after they reach compulsory school age). Children can also attend part-time until they reach compulsory school age. Parents must discuss their child's starting arrangements with the school once an offer has been secured.

Children with birthdays between:

- 1 September and 31 December 2016 (inclusive) reach compulsory school age on 31 December 2021, at the start of the spring term 2022.
- 1 January and 31 March 2017 (inclusive) reach compulsory school age on 31 March 2022, at the start of the summer term 2022.
- 1 April and 31 August 2016 (inclusive) reach compulsory school age on 31 August 2022, at the start of the new school year in September 2022.

Parents of summer born children (those born between 1 April and 31 August) who are particularly concerned about their child's readiness for school can request to delay their child's entry to Year R for an entire school year until September 2022. This is called decelerated admission. In making such a request, parents would be expected to state clearly why they felt decelerated admission to Year R was in their child's best interests. It is recommended that parents considering such a request contact the local authority in the autumn term 2020 to ensure that an informed decision is made. Guidance on decelerated admission for summer born children, including how to make a request, is available on the County website at www.hants.gov.uk/ad-summerborn.

Admission of children outside their normal age group

Parents may request that their child is admitted outside their normal age group. To do so, parents should include a request with their application, specifying why admission outside the normal age group is being requested and which year group they wish their child to be admitted. Decisions will be made based on the circumstances of the case and in the best interests of the child.

School Closures

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2014).

Winklebury Junior School Admission Policy 2021-2022

This policy will be used during 2020/21 for allocating places in the main admission round for entry to Year 3 in September 2021. It will also apply to in-year admissions during 2021/22.

Hampshire County Council is the admission authority for all community and voluntary controlled schools. The admission arrangements are determined by the County Council, after statutory consultations.

The published admission number (PAN) for Winklebury Junior School for 2021-2022 is 60.

The County Council will consider first all those applications received by the published deadline of **midnight on Friday 15 January 2021. Notifications to parents offering a primary or infant school place will be sent by the County Council on 16 April 2021.**

Applications made after midnight on 15 January 2021 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

For the normal admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

Pupils with an Education, Health and Care Plan

Any child with an Education, Health and Care Plan naming Winklebury Junior School will be admitted. Where possible such children will be admitted within the PAN.

Oversubscription criteria

When Winklebury Junior School is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to children in the following priority order:

1. Looked after children or children who were previously looked after (*see definition i*).
2. (For applications in the normal admission round only) Children or families with an exceptional medical and/or social need (*see definition ii*). Supporting evidence from a professional is required such as a doctor and/or consultant for medical needs or a social worker, health visitor, housing officer, the police or probation officer for social needs. This evidence must confirm the child or family's medical or social need and why that need(s) makes it essential that the child attends Winklebury Junior School rather

than any other. If evidence is not submitted by the application deadline, the medical and/or social need cannot be considered.

3. Children of staff (*see definition iii*) who have, (1) been employed at Winklebury Junior School for two or more years at the time at which the application for admission to the school is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.

4. Children who at the time of application are on the roll of the linked infant school, Winklebury Infant School.

5. Children living within the catchment area (*see definition iv*) of Winklebury Junior School who at the time of application have a sibling (*see definition v*) on the roll of Winklebury Junior School or the linked infant school, Winklebury Infant School, who will still be on roll at the time of admission. [See 7 for additional children who may be considered under this criterion.]

6. Other children living within the catchment area of Winklebury Junior School.

7. Children living outside the catchment area who at the time of application have a sibling (*see definition v*) on the roll of Winklebury Junior School or the linked infant school, Winklebury Infant School, who will still be on roll at the time of admission. [Where a sibling was allocated a place at Winklebury Junior School or Winklebury Infant School in the normal admission round in a previous year because the child was displaced (*see definition vi*) from the catchment school for their address, the application will be considered under 5, above, subject to the siblings still living in the catchment area for the school from which they were displaced. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at the school or the linked infant school under this criterion as a consequence of their elder sibling's displacement and are still living in the catchment area for the school from which they were displaced].

8. Other children.

Definitions

(i) Looked after children are defined as those who are (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (*see the definition in section 22(1) of the Children Act 1989*). Previously looked after children are those who were looked after but immediately after being looked after became subject to an adoption order, child arrangements order, or special guardianship order. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

(ii) Applicants will only be considered under this criterion if on the application form (online or paper) they have ticked the appropriate box explicitly indicating that they wish for their application to be considered under medical / social need. 'Medical need' does not include mild medical conditions, such as asthma or allergies. 'Social need' does not include a parent's wish that a child attends the school because of a child's aptitude or ability or because their friends attend the school or because of routine childminding arrangements. Priority will be given to those children whose evidence establishes that they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose evidence establishes that their parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs. Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

(iii) 'Staff' includes all those on the payroll of Winklebury Junior School. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

(iv) A map of Winklebury Junior School's catchment area can be viewed on the school's details page on the Hampshire County Council website
www.hants.gov.uk/educationandlearning/findaschool.

(v) 'Sibling' refers to brother or sister, half brother or half sister, adoptive brother or adoptive sister, foster brother or foster sister, step brother or step sister living as one family unit at the same address. It will also be applied to situations where a full, half or adopted brother or sister are living at separate addresses. Criteria 5 and 7 include children who at the time of application have a sibling for whom the offer of a place at the preferred school or linked infant school has been accepted, even if the sibling is not yet attending.

(vi) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school.

Tie-breaker

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Distances will be measured from the Ordnance Survey home address point to the school address point using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County website. This method of prioritising admissions will also apply to any 'school specific' criterion unless otherwise stated in the school's brochure.

Transitional arrangements following catchment change

Out-catchment children living on the Chapel Hill development and Dextra Court (previously within the catchment area of Winklebury Junior School), who have a sibling attending the school and who was admitted when their address was still within the catchment area prior to it changing in September 18, will be treated as catchment siblings. Transitional arrangement in place up to and including for admissions in September 2021. *[school specific criterion]*.

Additional Information

Permanent Address

The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

Multiple births

Where a twin or child from a multiple birth is admitted to a school under this policy then any further twin or child of the same multiple birth will be admitted, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

Fair Access placements by the local authority

Outside the normal admission round, it may sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with Hampshire County Council's Fair Access Protocol. The Protocol is based on legislation and government guidance.

Waiting lists

During main round of applications for Year 3 places for September 2021, a waiting list will be established and maintained centrally by the local authority until 31 August 2021. At all other times, and for other year groups, when all available places have been allocated, waiting lists will be operated by schools on behalf of the local authority.

Any places that become available will be offered to the child at the top of the list at that time. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from, the waiting list;
- when a child's changed circumstances affect their priority;

The waiting list will be maintained until 31 August 2022, at which point all names will be removed. Should parents wish their child to be considered for a place at the school in the following school year, they should complete and submit a fresh in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.

Admission of children outside their normal age group

Parents may request that their child is admitted outside their normal age group. To do so, parents should include a request with their application, specifying why admission outside the normal age group is being requested and which year group they wish their child to be admitted. Decisions will be made based on the circumstances of the case and in the best interests of the child.

School specific criteria

Governing bodies may apply to the Director of Children's Services to include in their school policy a criterion which they regard as essential if children are to be treated fairly in relation to clearly defined local conditions. The application will cover both the substance of the criterion and its position in the order of priorities. In the event of such applications, the Director of Children's Services will consult the Admission Forum and the criterion will then be determined by the Executive Lead Member for Children's Services. Any changes after such determination will be authorised by the Director of Children's Services in consultation with the Executive Lead Member. Any criterion agreed under this category must be published in the school prospectus with its position within the admission priorities clearly indicated. Winklebury Junior School has one such criterion due to a transitional arrangement following a change to the school's catchment area.

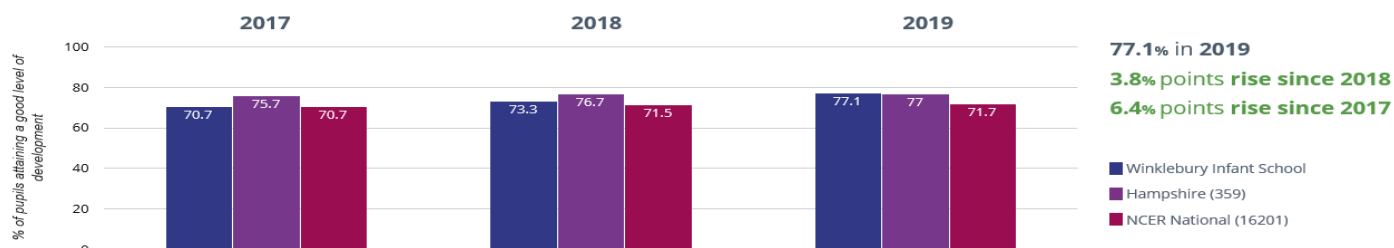
School Closures

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

Legislation

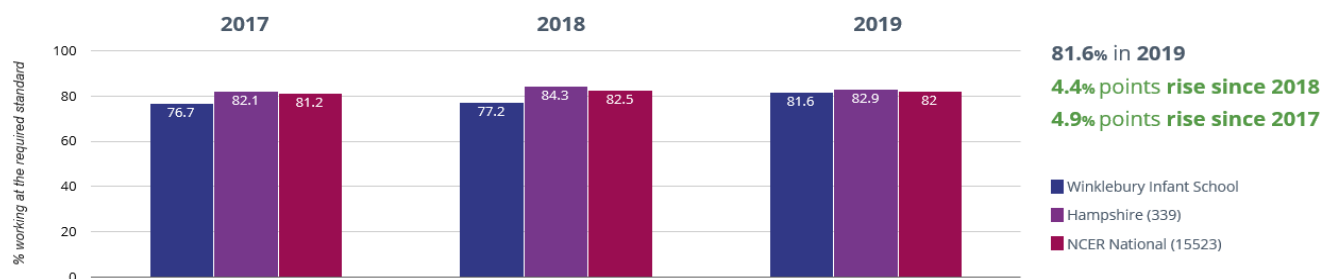
This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2014).

★ Good Level Of Development



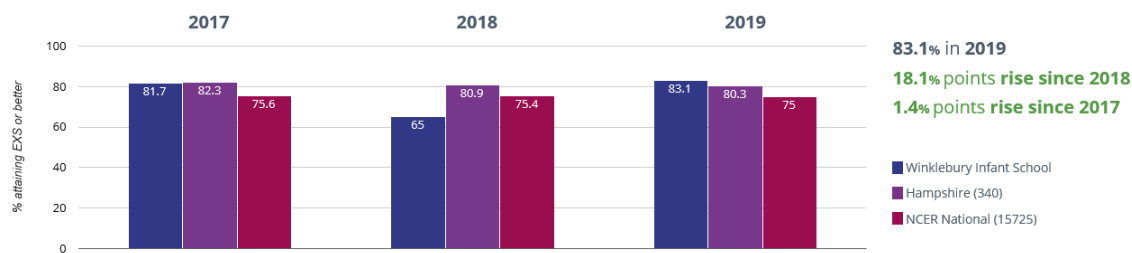
Year 1 phonics data July 2019

🎧 Year 1: Working At

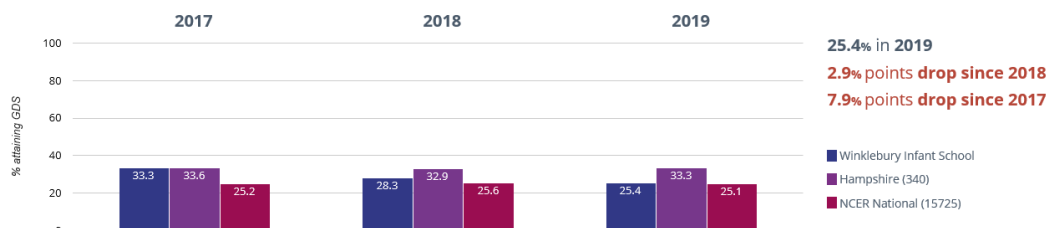


Year 2 end of year data July 2019 (Expected = Age related expectations, GDS=Greater Depth)

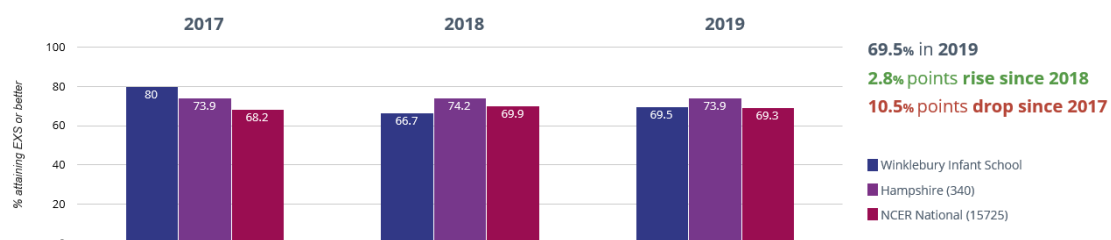
📖 Reading - attaining EXS or better



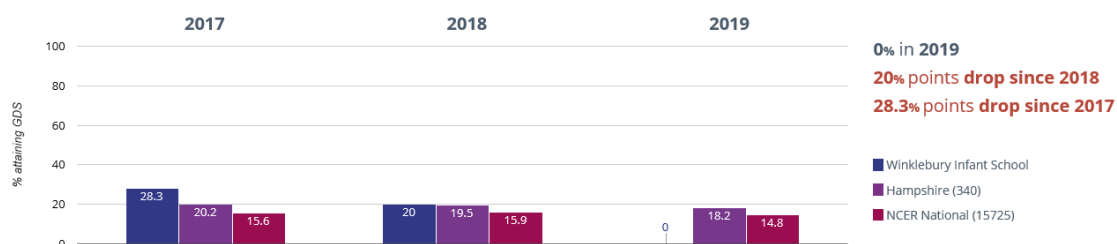
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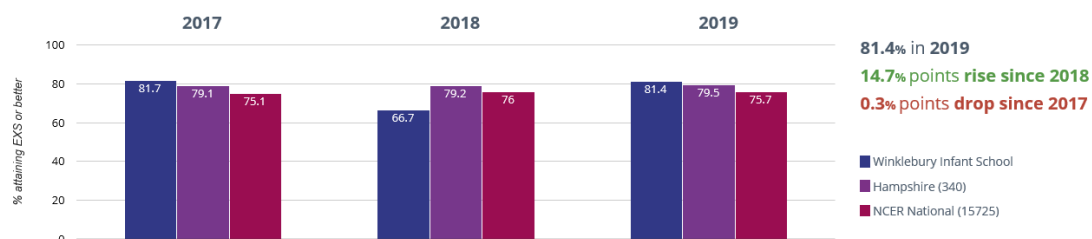
✍ Writing - attaining EXS or better



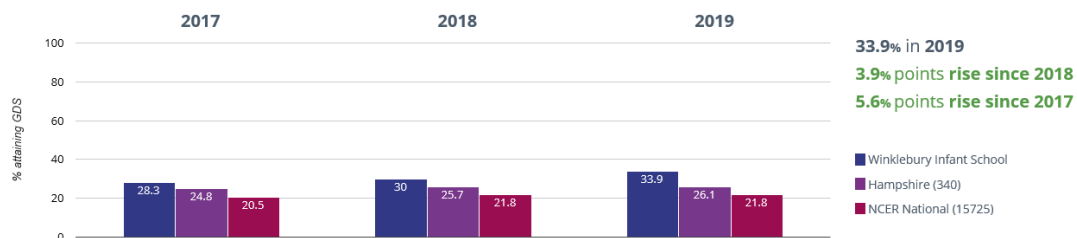
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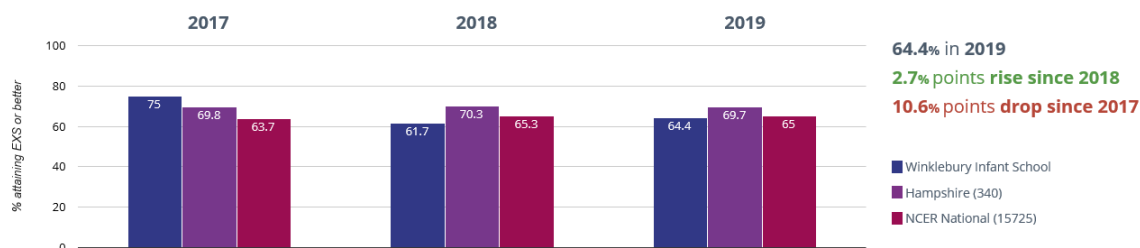
+ Maths - attaining EXS or better



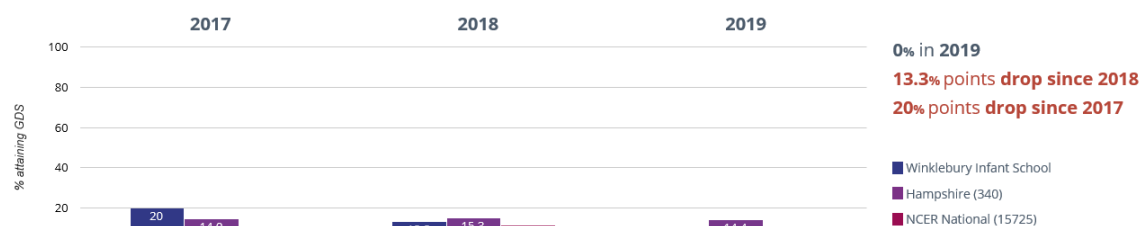
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👤 RWM - attaining EXS or better

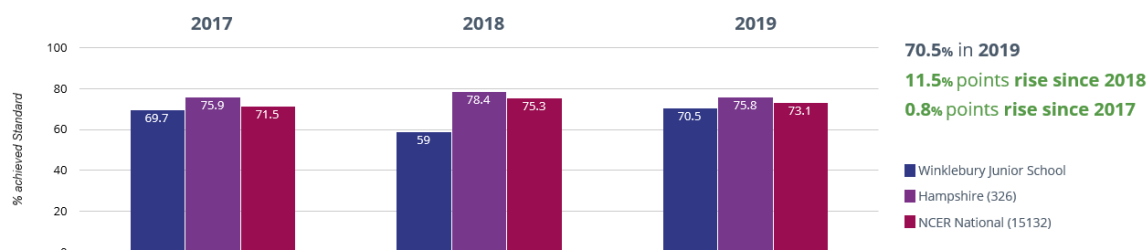


👤 RWM - attaining GDS

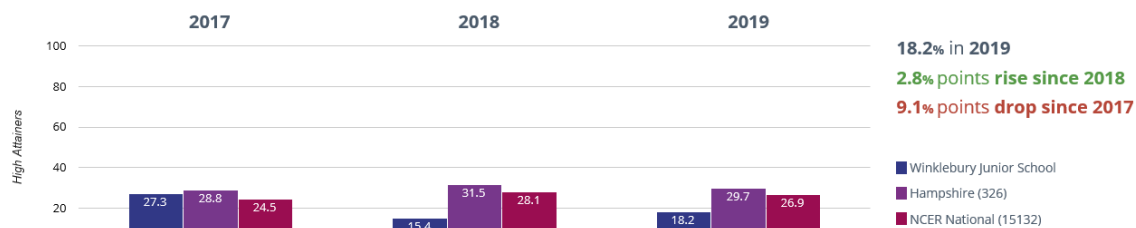


Year 6 end of year data July 2019 (Expected = Age related expectations, GDS=Greater Depth)

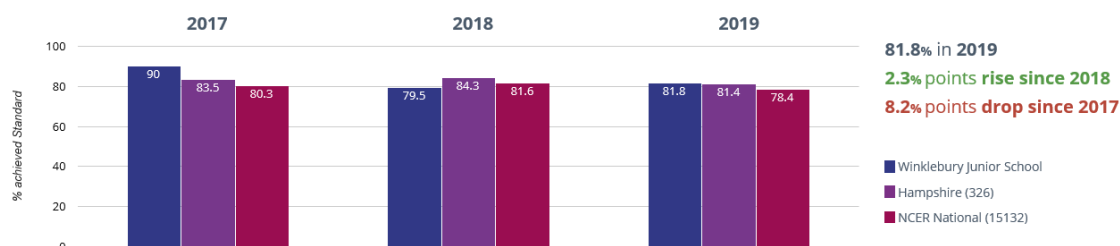
📖 Reading - achieved standard



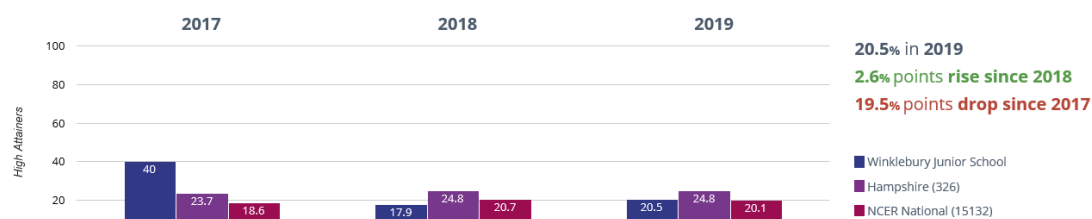
📖 Reading - high attainers



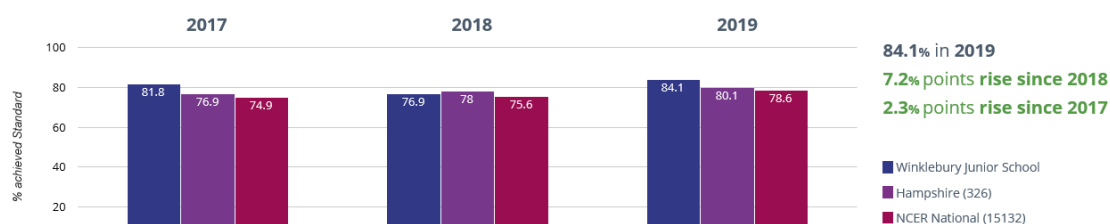
Writing - achieved standard



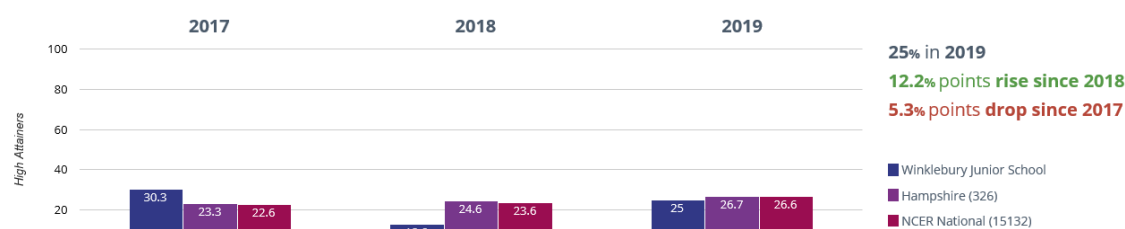
Writing - high attainers



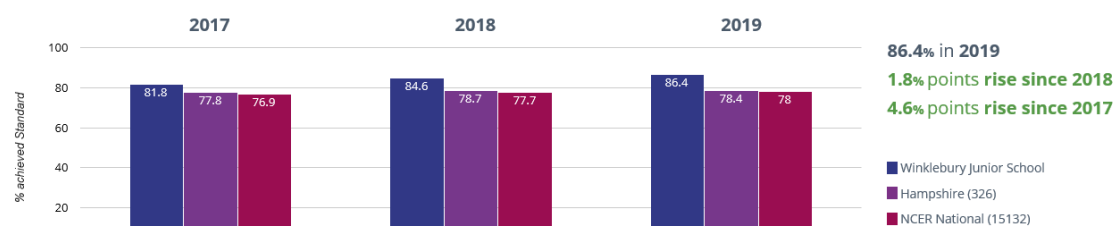
Maths - achieved standard



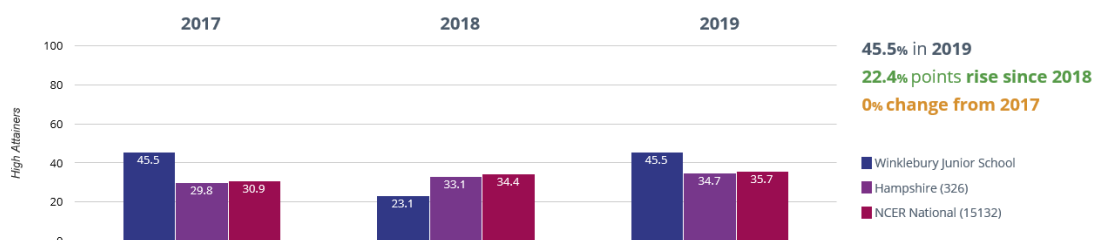
Maths - high attainers



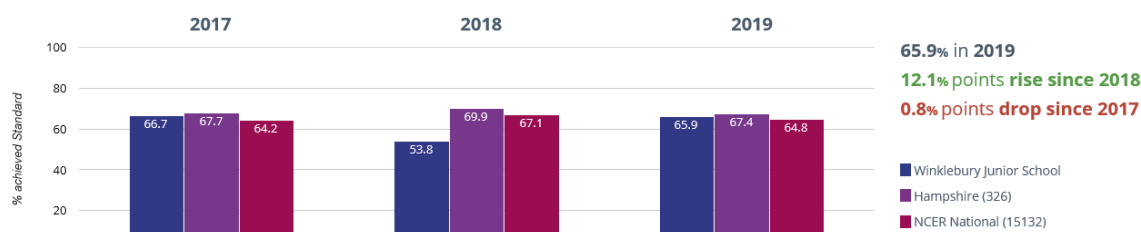
GPS - achieved standard



? GPS - high attainers



🧑 RWM - achieved standard



🧑 RWM - high attainers

