

Windmill Primary School

Prospectus

Achievement through Community, Creativity and Challenge.

Children Live What They Learn

If children live with criticism
They learn to condemn;
If children live with hostility
They learn to fight;
If children live with ridicule
They learn to be shy;
If children live with shame
They learn to be guilty;
If children live with tolerance
They learn to be patient;
If children live with encouragement
They learn confidence;
If children live with fairness
They learn justice;
If children live with security
They learn to have faith;
If children live with approval
They learn to love themselves;
If children live with acceptance
They learn to find love in the world.

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OX3 8NG

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What is the School Vision?

At Windmill School we achieve our best! Our talents are celebrated. Everyone feels safe, respected and able to express themselves. We learn through challenge, action and fun and aim to achieve the highest standards. We learn from our experiences and are actively involved in the local community. We are proud to be a fit, healthy and environmentally friendly school. When children leave Windmill they have the skills to embark on their journey through secondary education.

Values

Windmill has been a pioneer school for Values Education. As a school community we believe the ethos of the school should be built on a foundation of core values such as honesty, respect, happiness, responsibility, acceptance, care and peace. Each month we focus on a value and over two years we cover 22 values. During your child's time at Windmill, they will have the opportunity to consider a value 3 times at a progressively more sophisticated level.

Assemblies play an important part in promoting our values education and are based around the month's focus value. Children will also have lessons relating directly to the values and, when further opportunities arise, these are discussed in the classroom.

The children contribute to promoting and embedding the values in school through our **Values Council** which every class from Year 1 to Year 6 is represented on. All staff try to be positive role models for children – we recognise that every one of us (parents, carers and teachers) have a powerful influence on our children – our actions speak louder than words ever can!

Aims of the School

1. To be a happy and caring place where parents, pupils, governors and all school staff work in close partnership.
2. To be a community in which everyone constantly tries to improve the quality of their own performance.
3. To help pupils to understand themselves well and be able to form good interpersonal relationships.
4. To help pupils to develop creative, enquiring minds with the ability to question and discuss effectively.
5. To help pupils to be able to use language and numbers effectively.

6. To help pupils acquire knowledge and physical and intellectual skills relevant to life in a rapidly changing world
7. To develop in pupils' personal moral values, respect for religious values, understanding of other races, religions and ways of life.
8. To educate children to become independent and effective learners who will be able to continue developing their understanding of the world.
9. To enable pupils to develop healthy lifestyles and to make considered choices.

Basic School Information

Our School Day

Our playground is supervised from 8.25 am which is when children start to arrive. Children should not be left without an accompanying adult before this time. No unaccompanied children can enter the school building before 8.25am, however, on wet days please bring your child straight into class.

| | |
|------------------|---|
| 8.40 am | School starts |
| 10.35 – 10.55 am | Break Years 1, and 2 |
| 11.00 – 11.20 am | Break Years 3, 4, 5 and 6 |
| 11:45 – 12:45 pm | Break for Foundation Stage |
| 12.00 – 1.00 pm | Lunch Years 1 and 2 |
| 12.20 – 1.20 pm | Lunch Years 3, 4, 5 and 6 |
| 2.30 – 2.40 pm | Afternoon Break (Foundation Stage, Years 1 and 2) |
| 3.10 pm | School ends |

Our School Uniform

Windmill parents and teachers have chosen to have a school uniform for a number of reasons. We feel that it allows children to develop a sense of pride in the school; it helps children to feel they are part of the school community; it is a cost-effective way of dressing our children and, perhaps most importantly, it makes life simpler in the morning!

- White polo shirt
- Navy or black skirt / trousers / shorts
- Bottle green sweatshirt or cardigan with school logo
- Green checked summer dress
- Black / brown / navy shoes or sandals in the summer (trainers are only acceptable for P.E. lessons)

Your child will also need:

- A book bag
- A PE bag
- Shorts and a white T-shirt or in the colour of their House
- Gym shoes for outdoor PE and use of the climbing frame

- Water bottle

Uniform is available from My Clothing online – <https://myclothing.com>

Jewellery

Because of the danger of accidents resulting from wearing jewellery, we do not allow jewellery of any sort to be worn in school, except earring studs which should be covered or removed for PE. Children unable to remove studs should send in a box of sticking plasters for this purpose.

Houses

The school is divided into 4 houses, Green, Yellow, Red and Blue and your child will join a House when they start school. Families are all in the same House. House events and meetings are held regularly to give the children opportunities to get to know each other and to work as a team.

Keeping in Touch (see also How parents/carers are involved)

You can contact your class teacher via email should you need to discuss anything with them. Teachers will also communicate with you through the on-line platform that they use to disseminate homework. Parent meetings are organised in the Autumn and Spring terms to discuss the progress of your child.

We also have whole school open mornings which is an opportunity for your child to share their work with you.

Letters from School

A weekly Newsletter is sent out every Friday via the school app, which keeps you informed of events that have been taking place in school or which are about to take place. Individual class teachers may send out additional letters when appropriate such as letters regarding a class outing.

At the beginning of each term the class teacher will send out a letter giving details of the curriculum, homework expectations and PE times for the following term.

Social Media

The School website, Twitter, Facebook and the Windmill App are all used as ways of communicating with parents and carers. The links for these are:-

Website – www.windmill.oxon.sch.uk

Twitter - @WindmillOxford

Facebook – Facebook.com/WindmillPrimarySchoolOxford

School App – User name: Windmill Pin:2527

How do we help your child to stay safe?

Safeguarding

Keeping the children safe is one of our most important roles. To help us with this we follow comprehensive policies on safe recruitment, child protection and Health and Safety procedures. We create an ethos in which children feel safe and secure. The full policy is available in the office and on the school website.

Equal Opportunities

It is very important that there is an equality of opportunities for all of our children, staff and parents in the school. Our policy is integrated into all we do.

Site Security

Throughout the school day the school can only be accessed through the main entrance at the front of the school. This too has a security door to restrict access.

Attendance

Please let us know if your child is absent by telephoning the school office before 9.10 am. We operate a 'First Day Response' policy and will telephone you if no message has been received. This requirement is made in the interests of your child's safety.

Holiday absence cannot be authorised during term time. Taking your child on holiday in term time may result in a penalty notice being issued.

If you are finding it difficult to get your child to school because of personal difficulties such as illness or other difficult circumstances, our Home School Link Worker may be able to help. Just ask your class teacher or the Headteacher for more information.

How We Get to School

Leave the car at home!

We are committed to developing a healthy and sustainable approach to travelling to and from school. We believe that keeping healthy and keeping the roads around the school gates safe is best achieved by leaving the car at home.

Most families walk or cycle to school, which has many benefits:

- The daily exercise helps you live a more healthy life-style
- Reduced congestion around the school makes it safer for everyone

- Children learn valuable lessons in road safety, preparing them for their future independence
- Reducing the traffic reduces the pollution to our environment

If you have to drive to school remember:

- There is a School Street in place between 8:20am and 9:00am in the morning and again from 2:20pm to 3:20pm in the afternoon. This is monitored through APR cameras and will result in a fine if you drive through it.
- When you are finding a parking space outside of the School Street zone please DO NOT park or wait on the yellow lines. There is plenty of legal parking spaces outside the park and in Quarry Rd
- DO NOT drive into the school grounds to drop off your child. This is extremely dangerous to the children and families walking in and out of the school gates.

Safe cycling / scooting at Windmill

- Cycling in the school grounds can be dangerous and frightening to young children so we insist that children and adults get off and push bikes once they come in the school gates.
- Cycle shelters which are locked during the day mean that you can store your child's bike or scooter safely.
- Cycling proficiency training is offered to children in Year 6. This is dependent on generous voluntary support from parents.

Medical Matters

We ask you to inform us about any medical conditions or allergies that your child may have and also to alert us of any infectious illnesses, especially German Measles.

Head Lice

Head lice are an increasing problem in schools and it is important that you regularly check your child's hair for any sign of them. If your child should get head lice please use the wet combing method to get rid of them. It is important that all of the family are treated at the same time and that the treatment continues for at least a week.

Accidents

We aim to supervise the children in school in the way a caring parent would. Minor bumps and cuts are dealt with at school, but if more serious accidents happen, we will attempt to contact you so that you are able to take your child home or to a doctor. An appointed first aider is on duty at break and lunch times and available when needed throughout the school day.

Emergencies

In the unlikely event of an emergency we will contact you to let you know that your child has been taken by ambulance to the casualty department at the John Radcliffe Hospital, Headington.

Medicines

We can only give prescribed medicines in school if you complete a medication request form giving full details of the medicine and dose required. Only staff who are trained as First Aiders can administer medicine. Please never send sick children to school. If in doubt it is preferable to keep them at home.

Insurance

The Local Authority is insured against accidents to school children where these result from negligence. The school takes out an annual Personal Accident Policy for school children but you may wish to take out your own additional insurance cover for your children.

Additional Support

Sometimes your child or your family may need some additional support. We have a range of services that you can access through the school Partnership.

The School Nurse

We have a school nurse who advises on health care and is available for you to contact if you have any health concerns.

Play Therapist

Sometimes children may need emotional support. We have access to a Play Therapist based at Windmill 3 days a week.

ELSA Support (Emotional Literacy Support Assistant)

We have a full time ELSA who will work 1-1 with children in the classroom who may have emotional or behavioural difficulties

Enjoy and Achieve

Starting at Windmill School in the Foundation Stage

At Windmill Primary School we do all that we can to ensure that your child makes a happy and successful start at school.

How do I get a place for my child?

We welcome enquires from parents of children of any age and are delighted to show you around our school to help you choose which school is the right school for your child. In the year in which your child becomes aged 3, you can apply for a school place via the Oxfordshire County Admissions site.

<https://www.oxfordshire.gov.uk/residents/schools/apply-school-place>

The LA then offers you a school taking into account your choices and a number of other factors including where you live or whether your child has siblings at the school.

At what age can my child start school?

You will be offered a full-time place for your child for the September after their 4th birthday. You may choose to leave your child at home or at their Foundation Stage provider for a little longer if you feel he/she is not ready for main-stream school.

How is my child introduced to school?

At Windmill the classes in Reception are organised by age so that there are 3 classes; one with children born in the autumn term, one with mostly spring born children and one for summer born children.

In order to ensure a smooth transition to school, your child's new teacher will, whenever possible, visit your child at nursery or pre-school to introduce themselves and find out as much about them as possible. You will be invited to the school to meet with the Headteacher and Reception Year Group Lead where you will hear about how Reception classes operate as well as meeting the staff. You and your child will be invited to a stay and play visit.

.These are the procedures recommended by the LA to ensure a successful start to school.

What will my child learn in the Foundation Stage?

The curriculum for the Foundation Stage is designed to meet the diverse needs of all children and there are expectations called **Early Learning Goals**, which most children will meet at the end of their Foundation Stage. Children develop at different rates however, and at different stages so some will have exceeded their goals, whilst others will still be working towards them.

The 7 areas of Foundations stage learning are:

- Personal, social and emotional development

- Communication and language
- Literacy Development
- Mathematical development
- Understanding of the world
- Physical development
- Expressive arts and design

Well-planned indoor and outdoor play is an important part of how children learn at this age. We are lucky to have a wonderful, purpose-built outdoor area and use this as an extension of the indoor classroom to promote learning through play. Your child will have access to a range of resources in a challenging and secure environment in which they can extend their learning.

Lunchtime in the Foundation Stage

The Foundation Stage children start their lunch at 11:40am and eat lunch in the dinner hall. Afterwards they can play in our main playground supervised by a lunchtime supervisors.

What can I do to help prepare my child for school?

If your child is attending nursery or playgroup they will be well-prepared for school. If not, you do not need to spend money on expensive toys, but do try and spend time talking about ordinary, everyday things with your child. Some of the best educational toys and activities are simple things like sand, water, building blocks, plasticene and crayons.

If possible, try to arrange for your child to be used to being away from you before the first day at school. You can prepare your child for school life by encouraging your child to independently to:

- Dress and undress
- Put on his or her shoes
- Fasten buckles, buttons and tie laces as soon as possible
- Be able to ask to go to the toilet, cope with this and wash his or her hands afterwards

Remember, the teacher will have to supervise about 30 children dressing, so please buy clothes and shoes (such as those with Velcro fastenings) which your child can cope with.

Try to read to your child each day and enjoy sharing and talking about books. This will give them a good start to their reading and writing.

Joining Windmill *after* the Foundation Stage

You may have recently moved to the area and be looking for a school place for your child. Please contact the school office to find out if there are any places available and apply for an in-year transfer on the Oxfordshire County Council website.

<https://www.oxfordshire.gov.uk/residents/schools/apply-school-place>

Teaching and Learning at Windmill

We believe that all children should be given every chance to develop intellectually, spiritually, physically, socially and emotionally as far as possible. Our first aim is to see that your child is happy and secure, as no child can develop unless they feel this both at home and school.

Education should nurture individuality. The school aims to help your child to extend and develop their skills, experience and awareness and to become responsible, confident and contributing members of our multi-cultural society. As well as appreciating their own heritage, your child will be led to appreciate other cultures and the strength of shared human values.

The Curriculum

Windmill Primary School has policies for all areas of the curriculum along with the schemes of work to link to the National Curriculum, Details of this can be found on the school website. At the beginning of each year, teachers invite you to attend a meeting outlining the areas of the curriculum which will be covered and other organisational details for your child's year group.

Creative Curriculum

This school is committed to developing creativity within the curriculum and regularly sets up partnerships with professional scientists / artists / musicians etc. to work alongside the children on projects in the classroom. These have included animation, storytelling and music and maths projects with different year groups.

What are the Key Stages?

Foundation Stage – from the age of 4 to the end of the foundation stage year
(See above: *What will my child learn in the Foundation Stage?*)

Key Stage 1 – from the beginning of Year 1 until the end of Year 2

Key Stage 2 – from the beginning of Year 3 until the end of Year 6

Core Subjects:

Mathematics

English

Science

Computing

Other Subjects:

History

Geography

Design and Technology

Music

Art

Physical Education

Religious Education*

Sex Education*

Modern Foreign Languages (Your child will learn a modern language in Key Stages 1 and 2)

Values / PCHSE

* You may withdraw your child from Sex Education, Religious Education and collective acts of worship. To arrange for this, please make an appointment with the Head.

Teaching Methods

We use a wide variety of teaching methods to ensure effective teaching and learning and your child will benefit from being taught in the following ways:

- Formally as part of the whole class
- In a small group
- Individually

We always expect your child to be on task and to persevere. Learning is matched to children's differing attainment so your child's teacher will always plan work to enable access to the curriculum. Additional interventions may be put in place for pupils' whose progress may be a concern.

Phonics / Early Reading

In Foundation Stage, Years 1 and 2 the children are grouped across the year group for phonics. The school uses the Read, Write, Inc phonics programme.

Up to the end of Year 2, your child will work for a total of 23 hours and 15 minutes a week. During the rest of your child's time at Windmill they will work for 24 hours and 15 minutes a week. This does not include assemblies, registration times and breaks.

Progress

The progress of individual children is constantly monitored by class teachers through their teaching. Three formal assessments are made each year and progress is reported to the Headteacher and parents. The children are also closely involved in their own self assessments.

Homework

There is a comprehensive Homework Policy in the school which gives clear guidelines about what homework in each year group will look like. In Foundation Stage and Key Stage 1 reading is the core of this homework.

What Will Happen if my Child has Special Educational Needs?

Some children need extra support with their learning. We aim to pick this up early and to work with parents to give each child the support they need.

Our Special Needs Co-ordinator (SENDCO) is in charge of support and liaises with staff to put in the appropriate provision according to the child's needs. If your child is identified as having special educational needs, your child's teacher will put together an Individual Learning Plan (IEP) with the advice and support of the SENCO. Where appropriate, your child will have a structured programme designed for them with regular help from a Teaching Assistant (TA) who liaises between staff, parents and visiting professionals to support the child's individual needs.

Range of Interventions – Catch Up

A range of intervention programmes are in place to support children across the school when appropriate.

We also recognise that children who are higher attainers may have special needs and this is reflected in our Challenge For All Policy. Teachers ensure that all lesson planning includes activities to challenge and extend the higher attainers.

Arrangements for the Admission of Pupils with a Disability

Almost all of the school is physically accessible for wheel chairs as the result of a building project in 2007 to create access to all parts of the ground floor of the school. Where there are steps access lifts are in place for accessibility. If a child is admitted to the school who has specific physical requirements the SENCO will liaise closely with the appropriate professionals and carers to ensure any additional requirements are met.

The school has a policy of being "inclusive" and will always try to ensure that all children, regardless of their physical disability, can take part in all school activities.

(Also see section on p26 re. Equality Policy)

Other Areas of the Curriculum

Religious Education

Our religious education is non-denominational and follows Oxfordshire's Agreed Syllabus for Religious Education which was updated in 2023. While acknowledging the predominantly Christian background of the children at the school we encourage them to appreciate that there are many different forms of worship.

To comply with Government requirements collective worship has to be 'broadly Christian' in its approach. If you wish to withdraw your child from collective worship or religious education, please make an appointment with the Head.

Information and Communication Technology and Computing

ICT is integrated in all aspects of the curriculum. Each class has internet access and a whole class set of chrome books. All classrooms are fitted with interactive Whiteboards. The children are taught to use a range of multi-media skills and to apply them across the curriculum

Physical Education

In physical education we aim to provide a balance of individual and team co-operative and competitive activities which cater for each pupil's abilities and preferences. A large sports field and 2 indoor areas, the hall and gym, provide plenty of opportunity for physical development. We teach gymnastics, dance and games and children in Years 4 and 5 have swimming lessons.

Sports also feature as out-of-school activities. Children's individual and team achievements in sport are celebrated during assembly times and in our school newsletter. We warmly welcome parents to our School Sports Day which is held in the summer term when Houses compete for the House Cup.

Environmental Education

Learning about the environment is an important part of the curriculum. There is an active 'Eco-schools Council', with children from each class, who take a key role in improving the environmental awareness of the school community. We are proud to be the holder of the Green Flag award.

A Green Club is run by a group of parent volunteers 3 times weekly, which gives the children a chance to develop their own allotment area and a wide variety of vegetables are grown.

Music

The National Curriculum in music is taught by a specialist music teacher as part of their class activities. She also runs our school choir and orchestra as well as taking the whole school for singing.

Your child will be given the opportunity to learn a variety of instruments including the violin, cello, trumpet, flute and recorder with visiting teachers from Year 3 (age 7). There is a charge for these lessons which are provided by the Oxfordshire County Music service. Families receiving benefits may be entitled to free music lessons and instrument hire.

The school regularly has concerts and musical productions to which you will be invited. We also take part in Oxfordshire's Festival of Voices held every year at Dorchester Abbey.

The Curriculum in the Classroom – how it works

All children have a daily literacy and maths lesson. We follow the National Curriculum for all areas of learning other than RE when we teach to the Oxfordshire Agreed Syllabus.. The classes have a key topic which has a direct link to the Humanities curriculum that they focus on for either a half term or full term depending on the age of the children. Details of the topics covered and the progression documents for each year group and subject can be found under the Curriculum tab on our website.

PPA Time (Planning, Preparation and Assessment time)

From September 2005 all teachers have been entitled to 10% of time during the school day to plan, prepare and make assessments. This is known as PPA time and mostly takes place in the afternoons.

In practice, PPA time means that most children have one afternoon a week when they follow a programme of activities supervised by our experienced staff team instead of their teacher. Arrangements vary across the year groups. Teaching assistants are not involved in planning for learning or assessing your child's progress - that remains the teacher's responsibility. Your child's class teacher will be able to give you the detailed arrangements for that class.

Educational Visits

School trips are part of the learning programme and linked to work which is taking place in the classroom. We hope your child will be able to take part in any we arrange.

Residential visits take place in Years 5 and 6. The year 4 children spend one night camping on the school field.

Charging

Although Government legislation prevents us from making a direct charge, we are allowed to ask for voluntary contributions to fund the visits. When an outing is arranged you will receive a letter giving details and stating the contribution required. A reply slip will be attached for you to return to the school. If all parents are willing to make the voluntary contribution required the outing will be able to take place and you will be notified. If not, the outing regrettably cannot take place.

The school can charge for certain activities such as cooking and some crafts which require consumable materials and ingredients. We will write to parents and carers as necessary to ask whether or not they wish to own their child's products and therefore pay for the necessary materials or ingredients.

How do we help your child know how to live a healthy lifestyle?

Healthy Eating at Our School

Fruit

Windmill children are encouraged to bring fruit from home to eat at break time. We do not allow any other kind of snack such as crisps or sweets. Key Stage 1 children (Foundation, Year 1 and Year 2) are currently part of a government scheme where fruit is provided every day in addition to fruit from home.

Water

We recognise the importance of children having easy access to water throughout the day and therefore encourage water bottles in the classroom. We allow only water in these bottles (no juices, squash or milk) and children can refill their bottles in the classroom when necessary. Water fountains are installed in the playground.

School Meals

We are fortunate to have a kitchen on site and staff to cook our hot meals. We work closely with our school dinner provider Dolce, to provide tasty, nutritious school lunches. They aim to ensure:

- A balanced diet with plenty of variety
- A menu consisting of a majority of home-made dishes
- Meat, fish and alternative sources of protein are available
- Fruit is provided with a fruit-based dessert at least twice a week
- The menu cycle features foods rich in iron, calcium, folates and zinc
- Fish offered at least once a week
- Vegetarian options

The menu is available from the office and the website.

Packed Lunches

Children are able to bring a packed lunch from home. The school encourages a healthy, well-balanced lunch box with no fizzy drinks or sweets. Supervisors are on hand to encourage children to finish their lunch and to eat sensibly, so please be realistic about how much your child will eat and do not overfill his or her lunch box.

Free School Meals

If you believe your child would be entitled to free school meals regardless of whether they will be having them or not, then ***please inform the school office*** when accepting your child's place. This is because the number of children on the school roll who are entitled to free school meals directly affects the budget allocated by the Education Authority.

Values

(see page 3 for more detail)

Time for Reflection

An important aspect of values education is reflection (sitting still and focusing the mind). A reflection can last between one and five minutes, depending on the age of the child. It is an invaluable tool that can increase concentration and readiness to learn, as well as create a calm space for pupils within a busy day.

Values education forms the basis for the intellectual, emotional, spiritual and moral development of the whole child. We aim to encourage your child to consider these core values thereby developing knowledge, skills and attitudes which will enable them to develop their capacities to the full.

If you would like to read more about values education, please ask to see our Values Policy in the school office.

Assemblies

We build our school assemblies around our monthly core values (see above). Special assemblies are held to celebrate religious festivals such as Christmas, Eid and Diwali. Year groups all hold their own weekly assemblies too. Parents are invited to our special event assemblies.

Sex and Relationships Education

Sex education is taught as appropriate to the age and stage of your child. An emphasis is put on sexual equality in relationships and this is encouraged through topics linked with areas such as health, life cycles and families. Human reproduction is not introduced until Years 5 and 6. However, questions from

children are answered honestly and sensitively. Where explicit questions are raised, teachers liaise with parent

Our After School Care Club

Windmill After School Care Club runs every day after school during term time. It is run by a committee and was set up to provide high-quality, hassle-free childcare for working Windmill parents. Our club employs qualified, experienced play workers who are there to join in the fun and to make sure that every child is happy and well looked after. Children can choose to make, draw, paint, stick, read or simply play games with their friends.

- ☺ Ofsted registered and approved
- ☺ Friendly, experienced, caring staff
- ☺ Younger children collected from their classroom
- ☺ Snacks, fruit and drinks provided in keeping with the school's healthy eating policy
- ☺ Art and craft activities
- ☺ Table football
- ☺ Pool table
- ☺ Board games
- ☺ Books
- ☺ Construction games
- ☺ Outdoor play in good weather
- ☺ Optional homework table
- ☺ Households claiming Working Families' Tax Credit may be eligible to claim childcare costs back. Ask ASC staff for details.

Club Supervisor: Stuart Horrobin

Cost: Please ask the Club Supervisor (booked sessions are payable in advance)

Opening times: 3.10 pm – 5.30 pm everyday after school.

To book a place or arrange a visit, please email windmillasc@hotmail.com or call the Club Supervisors on: 07967631751 or 07817792244

Make a Positive Contribution

Behaviour and Discipline

Our school behaviour policy reflects the way we lead, guide and direct your child to be responsible for their own behaviour and to respect the rights of others. It is strongly linked to our very active values policy, which we believe prevents much inappropriate behaviour and is based on the shared belief that children who feel valued and have their successes recognised tend to behave appropriately.

Our Behaviour Policy is frequently discussed with pupils and clearly sets out rewards, sanctions and guidelines for appropriate behaviour. There is also a separate Antbullying Policy. In partnership with parents and children we work hard to develop a positive classroom and school ethos where there is an atmosphere of mutual respect.

Each September we remind the children about our three rules “Be Ready, Be Respectful and Be Safe and discuss what these look like in different aspects of school life.

The key consequence of choosing not to follow the school rules is ‘restore’ when children lose some of their playtime and spend time thinking about how to restore what went wrong. Class exclusion and school fixed term suspensions, although used rarely, are used when deemed appropriate.

If your child’s behaviour is causing concern, we will contact you to discuss the problem.

We also have a home-school agreement written by staff, parents and governors in which you, your child and the school agree to work together to support our aims and behaviour policy.

The School Council

The School Council is a group of children from Year 1 to Year 6, 2 per class, who are elected by their peers. They meet on a weekly basis to take a leadership role in initiating a particular aspect of the school development plan. In the past, School Council have contributed to improving behaviour across the school, monitoring and leading on the facilitation and management of outdoor learning and increasing opportunities for children to access the curriculum across year groups.

Playground Leaders

Playground Leaders are a group of volunteer Year 5 and 6 children who are involved with supporting younger children at playtime by teaching them games to play.

Eco-schools Council

There is an active Eco-schools Council made up of 2 children from each class who work to make the school more environmentally friendly.

Learning at Windmill (LAW) group

Two children from each class in Years 3,4,5 and 6 are elected to sit on the LAW group. The group discuss how to make learning at Windmill as best as it can be and they support the Headteacher in monitoring the school improvement plan from the point of view of the children.

Young Leaders

Children in Years 5 and 6 can apply to become a Young Leader. Their role is to support teaching younger children in the school in a subject that they feel confident in.

Windmill PTA

What is the Windmill PTA

The PTA is the organisation for the friends of Windmill School. We aim to give a voice to parents, to organise social events and to facilitate voluntary fund-raising activities for the school. Everyone associated with Windmill School is automatically a member of the PTA. You will always find current information about our activities and meetings on our web page.

We are an important voice in the school community.

We provide a forum for parents, grandparents, carers and friends to discuss issues of importance to them and their children, between themselves and with teachers and governors. The sorts of issues that we discuss include uniform, homework, school lunches, playground development and school trips.

We organise and run social events.

We run a programme of events, aiming to raise funds and promote a sense of the "whole community" centred around our school. The programme includes:

- Christmas/Summer disco
- A barn dance

- Quiz nights
- The Autumn Fayre

School Community Projects

We are involved in several school community projects including collecting food at Harvest time for the local charity “Asylum Welcome” and the Salvation Army Christmas Toy Collection.

Fund-raising

An important aspect of our activities is fund raising for the school.

As well as the money raised through many of our social events, we also hold regular cake sales and bulb and plant sales that allow us to fund extra resources for the school.

The money we have raised has helped to enable a wide range of extra resources and activities, including:

- new books and equipment for every class
- books, furnishings and a cataloguing system for the school library
- visitors to the school, including local artists, science shows and theatre productions
- major playground improvements
- visual aids for the school hall
- curriculum-based school trips

All of these improvements to the school would not have been possible without the enthusiasm and dedication of the WSA members.

How Parents Get Involved at Windmill

We are keen for you to be fully involved in your child’s education. We know that your role is as important as ours and that children learn best when we all work together. We hope that you will quickly come to feel part of our school community and we invite you to do this in a number of ways:

- Come to the class meetings at the beginning of the school year where we explain to you how we work, what you can do to support your child and what your child will be doing during the coming terms. Letters outlining the curriculum are given out at the beginning of each term.
- Make use of the Autumn and Spring parent / teacher meetings when you can meet the class teacher and discuss your child’s progress. Please do not feel you have to wait for these meetings to talk to us about your child, we welcome your questions and visits throughout the year.

- Come and help in the classroom by listening to children read, assisting with Forest School or perhaps accompanying the class on a school trip. If you have a special interest or skill that you would like to share with the children, let us know.
- Open mornings are held 5 times a year for your child to share their work with you in an informal way.
- Let us know how we can get in touch with you. Keep us up-to-date, especially with phone numbers so that we can contact you in case of emergency.
- Drop in between 8.35 – 8.45 am any school day for an informal meeting with the class teacher, or arrange another time to see, meet or talk over the phone, whichever is more convenient. Remember to keep us informed of any changes in home circumstances as these can have a significant effect on a child's progress.
- And finally, consider becoming an active member of the Windmill PTA

Accessibility

The school has an Access Policy which identifies how the school is ensuring accessibility for all. There is physical access throughout the ground floor of the school.

(please ask to see the Access Policy if you want more information)

Equality Policy

The school will not tolerate any form of discrimination and implements the Equality Policy in all aspects of school life

Achieve Economic Well Being

Supporting Charities

The children are actively encouraged to take a lead with fund raising to raise their awareness of money management. The regularly raise money for local charities.

We regularly ask people from the community to come and talk to the children about the work they do to help them understand the world of work.

Enterprise Project

In term 6 the Year 6 children plan and run an enterprise project that raises money for their end of year celebration.