



# Orton Wistow Primary School

School Booklet 2023-2024



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# Welcome

Dear Parent / Carer

I hope that you find the information contained in this document useful. It has been put together to give you both a flavour of the school and some more specific information on the way we operate. We would always encourage parents to visit the school, if you have not already done so.

Orton Wistow Primary School is described by Ofsted as:



*'In a period when the school has grown in size significantly, you have been successful in maintaining your distinctive inclusive approach through the continued development of the school's PRIDE ethos.'* Ofsted 2016

We are a two-form entry school with two classes of 30 children in each year group. The school has had two building projects whilst I have been Head and we now have a stunning learning environment, inside and out.

The education system has changed a lot in recent years and as there have been less resources in the Local Authority, schools have been encouraged to work together in the interests of their own school communities. We have always been a school that embraces change and in 2019 we joined together with Nene Valley Primary School and Woodston Primary School to form the OWN Trust, a multi-academy trust of three, good, like-minded schools. We have kept our own staff and everything that makes OWPS unique, but we also benefit from working collaboratively with two schools. This Trust will also give us access to resources and new partnerships.

I hope that, should you decide to send your child to Orton Wistow, your family will have a long, happy and productive relationship with the school. We pride ourselves on the team spirit that exists between staff, parents and children, which we believe forms the basis of a vitally important educational experience for the children in our care. Parents who would like to apply for a place at the school should complete an application form online on the Peterborough City Council Website. In the case of over subscription, the Local Authority will apply our admissions criteria.

I look forward to meeting you.

Yours sincerely

Colin Marks- Headteacher

Chair of Governors is: - Kirsty Cleworth c/o Orton Wistow Primary School



# Values and Ethos



## Our Purpose

**Polite • Respect • Independent • Do your best • Everybody**



### Dream

To be revered as an exemplary place of learning that enables all of us to flourish and to achieve our best.

### Ethos

Working as one to believe, achieve and succeed.

## Beliefs

- Develop the whole child within and beyond the curriculum.
- Motivate our learners and encourage their creativity and curiosity.
- Everybody deserves the opportunities they need to succeed.
- Treat everyone equally and with respect.
- Find and nurture what makes each person an individual.



### Character

Ambitious, Courageous, Reflective, Open, Passionate, Innovative, Nurturing, Enthusiastic and Fun.

### Focus

To leave a lasting, positive impression on every learner so that they can take their place in the world as an independent, well-rounded citizen.

## Greatest Imaginable Challenge

To achieve outstanding results whilst ensuring we instil the PRIDE Code in each learner.



## Values and ethos continued...

### The PRIDE Code

Our PRIDE Code underpins all that we do as a school, it runs through us like the writing in a stick of rock! We expect all members of the school community to follow the PRIDE Code, in their classrooms, the dining room, playground and whenever we go on school trips.

Polite • Respect • Independent • Do your best • Everybody matters

'Taking PRIDE in all we do.'

### My Learning Toolkit

We know that it is important for children to understand what it means to master the skills in each subject area, but we also believe that it is essential that they learn the skills of being a learner. We wanted the children to help us decide what these skills should. With their help, we chose five to make up our 'Learning Toolkit'.

The five tools are: Resilience, Responsibility, Perseverance, Concentration and Teamwork.

As you can see below, we had eye-catching logos created for them and these are displayed around school and in each classroom. We also award five of our Honours Awards to children who have demonstrated that they have mastered one of the learning tools. Teachers will refer to them in class and ensure children can identify when they are needed and when the opportunities arise for them to improve these skills.

Each of the tools has a tagline underneath to help the children understand their meaning:

**Resilience:** I bounce back when things go wrong.

**Responsibility:** I am in charge of my own learning.

**Perseverance:** I keep going, no matter what.

**Concentration:** I focus on what I am doing.

**Teamwork:** I play my part within the team.





## Background

Orton Wistow Primary School is larger than most other primary schools. We have two classes of 30 children in each year group, giving us a total of 420 pupils.

Since the school was built in 1988 to accommodate 200 pupils, we have had two ambitious building projects to accommodate the increase in our numbers. As a result of these changes, we now have a stunning school with wonderful indoor and outdoor facilities.

We are a popular, over-subscribed school and benefit from a constant roll despite the fact that we have a relatively small catchment area. The new development on the Showground site has increased the size of our catchment area which is why the school was last expanded. At present just over 50% of children come from out of our catchment area.

**'Orton Wistow Primary School is a place where pupils are exceptionally well cared for and develop a love of learning.'**

**Ofsted 2016**

## The School Building and Grounds

As stated, our first building project took place during 2008 and further expansion happened in 2014. We are very fortunate to have a beautiful school in stunning grounds and benefit from:

- ✦ A large open-plan Foundation Stage Unit with easy access to a beautiful outdoor area
- ✦ A separate unit for Years 3 and 4 with bifold doors onto the playground
- ✦ Year 5/6 block comprising of four classrooms, a central octagonal shared space, break out rooms and toilet block
- ✦ Glazed link units for Year 1 and Year 2 to create closer physical links in Key Stage One.
- ✦ A separate Year 5/6 playground
- ✦ A break out room, called The Nest, for children with sensory and / or emotional needs.
- ✦ A training room



## The School Building and Grounds continued...



- ✦ A wonderful foyer and waiting area
- ✦ Small 'break-out' areas for children and staff to work on projects
- ✦ An extension to our hall which gave us a new drama room
- ✦ A library with a glass atrium roof and beautiful 20m mural.
- ✦ 180 Chromebooks, 60 Kindles for Year 6 and 16 Lego WeDo kits and 30 Crumble Kits to be used across the school
- ✦ Woodland walks, tire play system, outdoor classroom, environmental area and Bookworm Wood (our outdoor reading area)
- ✦ Landscaping and play area
- ✦ A fully refurbished school kitchen where meals are freshly prepared each day
- ✦ A children's kitchen thanks to the Friends of Wistow School
- ✦ A staffroom ensuring staff have adequate space to work and train
- ✦ An iPad per class
- ✦ Bike canopies
- ✦ Wellbeing garden

The extensions benefit from under floor heating, with warmth generated by the Heat Exchange System of pipes buried under the field. We have a living sedum roof which provides excellent insulation as well as helping us to harvest rain water which is then used for flushing the toilets.

Our intelligent lighting system recognises when the room is not in use and also dims the lights when it is bright outdoors. A solar panel heats up the water which is then used by the pupils when they wash their hands.

'You are rightly proud of the inspiring learning environment that you have created for pupils. Inside and outside areas are thoughtfully designed to support age appropriate learning, play and reflection.'

Ofsted 2016



# Behaviour at Orton Wistow



Promoting positive behaviour and good choices is an important part of daily life at Orton Wistow Primary School and is primarily done through the PRIDE code and Learning Tools.

We have a positive behaviour policy and as it says in its title, the policy focuses heavily on 'Positive Behaviour' and we have always wanted to have a greater emphasis on this rather than the sanctions for making poor choices. The philosophy remains very much the same:

*'We encourage children to be responsible for their own behaviour and the choices they make. We encourage them to make the right choice in all situations in school and when they make the wrong choice we use these incidents as a learning opportunity. The children reflect on their behaviour and consider how it could be improved.'*

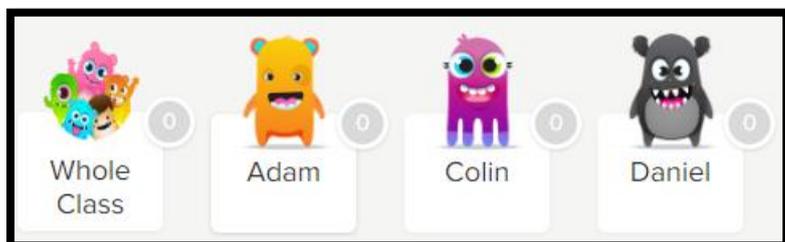
This policy outlines the responsibilities of children, staff and the parents/carers to promote positive behaviour and there is a clear explanation of how good choices and going 'above and beyond' expectations are recognised in school.

Good behaviour and choices are rewarded in the following ways:

- Praise from staff
- Verbal comments made in lessons about their work
- Visiting the Headteacher or member of the Senior Leadership Team (SLT)
- Shining Star Certificates awarded in Celebration assemblies
- Honours Award Certificates
- Learning Toolkit Stickers (concentration, resilience, responsibility, teamwork and perseverance)
- PRIDE Postcards
- Dojo Points
- House points and weekly House Cup
- Work displayed around the school and on the website/Twitter
- Informing parents
- Extra responsibilities given
- Rewards developed by the class through the Recognition Board
- Golden Tickets awarded by Midday Staff
- Individual class initiatives
- Eric and Eddie the Eco- Eagles
- Monty's mealtime marvels
- Gordon the Good Attendance Gorilla

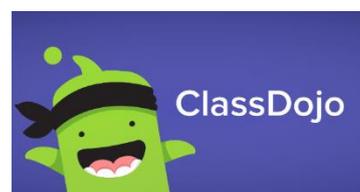
## Behaviour at Orton Wistow continued...

All classes in Years 1-6 will use the DoJo points system to promote good choices in school. This is a web-based points system where individuals, groups or classes can be awarded a dojo point for a number of reasons by the adults in the school.



Alongside this there is a 'Recognition Board' in every classroom. This is another very positive way of focusing on good choices and allowing the classes to choose targets related to things they need to improve.

The target is written on the board and the children will work together to try and achieve it. Once the target has been met, it can be changed for something else. There is a marble jar on each display.



Marbles will be awarded for:

- reaching the target
- when an individual receives a Golden Ticket by midday staff for good choices made at lunch time
- for the class being rewarded a certain amount of Dojo points,
- for the class achieving the 'number of times read at home' target, for a Shining Star/Honours Award.



One of the main ideas is that good choices benefit the individual but also the class as a whole. One of the strengths of the Recognition Board is that it is a target for all and it helps to promote children supporting and encouraging each other.

All children belong to one of the four Houses (Nene, Dempsey, Mallard or Fens) and House Points are awarded to children who receive a 'Did Great' stamp in their work. The number of DoJo points scored by each House each week will be converted into a set number of House Points and included in the weekly count. The House with the most House Points will receive the House Cup in Monday's assembly.

### Difficult Behaviour and Sanctions

Making mistakes in the way we behave is a natural part of the learning process; each mistake being an opportunity to learn and grow. However, repeating mistakes, especially when this is wilful, is not acceptable. In order to reinforce the learning of good behaviour, it is sometimes necessary to apply sanctions or take other action to emphasise its importance.

Sanctions should be viewed as reinforcement of learning rather than in terms of retribution. Sanctions can also be a deterrent and a means of showing that our code of behaviour is important and needs to be followed.



## Behaviour at Orton Wistow continued...



At OWPS we have a 'Steps' system. It sets out clearly what positive behaviour is expected and what will happen if children make poor choices in school.

- The **Golden Step** is something for all children to aim for, children will reach this when they go above and beyond the normal expectations of their behaviour.
- The **PRIDE Code Step** is where most children at OWPS are most of the time:- following the PRIDE code, making good choices and helping to make our school a safe and happy place to learn and play.
- **Steps 1 – 5** set out the types of negative behaviour children may display in school and most importantly, it clearly states what will happen if they do.

If a child has behaved at Steps 2, 3 or 4 this will result in them having to spend time in the POT (Place Of Thought): ten minutes for Step 2 or twenty minutes for Steps 3 or 4.

There is **always** appropriate adult supervision and the children spend the time reflecting on the choices they have made.

A STEPs Form is completed with the child for any STEP 2, 3 or 4 incidents.

An email is sent home for Step 2. The teacher will meet with the child's parent at the end of the day to inform them of Step 3 or 4 incident. When this is not possible, they will ring the parent.

Step 2 - Behaviour	Consequence
Repeated incidence of Step 1 behaviour in the same session	<b>EYFS</b>
Unwillingness to co-operate/follow instructions	Reflective Time Out: 5 minutes
Minor challenge to authority	
Deliberate disruption of lesson	<b>KS1/2</b>
Rudeness to any pupil in school	Child attends next available
Use of inappropriate language	Break POT (Place of Thought)
Persistently breaking the same rule	where they will read quietly or
Impulsive fighting/hurting others	write a letter of apology
Spitting e.g. on the floor	
Telling lies	
Deliberate misuse of property/resources <u>incl</u> IT equipment*	*Removal of items
<b>Has been discussed with an adult</b>	
Adult:	Child:



## Behaviour at Orton Wistow continued...

It is important for us to recognise that, with 420 children in our school, there is no single behaviour system that is going to work for every child. There will be times when we may choose a different approach to support an individual child and many of the strategies we may choose are included in the new policy. When this is the case, we will always discuss these choices with the parents of the child.

We also have children in our school with more complex needs and the way we deal with their behaviour is bespoke to them. However, we do not ignore bad behaviour and poor choices and using approaches such as 'Restorative Justice' and circle time sessions we ensure all children feel safe and are happy that incidents have been dealt with fairly and appropriately.

To encourage positive behaviour in the Foundation Stage, the children are introduced to the Pride code when they begin their life in school. We read stories to embed the language and to help the children to understand what the words mean. Alongside this we use the Toolkit learning dispositions with stories from the Power of Reading to bring the words into context. We have a positive approach to behaviour, every day is a new start and each morning a child is chosen for the Pride Pal chair. Teachers explain to the children why they have been chosen, following from learning the previous day. For example, if a child has shown good manners when passed fruit at snack time, or being independent in the morning. This child is then able to go to the front of the line for lining up times and also takes the register to the office. A photograph of them is displayed in the classroom for the day.

All the adults working in the FS use House Points and toolkit stickers as an extra point of praise in addition to using specific verbal feedback, for example "you have put your suit on yourself, that's being independent." This helps to reinforce the new language being used in school. In addition to the other positive rewards given in school such as shining star and honours awards, a child is chosen at the end of the week to take the class mascots home for the weekend.

We will also be using the new target system where we will be working as a class to meet a new challenge. For example, putting our coats on independently and sitting sensibly to listen to a story. We will move the children's names onto the 'Recognition Board' when they have achieved it. After all have achieved this we will put a marble in the jar. For those children who do this easily, e.g.; zipping their coats up rather than just putting on, we will reward them with a toolkit sticker. For these children who always 'do the right thing' we will reward specific behaviour with a house point.

When we go in the playground after lunch and at playtimes after half term we will be included in the 'golden ticket' for a marble in the jar as a whole class reward. This will add to the marbles being worked towards from the whole class target. Sanctions will include time out for undesirable behaviour, children will be given two warnings then the third is a time out, 5 minutes with a sand timer. If this continues to another sand timer time, an adult from the FS will take the child out of the room and discuss what has happened and give them chance to reflect on their behaviour. If this happens for a third time in a day, then the child will go to the 'Place of Thought' and miss their playtime.



## Special Educational Needs

At Orton Wistow, we aim to identify difficulties and barriers to learning as early as possible, to ensure the best possible outcomes for the child. We recognise that children identified as having additional needs may require extra provision within the curriculum to enable them to make progress, whether their needs are academic, behavioural or medical. Wherever possible, we aim to include children in any decisions that are made and give them ownership of their learning.

All children are taught within their peer class group with learning outcomes differentiated to accommodate the range of needs within the classroom. If appropriate, supplementary programmes are used to provide more focused, targeted support whilst also giving the children access to a broad, rich curriculum. This additional support is most often delivered by a Teaching Assistant on a one-to-one basis or within a small group.

We strongly believe that close partnership with parents is imperative if we are to fully meet the needs of our children and strive to develop mutually supportive relationships. This is a two-way relationship and we encourage parents to share information with us which may assist us in effectively support the child in school.

At times, it may be necessary to access a range of external educational and medical professionals who are able to assist us in assessing children's needs and providing specialist recommendations to support children's development. This is always done in consultation with the parents



## School Routines

The school gates open at 8.35 am and the Headteacher will be on the playground to supervise the children and to talk to parents. All registers are called at 8.45 and any child that arrives after this time is given a Late Mark. Registers close at 9.05 am. If a child arrives after 9.05, they may be recorded as an **Unauthorized Absence** for that session if the lateness cannot be satisfactorily explained.

It is important that children are punctual. During the first twenty minutes of the morning we settle the class and ensure that they are ready for the day ahead. A child who arrives late, misses out on this settling activity and disrupts the class. The school gates are opened at 3.10pm and the children are let out at 3.15pm. The school gates are locked at 3.25pm. The headteacher is available at this time to talk to parents.

### Can I come in with my child?

Children in Years 1-6 go straight in to class where their teacher is waiting for them with activities and tasks for them to complete. As you know, part of our Pride Code is to be independent. The journey to becoming independent starts when the children start school. Initially parents bring their child onto the playground and hand them over to the Foundation Stage staff.



## School Routines continued...

As the children (and parents!) become more confident, we encourage children to come across the playground on their own. We have noticed a huge improvement since we have taken this approach. However, we know all children are individuals and some will still need a grown up to bring them across the playground. This is fine.

### Where do I meet my children?

Children will leave through the door that they used in the morning. We ask you not to wait in the cloakrooms as it is important that we ensure that all the children leave the premises safely. Children from Foundation Stage to Year 2 are handed over to the adult collecting them. Year 3 children can also be met by an adult if this is what you prefer.

### Will children be kept in after school?

No, the only time that your child will be late leaving is when they are taking part in an organised activity and you will be informed of this in advance.

### What happens at playtimes?

The children are supervised by a teacher and a team of support staff during morning and afternoon break and by a team of midday supervisors during the lunch break.

## Working Together

In the past, Ofsted have judged our work with parents and carers as Outstanding and we are proud of this achievement. Research shows that children thrive when home and school work closely together and we are mindful that your child only spends 11% of their year in school!

Our strong relationship with our parent body starts from when their child gets a place at the school. Strong transition arrangements including taster sessions at the school, conversations with pre-school settings and home visits help ensure a settled start for children.

We provide numerous opportunities for you to join us in school to see what we do each day. Ordinarily, these include:

- ★ Stay and Play sessions when Foundation Stage parents can stay and learn alongside their child
- ★ From Year 1 – 6, parents are invited in twice a year for either a '2 Can Learn' or 'Family Learning' session, completing an activity with their children.
- ★ Mother's Day and Father's Day Lunches
- ★ Special meals for Grandparents
- ★ Classes regularly choose the menu on 'Favorite's Days' and you are welcome to join your child's class

## Working Together continued...



- ★ Years 1, 3, 4 and 5 perform a special assembly once a year and parents are invited to join us
- ★ The Foundation Stage children perform a nativity, Year 2 create a Christmas show, and Year 6 round off the year with their show in July.
- ★ A termly parent consultation appointment as well as the opportunity to meet your child's teacher throughout the year.

Besides this, we encourage parents to volunteer to help in school, whether regularly or when they have the free time. We have a thriving Parent Teacher Association, the Friends of Wistow School, (FOWS) who provide wonderful fun activities for children and their families whilst raising funds for the school.

*'The high quality of your engagement with parents noted at the previous inspection remains a very strong feature of the school's work. Parents are overwhelmingly positive about the quality of education and care you and your staff provide. Inspection evidence supports parents' views that, 'this is a vibrant and friendly school' and 'this is a well-managed school that works hard for its children'.*

Ofsted 2016

## Parent Charter

Each year we send parents/carers a questionnaire which looks at the Ofsted Parent View questions as well as other questions that we are interested in. As you can see from the table on the next page, the vast majority of our parents rate the school very highly.

We listen to what we are told. When parents raised their concerns about homework, we began a yearlong research project and redesigned our expectations. Even though instances of bullying are low, we have continued to improve in this area and are delighted to hold the Silver Anti-Bullying Alliance Quality Mark.



## Parent Charter continued...

Parent Questionnaires Results July 2022

Ofsted Questions		Blank	POSITIVE	Ofsted National Comparison from 2022 (where possible)	NEGATIVE	Don't Know
✓ My child is happy at this school.		0%	96%	90%	3%	1%
✓ My child feels safe at this school.		0%	96%	91%	3%	1%
✓ The school makes sure its pupils are well behaved.		0%	93%	85%	2%	5%
	My child has not been bullied'			My child has not been bullied'		
✓ My child has been bullied and the school dealt with the bullying quickly and effectively.	91%	0%	58%	66%	25%	17%
✓ When percentage of those who replied (Don't knows excluded)			50%		50%	
✓ The school makes me aware of what my child will learn during the year.			93%	80%	4%	3%
✓ When I have raised concerns with the school they have been dealt with properly.		0%	87%	57%	2%	11%
✓ Does your child have special educational needs and/or disabilities (SEND)? If yes, how strongly do you agree with this statement: 'My child has SEND, and the school gives them the support they need to succeed.' When percentage of those who replied			73%	68%	9%	18%
✓ The school has high expectations for my child.		0%	89%	82%	3%	8%
My child does well at this school.			93%	87%	6%	1%
✓ The school lets me know how my child is doing.		0%	91%	83%	6%	3%
✓ There is a good range of subjects available to my child at this school.		0%	94%	90%	4%	3%
✓ My child can take part in clubs and activities at this school.		0%	95%	87%	4%	1%

## Parent Charter continued...



Ofsted Questions		Blank	POSITIVE	Ofsted National Comparison from 2022 (where possible)	NEGATIVE	Don't Know
✓ The school supports my child's wider personal development		0%	87%	78%	5%	8%
		Blank		Yes		
✓ I would recommend this school to another parent.		0%	95%	85%	5%	
✓ My child receives appropriate homework for their age		0%	84%		7%	9%
✓ The school positively promotes the wearing of school uniform/colours.		0%	99%		0%	1%
Good attendance and punctuality are promoted.		0%	99%		1%	
Staff encourage my child to become mature and independent.		0%	92%		0%	8%
Staff expect my child to work hard and do his or her best.		0%	96%		0%	4%
This school is well led and managed		0%	93%		4%	3%
The school communicates well with parents.		0%	89%		6%	5%





## Parent Charter continued...

We believe the best relationship is one where home, school and the child knows what is expected of them and what they can expect from each other.

	As parent/carer (s) I / we will do our best to:	As a school, we will do our best to:	As a pupil, I will do my best to:
Being ready for school	<p>Send my / our child to school dressed in their school uniform.</p> <p>Make sure my/our child has the correct PE kit in school each day.</p> <p>Make sure that my/our child comes to school with their Reading Diary.</p>	<p>Promote the wearing of school uniform and other appropriate forms of dress.</p> <p>Ensure you know what PE kit your child needs.</p> <p>Encourage children to bring their Reading Diary to school each day and to take it home each night.</p>	<p>Take pride in my appearance and dress correctly for school.</p> <p>Always remember my PE kit.</p> <p>Bring my Reading Diary to school each day and take it home each night.</p>
Attendance /Punctuality	<p>Endeavour to make sure that my / our child attends school on time every day.</p>	<p>Encourage good attendance and punctuality and reward these with individual certificates and class awards.</p>	<p>Attend school every day on time.</p>
Class and Homework	<p>Take an active interest in the work of my / our child.</p> <p>Encourage my / our child to always do his / her best.</p> <p>Make sure my / our child does his / her homework.</p>	<p>Set appropriate work that interests and challenges your child and is marked regularly in a manner designed to extend their understanding.</p> <p>Teach your child a range of subjects.</p> <p>Provide regular homework in accordance with the homework policy.</p>	<p>Participate in lessons and try hard to complete the work I have been set.</p> <p>Listen to my teacher and do my best.</p> <p>Complete the homework I am given and hand it in on time.</p>
Behaviour	<p>Encourage my / our child to have high standards of behaviour at all times and follow the school behaviour policies.</p>	<p>Promote high standards of behaviour at all times.</p>	<p>Follow school rules and to behave sensibly.</p>
Pastoral Support	<p>Let the school know if there are any problems likely to affect my / our child's learning.</p>	<p>Listen and respond quickly to any concerns.</p>	<p>Let my teacher or another adult in school know if I have any worries.</p>



## Parent Charter continued...

	As parent/carer (s) I / we will do our best to:	As a school, we will do our best to:	As a pupil, I will do my best to:
Links with the school	Attend parent consultations.  Read letters from the school and reply if necessary.  Support the school if sanctions become necessary.	Hold regular Parent Consultations.  Communicate with you on your child's progress, attendance and punctuality.  Inform you immediately of any worries or concerns, where necessary.	Take all letters home to my parent/carers (s) and make sure I give the letters to them.
Extra-Curricular	Support events in which the school is involved and encourage my / our child to take an active part.	Inform you in good time of school events.	Find out what opportunities are available to me at lunchtimes and after school.

## Travelling to School

### Can I bring / collect children by car?

We are a Health Promoting School and encourage children to walk, cycle or scoot to school if they are able. We recognise that for some families, their only viable choice is to come by car.

There is a **NO PARKING ZONE** outside the school entrance that allows children a clear view of traffic. However, we do have disabled parking bays and parents who need to use this facility can come to the office to arrange for a parking permit.

Unfortunately, some of our parents park on neighbouring roads, often causing a problem for our neighbours. This creates ill-feeling with the school often being the first port of call for a disgruntled resident. If you must park near to the school, please be considerate of others.

### Can children cycle to school?

Yes, yes, yes! Bicycles should be locked in the cycle rack although we cannot take responsibility for them. All cyclists must dismount before entering the school grounds. Children **must** wear cycle helmets, and reflective strips and lights are recommended for the winter months.

The school organises 'Bikeability' training for older children so that they can be responsible road users. We are looking into a similar training for younger children.

Please can young children waiting with their parents at the end of the school day not cycle or 'scoot' around the school playground. You are not covered by the school's insurance if there should be an accident from such an incident.



# Uniform

## Clothing

Like most schools, we have our own uniform and we believe that wearing a uniform shows that you belong to the school community and our children wear it with pride. We deliberately include some variations in our uniform to allow for a little bit of self-expression and variety e.g. blue or white polo shirt, long sleeved or short sleeved polo shirt, lilac or blue gingham dress or blue gingham dress.

We are fortunate that all children in the school wear our school colours but there are occasions when parents are unclear on what is and what isn't school uniform, so we thought it would be good to clarify this. Thanks to the support of our parents, we have never had to take a firm line on uniform even though the DfE says that: We ask that all parents ensure that their child wears the items below. This does not have to be branded with the school logo, although our official uniform is available from [www.totalclothing.co.uk](http://www.totalclothing.co.uk). Second-hand items are available for a small donation at the office.

Years FS – 5			
POLO SHIRTS — white or blue, short or long sleeved			
			
SCHOOL JUMPER AND CARDIGAN		Boys – PLAIN WHITE SHIRT short or long sleeved	Girls – PLAIN WHITE BLOUSE short or long sleeved
			

### SCHOOL JUMPER and POLO SHIRT– YEAR 6 ONLY

Our Y6 children wear a slightly different uniform. This makes them more visible in school to staff, visitors and children. The school provides Year 6 children with one purple sweatshirt.

Year 6 should ONLY wear PURPLE Polo Shirts and Sweatshirts.

	
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## Uniform continued...

<p>TROUSERS OR SHORTS – plain grey/black/navy. (Shorts should be knee length)</p>	<p>SKIRTS AND PINAFORE DRESSES – plain grey, black or navy.</p>
	

<p>SUMMER DRESSES – pale blue or navy gingham or purple/lilac gingham</p>		
		

Please make sure that dresses are long enough. Some dresses are short and this is an issue when sitting crossed legged on the floor. We have noticed that some children have started to wear the gingham jumpsuits. These are fine as long as they are long enough – not mid-thigh.

### SCHOOL UNIFORM ITEMS THAT ARE NOT ALLOWED:

- Purple cardigans
- Trainers
- Fabric shoes
- Shorts that are not knee length

## Uniform continued...

### Footwear

Plain dark leather or imitation leather shoes or sandals. (NOT TRAINERS)

As part of their school uniform children should wear plain dark shoes or sandals. In the last year or two we have noticed a growing trend for some children to wear fabric shoes to school. We request that you do not send your child to school wearing fabric shoes for a number of reasons; they are not waterproof, they are not as hard wearing as leather shoes and as they cannot be polished, they tend to look untidier. Although we are happy for children to wear shoes with velcro fastening, we do not allow children to wear trainers to school.

In the **winter** only girls may wear plain, dark boots. Girls should not wear shoes or boots with a high heel as these are not practical for school activities or playtimes. We also discourage girls from wearing open toed sandals as these do not offer enough protection.

**PLAIN** grey, navy blue , white or purple socks/tights

### PE Kit

Children in Years 1-6 take part in PE twice every week and Foundation Stage children once a week. Having the full, correct PE kit is both a key part of the PE curriculum and is also part of school uniform. At present children are wearing their PE kit to school on their class PE days, and it is likely that this will continue.

PE kit:

- t-shirt (plain white or navy or school house t-shirt)
- shorts (dark blue or black)
- socks (dark)
- trainers (KS1 may have additional plimsolls for indoor use if desired)
- tracksuit top without hood (any colour but preferably dark) for sport in colder weather and walking to events
- tracksuit bottoms
- Long hair should always be tied back and earrings removed or taped up.



## Children's Voice



There are lots of opportunities for children to be heard in school and we encourage the pupils to share how they think the school can be even better.

Through activities such as circle time and PSHE lessons, the children often discuss life in school and these are good opportunities for children to 'check in' and share any worries or concerns they may have. The staff work tirelessly to build positive relationships with the children and this results in the children feeling comfortable to share issues or questions with trusted adults.

Subject leaders will talk to pupils across the school each year to find out about particular areas of the curriculum from their perspective. This gives us a valuable insight into our curriculum from the child's point of view and can help us to shape these subjects further to fit in with the needs of our pupils.

We have introduced a School Council. All eight Key Stage Two classes voted for their school council member, with many of our pupils keen to represent their class. They all did a great job of preparing and sharing a speech on why they should be chosen.

The four Year Five and Six members will also be responsible for a Key Stage One class and making sure their thoughts, feelings and ideas are shared at the school council meetings. The adults in Foundation Stage will organise school council meetings for the Magpies and Penguins. We will meet each half-term to discuss a variety of things and our hope is for this group to represent the pupils and help to make positive changes in our school.



## Children's Records

The school maintains comprehensive records of children's progress which are available for parents to view by appointment.

We pride ourselves upon our professional knowledge of each child and often teachers will use children's records as the basis of discussions on consultation evenings.

At the end of each school year parents receive a written report highlighting achievements during the past year.



# National Curriculum Assessments



All pupils are assessed against National Curriculum targets during Year Two and again during Year Six. The results of these assessments form part of our annual report to parents.

We assess children's progress throughout the year and communicate this at our Parent Consultation Meetings. Children in Year 1 complete the Phonics Screening Check, and children in Year 4 complete the Times tables check.

## Policy for Charging for Events

The Governing Body will levy a charge to parents for the following:

1. Board and lodging.
2. Specialist music tuition.
3. Educational activities wholly or mainly outside school hours.
4. Breakages or loss of school equipment.



Any charges will be remitted in full if a family is eligible for free school meals.

Voluntary contributions will also be requested towards swimming and special activities/outings.

After a great deal of consultation with the parents and carers of children at the school, we aim to plan a WOW event each term to help bring the topic to life. Our parents have told us that they are happy to pay up to £10 per term for these events.

## OWN Trust

Our school is proud to be a part of OWN Trust, founded in March 2019. OWN Trust is based in the south of Peterborough, and currently incorporates Nene Valley Primary School, Orton Wistow Primary School and Woodston Primary School.

Academy trusts are outside Local Authority control; however, we continue to work closely with Peterborough City Council and other Peterborough schools.

'Opportunity, Work Together, Nurture' are the words that provide the driving force behind how the Trust operates and its beliefs and values. As a Trust and as professionals, OWPS is committed to securing a bright and secure future, not just for OWN pupils and staff, but for every child across Peterborough.

You can discover more about the OWN Trust by visiting the website: [www.own-trust.education](http://www.own-trust.education)



## Leave of Absence

In line with Government policy and advice, we take a tough stance on absence during term time. The following is an extract from our Leave of Absence Policy which can be found on our website.

### Absence

Children are expected to attend school for the full 190 days of the academic year, unless there is a good reason for absence. Taking leave of absence without exceptional circumstances in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children away in school time.

Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education. There is **no** automatic entitlement in law to time off in school time to go on holiday.

All applications for leave of absence must be made in advance. In making a decision about whether to authorise this leave, the school will consider the circumstances of each application individually. It is important that you understand that we will **only** authorise such absences in **exceptional / unavoidable circumstances**.

Any period of leave taken without the agreement of the school (with at least four weeks' notice) and/or different from that agreed by the school, will be classed as unauthorised and may attract sanctions such as a Penalty Notice.

### Lateness

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Late arriving pupils also disrupt lessons, can be embarrassing for the child and can also encourage absence.

#### How we manage lateness:

The school day starts at **8.45am** and we expect your child to be in class at that time. Registers are marked by **8.45am** and your child will receive a late mark if they are not in by that time.

At **9.05am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

If your child has a persistent late record you will be asked to meet with us to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.



## When things go wrong

No matter how hard we try, there may be times when you are worried or concerned and there will certainly be occasions when we make a mistake – we are, after all, only human. Please come and see us – we will be pleased to see you and will do whatever we can to move things forward.

If you would like to talk to a member of staff privately then it is best to make an appointment, although the Headteacher or a member of the Senior Management Team is usually available when the matter is urgent.

If you are not satisfied after these discussions then a formal complaints procedure exists. You have the right to complain about the Curriculum (including RE.) to the Governing Body. A copy of the regulations is available on request from the school office and is available on our website.

## When things go right

We hope that there will be many occasions when you are pleased with your child's experience at school. Please come and see us – we will be very pleased to see you! We welcome the opportunity to pass things on to those who have earned it! All too often we only speak out when things are less than ideal. We have a Compliments display in the main corridor where we display the kind messages we have been sent.

It is important that you let your child know when you are pleased. The school operates a policy of discussing progress and achievement with children and your support is an important aspect of this. We celebrate children's achievements on a regular basis. Each child has the potential to have actions or achievements celebrated individually, in a school assembly and also with our community through our newsletter.

We have a host of ways in which parents and the school can stay connected, including:

- Communications Guidelines which outline to parents all the ways in which school and parents can communicate with each other
- The school website ([owps.org.uk](http://owps.org.uk)), which includes our latest News and Events
- The school e-newsletter, *Wistow Ways*, which is published weekly during term time
- The news and events app, which is available for parent to download and displays the latest news and events from our website.
- The Parent Portal enables parents to keep track of their child's attendance, relevant emails and access school reports.
- Twitter feeds, which include feeds for the whole school, individual classes, the Library and Friends of Orton Wistow

We regularly ask parents for their feedback through surveys and questionnaires. Parents and carers are invited to contact us whenever they have a query or question on [office@owps.org.uk](mailto:office@owps.org.uk) or by calling the school office on 01733 370646.

# Curriculum

During a child's education at Orton Wistow he / she will encounter a variety of experiences. The curriculum of the school is divided into the following categories: -

English	History	Physical Education
Mathematics	Geography	Computing
Science	Art	Religious Education
ICT	Music	PSHE
Modern Foreign Languages		

Much of our work with children follows cross-curricular themes which are planned by our teachers in teams, taking into account the stage of development of individual children. Our curriculum strategy follows closely the regulations of the National Curriculum in such a way that children achieve their maximum potential.

As a School, we plan for our pupils to experience a "Connected Curriculum" which:

- ✦ Is broad, rich and inspiring
- ✦ Makes meaningful links between separate curriculum areas
- ✦ Builds on the children's prior understanding and draws upon their skills
- ✦ Allows the children to learn according to their preferred learning styles
- ✦ Allows flexibility for children to shape the direction of their learning
- ✦ Is clearly based on first-hand experience
- ✦ Allows children to become better learners
- ✦ Enthusies and engages children and teachers
- ✦ Improves standards
- ✦ Strengthens inclusion.



The school curriculum is enriched by a broad range of first-hand experiences which include theme days, guest speakers and visits to places of interest. Staff, children and parents all rate the curriculum highly. We firmly believe that children gain a great deal from these first-hand experiences. A number of after school and lunchtime clubs operate for those pupils who wish to take advantage of them, for example; choir, recorder, tri-golf, football, netball, creative dance and sewing.

We also offer four residential trips each year, one for each child in Key Stage Two:

- ★ Year 3 – 3 days/2 nights at Burwell House
- ★ Year 4 – 3 days/2 nights at Grafham Water
- ★ Year 5 – 3 days/2 nights at Hilltop Adventure Centre
- ★ Year 6 – 3 days/2 nights in London.



## Curriculum continued...

We consult with parents about the type of extra-curricular trips they would like us to provide their children and also the cost. At present we aim to undertake one curriculum enrichment activity per term at a cost of up to £10.

'Can I just say I read the other day the emails Mr Marks or Mr Eardley shared from other parents and I agree totally. The children in Orton Wistow have great manners. My husband and I were pleasantly surprised when we started the year and we got to know more of the children on the way back from school or to school, how the older children were supportive and friendly to the younger ones and how they included them into the school.

It just feels that they really show such care towards the younger ones that just started and I am glad to know that you will create this caring nature with me into our twins' lives.

My mum always says: " You raise your children so that they are a pleasure for other people", meaning personality, kindness and overall respect.

I am grateful that we can send our children to Orton Wistow Primary school.

Parent, July 2017

## Safeguarding

Orton Wistow Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy which can be viewed in the Policies section of our website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

We actively support the Government's Prevent Agenda to counter radicalism and extremism.

Our Designated Safeguarding Lead (DSL) is Mr Colin Marks (Headteacher). Our Deputy DSLs are Mrs Linda Harries (Inclusion Lead) and Jackie Johnson (Learning Mentor).

The Governor for safeguarding is Kirsty Cleworth.





## Sustainability and Global Dimensions

In recent years we have made enormous progress in developing the Global Dimensions element of our curriculum as we believe that this benefits children significantly.

We believe passionately that it is important for children to grow up with an understanding of how we can best protect our world. Our building includes many environmentally friendly design features which the children are made aware of.

In the past we were nominated for a National Teaching Award as a Primary School with a well-developed Sustainable Curriculum and Ethos and were delighted to receive a Distinction in this category.

In 2014 we gained the Silver Eco Schools Award, and in October 2015 we were awarded the Green Flag Eco Award – an international accreditation (currently operating in 70 countries), that has recognised and rewarded youth-led environmental action since 1994.

In January 2019 we achieved the Silver Anti-Bullying Mark and the Primary Science Quality Mark for the 2017 – 2018 time period. We also hold the Silver Arts Marks and are an Attachment Awareness Champion School.



# Homework



The partnership we have with the parents is vital for the children to succeed each year at School, and assisting with their homework is a great way to help.

In Foundation Stage the children will have a 'Letters and Sounds' book sent home each week (once regular phonics sessions have begun in class) containing the sounds for that week. We ask parents to work with their children at least three times a week as 'little and often' is better than one long session at the weekend. Once the children have their reading books they need to keep them for a minimum of two days to give them a chance to read them more than once and the expectation is that they read with an adult at least five times a week.



Research shows that only certain types of homework at primary schools have a significant benefit on children's progress. We have now limited the homework we prepare for children across Years One to Six to reading (five times a week), a maths activity and a GPS (Grammar/Punctuation /Spelling) activity.

Children in some year groups have a homework book and each week they will bring this home with their homework stuck inside. Some of the older year groups have their homework set on Google Classroom. Key Stage Two also set Homework on 'Century,' an online resource children can access at home and in school.

If you have any concerns or questions about how to support your child at home, please make an appointment to see their class teacher who will be happy to offer some additional guidance.

# Houses

All children and staff at the school belong to one of the four Houses; Mallard, Nene, Fens and Dempsey. Children are given an OWPS badge when they join the school and the colour around the outer rim shows which House they are in.

Two children from Year 6 are chosen to be the House Captains for each House and House Points are given out during the week for exceptional work. The House Captains collect the House Points each Thursday and we find out which House has won the House Cup in our Celebration Assembly. At the end of the year, the House which has gained the most points during the year is awarded the House Shield and their name is engraved alongside previous winners.

There are also opportunities during the term for the children to come together with other children and staff from the same House for motivational talks from their House Captains.