



DROPMORE INFANT SCHOOL
LITTLEWORTH ROAD
BURNHAM
BUCKINGHAMSHIRE SL1 8PF

PROSPECTUS 2022-2023

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CONTENTS

WELCOME TO OUR SCHOOL	3
AIMS OF THE SCHOOL	3
SCHOOL VALUES	4
ADMISSIONS	4
ORGANISATION	5
DROPMORE SCHOOL STAFF	5
SPECIAL EDUCATIONAL NEEDS	6
PARENTS AND SCHOOL	6
SAFEGUARDING STATEMENT	6
DISCIPLINE	7
ANTI-BULLYING	7
CURRICULUM	7
CORE SUBJECTS	8
English	8
Mathematics	8
Science	8
FOUNDATION SUBJECTS	9
HOMEWORK	10
ATTENDANCE	11
EXTRA-CURRICULAR ACTIVITIES	11
CHARGING FOR EDUCATIONAL ACTIVITIES	12
SCHOOL GOVERNORS	12
SCHOOL POLICIES	12
SUGGESTIONS AND COMPLAINTS	12
SCHOOL MEALS	12
TOYS	13
SCHOOL UNIFORM	13
THE FRIENDS OF DROPMORE	13
SCHOOL SECURITY	13
SCHOOL HOURS	14
SCHOOL TERM AND HOLIDAY DATES FOR 2020/2021	14
KS1 RESULTS 2019	15

WELCOME TO OUR SCHOOL

Dropmore Infant School is a small, friendly school in a rural setting, which has educated children in the area of Dropmore and Littleworth Common for over 200 years. Dropmore School has a long history which dates back to 1796, when Lord Grenville diverted a road around 'School Field' when he was making plans to enclose his estate. First written records go back to 1830 when the school applied for national school status. Since then, the school has thrived and is now a co-educational Community School under Buckinghamshire Local Education Authority, providing education for children aged 4 – 7.

Dropmore is surrounded by open countryside with a large playing field and landscaped areas. The school has benefited from much refurbishment and improvement over recent years, but still retains its unique charm with the old thatched roof building. There are several gardening areas which provide for many practical curriculum activities connected with science and geography work. Indoors accommodation consist of three classrooms, each with access to computers and an interactive panel, a well-resourced library, an assembly/gym hall and a kitchen where the children enjoy a range of cooking activities.

As well as serving the immediate area of Dropmore, the school caters for children from Burnham, Farnham Common, Hedgerley, Beaconsfield, Taplow, Dorney, Wooburn Common, Bourne End and other outlying areas, in accordance with County admission policy.

The school is committed to quality and excellence in education. By providing a caring environment, teaching each child according to his or her aptitude and ability and working in partnership with parents, this school strives to develop the basic knowledge, skills and motivation which form the foundation for future education.

Strengths of the school highlighted by parents in our Annual Survey refer to the small, intimate, nurturing environment, high standards and how well the children are supported by high quality and friendly teachers. We are very fortunate to have supportive parents who help in a number of ways, both in school and through the Parents' Association, Friends of Dropmore, which organises many fund-raising activities.

'This is an outstanding school. Pupils are highly motivated and enthusiastic learners. They feel completely safe and extremely well cared for by staff. Parents and carers overwhelmingly praise the school. One parent wrote, 'The teachers provide a warm, caring and inclusive environment which encourages a genuine love of learning.'

OFSTED 2012

AIMS OF THE SCHOOL

The aims of the school are:

- To provide a caring and considerate environment in which the children develop a love for learning.
- To give all children, irrespective of gender, ethnicity, religion, sexual orientation or disability, an equal opportunity to achieve.
- To develop the broader range of qualities and skills that enable each child to take a responsible place in society and show respect for themselves, others and their property.
- To provide a well-planned and resourced curriculum that is stimulating and challenging, to take pupils' learning forward and to provide opportunities for all children to succeed.
- Working within the framework of the National Curriculum, to provide each child with the knowledge, skills and motivation to develop to his or her full potential.
- To enrich each child's experience through links with the wider community.
- To work in consultation and partnership with the home.

SCHOOL VALUES

INDEPENDENCE

We allow children to make their own choices and attempt tasks for themselves, relying less and less on adult help. Children are encouraged to take responsibility for their own learning, actions and belongings. We enable all children to develop as independent learners in our nurturing setting.



CURIOSITY

We aim to nurture children's natural curiosity and ignite a love of learning in every child. We challenge children to question and investigate the world around them.

RESPECT

We enable each child to develop as a responsible member of society and show respect for themselves, others and their property. We have high expectations of behaviour and celebrate good manners and kindness in our weekly Celebration Assemblies.

ADMISSIONS

The school's admission arrangements are as described by the Buckinghamshire Education Authority for all county schools. Arrangements for admission to the school should be made through the Education Authority Office, County Hall, Aylesbury, HP20 1UD - <https://www.buckscc.gov.uk/services/education/school-admissions> The number for admission in 2022–2023 is 25. All applications for entry in September 2022 must be received by the LEA by 15 January 2022.

Children join the school at the beginning of the academic year in which they become five years old. If a parent feels that their child is not ready for full time, this should be discussed with the Head Teacher and arrangements can be made.

The school complies with Buckinghamshire's admissions policy as detailed in the LEA's guide for parents. A copy of the guide is available from the Head Teacher on request.



ORGANISATION

The children are taught in year groups of up to 25.

The school also has a number of support staff: 4 Teaching Assistants, a Bursar, 2 Midday Supervisors and a Casual Caretaker.

DROPMORE SCHOOL STAFF

Member of Staff

Key Responsibility Area

Mrs G Streete

Head Teacher
PPA cover & Designated Safeguarding Lead
Co-ordinator roles: PE & Science

Miss D Beeks

Class Teacher, Year 2
Co-ordinator roles: Mathematics
SENCo

Miss A Tolmie

Class Teacher, Year 1
Co-ordinator roles: English
Deputy Designated Safeguarding Lead

Mrs R Bailey

Class Teacher, Reception (Mon-Wed)
Co-ordinator roles: PSHE & EYFS

Mrs A Douglas

Class Teacher, Reception (Thurs-Fri)
Co-ordinator roles: RE & SMSC
Staff Governor

Mrs N Waugh

Supply Teacher

Mrs C Cooper

Teaching Assistant

Mrs S Emmett

Teaching Assistant & Wraparound Care

Mrs D Najjhur

Teaching Assistant

Miss C Emmett

Teaching Assistant

Mrs R Fearon

School Bursar & Administration

Mrs M Aldridge

Midday Supervisor

Miss R Gerrish

Midday Supervisor

Miss S Favalessa

Midday Supervisor (Maternity Cover)

Mr C Mills

Casual Caretaker

SPECIAL EDUCATIONAL NEEDS

All children with special educational needs have a right to a broad and well-balanced education. The school has an active assessment programme to ensure that children who have learning difficulties are identified as early as possible and are given the appropriate support. Each child is equally valued and the school endeavours to provide an equality of opportunity for all pupils. The Governors strive to provide any additional facilities that may be required to meet the specific needs of any disabled child admitted to the school. The school's annual SEN report is available on our website.

Most Able Pupils

The school aims to provide learning opportunities for our most able pupils, offering challenging and intellectual stimulation provided through our enriched curriculum.

PARENTS AND SCHOOL

On Induction day, parents of children joining us in September will be invited to an information session where details of the school day will be shared and questions can be asked. At the start of the school year a coffee morning will be organised by the Head Teacher for all the Reception parents to attend.

Parents are invited into school at the beginning of the school year to meet the teacher and discuss what is planned for their children and how they can help. There is also an opportunity for parents to visit the school each term to see their children's work and discuss progress with the teacher. If any problem arises, parents should not wait for these specific occasions, but should telephone for an appointment after school to see the Class Teacher, who will be happy to discuss this with them.

We encourage parents to come into school to help with group activities such as Art and Craft, Music, Technology and Games and also to hear children read. Offers of help are welcomed and should be made to the Head Teacher or the Class Teacher concerned.

Help is always required for:

Before School	In School	Outdoors	One-Off Events
We would love to re-start the Crocodile Walk from the Jolly Woodman.	Reading Art and DT Cooking Footsteps (training will be offered)	Gardening Pond maintenance School grounds' 'cleaning'	Design Technology Visits Weekend clear-ups Development Projects

SAFEGUARDING STATEMENT

We believe that it is important to promote and improve the health and well-being of the whole school community through all aspects of school life. We recognise that people achieve more when they feel accepted, safe, supported and valued. Through promoting this, the school has gained National Healthy School enhanced status.

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution. On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures which we follow are outlined in our Child Protection Policy in accordance with Keeping Children Safe in Education. If you want to know more about our procedures or the

policy, please visit our website or speak to the Designated Safeguard Lead (Mrs G Streete) or Deputy Designated Safeguard Lead (Miss A Tolmie).

At the start of the 2016-2017 academic year, we introduced a House System to further improve standards, behaviour and lunch times and to create a team spirit across the year groups. The 4 houses/colours (as voted for by all children and staff) are Badgers (Red), Squirrels (Green), Hedgehogs (Yellow) and Foxes (Blue). All children will be assigned to a House when joining the school.

BEHAVIOUR

Discipline in the school is maintained using a positive approach wherever possible. Those who behave well are rewarded and there are incentives for good behaviour. We aim to develop a sense of self-discipline and a responsible attitude to self and others. Parents are consulted where there is cause for concern.

To date, there have been no children excluded from the school.

ANTI-BULLYING

We believe that everyone should feel safe, secure and comfortable within the school setting. We do not tolerate bullying in any form and deal with any incidents quickly and appropriate to the age of the child. We plan special activities to develop the children's understanding about bullying and its effects. Please encourage your child to talk about any concerns that they have so that we can sort any problems out at an early stage. We are always vigilant to make sure that bullying does not take place and your support in this matter is appreciated.

A copy of the Anti-Bullying policy is available on our website:- www.dropmoreinfant.eschools.co.uk

CURRICULUM

Early Years Foundation Stage

In the Reception Year, your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language
- Physical development
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.



As children grow, the prime areas will help them to develop skills in 4 specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Children are assessed and tracked throughout the Reception Year based on classroom observations and using Early Learning Goals. We use Tapestry to create an online learning journal for each child and share this with the parents.

Key Stage 1

In Years 1 and 2 (Key Stage 1), lessons are planned and taught in accordance with the New Curriculum 2014 requirements for all subjects. We use a concept curriculum which is topic based.

We have our own regular assessment procedures starting with a baseline assessment on entering school. The results of the National Curriculum assessment of seven year olds (Teacher Assessments) are reported separately and can be found at the end of this prospectus.

CORE SUBJECTS

English

The New Curriculum 2014 is used throughout KS1. Within this framework, children are encouraged to acquire the following skills in the use of language:

- reading with fluency, understanding and enjoyment;
- writing with interest and sensitivity, showing knowledge of basic grammatical skills;
- learning the correct spelling of basic general vocabulary;
- developing a style of handwriting that encourages speed and legibility;
- communicating through clear speech using description, narration and explanation;
- developing an interest and appreciation of literature, poetry and drama appropriate to their age and interests.

All children participate in the Harvest Assembly, Christmas play and other school productions.

Mathematics

In September our School began the implementation of a mastery approach to teaching Maths in KS1. This has led to significant changes within the way maths is taught in our school. We are currently on a journey to fully implement a mastery approach from EYFS to Year 2.

What a typical maths lesson might look like

- A longer time spent on fewer topics to ensure learning is securely embedded
- A strong focus on number, deepening knowledge, applying skills and developing reasoning
- Each topic covered in greater depth, using a variety of problems, contexts and representations
- The whole class working together on the same material, sitting in mixed ability groups to provide opportunities for discussion
- All pupils having access to concrete resources alongside pictorial and abstract representations.
- Lessons start with a practical exploration using concrete resources, which sets the scene for the learning in the rest of the lesson.
- There will be a precise and accurate use of mathematical language, including chanting and STEM sentences to help embed key concepts
- Carefully planned variation to enable pupils to benefit from making links within and between their learning
- Increasingly taking the opportunity to draw out pupils' reasoning, allowing them to spot patterns and develop mathematical generalisations
- Carefully chosen activities from mastery schemes which consolidate pupil understanding and allow them to put into practice what they have learned. This is then extended and deepened through Challenges and use of brain buster journals.

Science

Our science teaching focusses on developing the children's understanding of scientific ideas by encouraging them to be curious and ask questions. They are taught to use different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and

classifying things, carrying out simple comparative tests, and gathering and recording data. They do this through studying a range of topics, including:

- Living things and their habitats
- Plants
- Animals, including humans
- Everyday materials and their uses
- Seasonal changes



The rural location of the school gives an added dimension to the study of nature with the rich variety of wildlife within the school grounds.

FOUNDATION SUBJECTS

Art and Design

Art is integrated into the whole curriculum. Children express their creative ideas using a range of materials and techniques. They are also encouraged to develop an appreciation of the work of well-known artists.

Computing

Our computing scheme of work prepares the children to become active participants in a digital world. We focus on three areas:

1. Developing children's skills (and giving them opportunities to apply these newly acquired skills in cross curricular tasks)
2. A first introduction into computer science (simple programming)
3. Safe use of technology (e-Safety)



We regularly review our hardware requirements to ensure the children have access to the latest technology. We have recently invested in a set of laptops and tablets for use in computing lessons and across the curriculum. We also have a variety of other resources including roamers and bee-bots. Interactive panels in all classrooms are used to enhance learning in all areas of the curriculum.

Design and Technology

Children work with a wide range of materials and techniques to enable them to experience and understand the process of designing and making. They develop technical knowledge by exploring and using mechanisms and building structures. They are taught to design, make and evaluate their products to meet a specific need.

Humanities

The children learn about people, places and times beyond their immediate experience and communicate their findings using developing historical and geographical vocabulary.

Music

Children experience and enjoy music through singing and movement, and by using tuned and untuned percussion. They listen to music from a variety of cultures and backgrounds. Year 1 children are taught to play the ocarinas and Year 2 children are taught to play the recorder.

Physical Education

Through our partnership with LEAP we have qualified coaches supporting staff in the planning and teaching of high quality PE lessons. The children are taught basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. They are given opportunities to apply these skills in a range of activities. We introduce competition (against self and others) and teach children to participate in team games, developing simple tactics for attacking and defending. Children are taught to perform dances using simple movement patterns, including Maypole and Country dancing which they perform in our annual Country Dancing Festival. The school has recently achieved the Youth Sports Trust Silver Quality Mark for PE and Sports.

Mile A Day

In June 2017 we introduced 'A Mile A Day - Anyway', an initiative aimed to improve the physical, social, emotional and mental health and well-being of all children. On non-PE afternoons, the children travel around a mapped out area on the field for 10 minutes, competing in Houses. The number of laps per house are recorded and at the end of every term, the Mile A Day cup gets awarded to the House with the most laps.

Religious Education

Dropmore is not affiliated to any particular religious denomination. We have a close link with the local church of St Anne's and the children are invited to take part in church festivals. In addition to exploring Christianity pupils are given 'hands on' opportunities to find out about other faiths, with visits to places of worship and by inviting members of other faith groups to visit our school.



Religious Education at Dropmore concerns the whole of life, the environment and relationships with others. Children are helped to grow in awareness of themselves and others, and to develop an interest in and reflect upon the world around them. Religious Education is provided in school assemblies, class prayers and with carefully selected stories and topics of interest. Children participate in collective worship unless parents specifically ask for them to be withdrawn.

Relationship & Health Education

No formal sex education is given at the school, but children's questions will be answered honestly, taking into account the children's age and stage of development. Children are encouraged to maintain good health and to develop moral awareness. Such discussions are always undertaken with due regard to family values and multi-cultural issues.

HOMEWORK

We hope that parents will participate in their children's education by giving encouragement and showing interest. One of the most valuable ways of helping your child is by listening to their reading on a regular basis. All children bring their reading books home every day. Children also bring home spellings or sounds to learn each week. In Year 2, weekly Literacy and Mathematics homework will be sent home.

The school has a well-stocked library run by parent volunteers. Once a week, the children are encouraged to choose a book to bring home to read or share with parents.

ATTENDANCE

Parents must ensure that children receive full time education by regular attendance at school (Section 7 of the 1996 Education Act).

There is an expectation that parents will not keep their children away from school for reasons other than illness. Parents do not have an automatic right to remove their child from school during term time and are strongly advised not to do so. Absence from school hampers the child's progress.

It is expected that family holidays will be arranged during school holidays. For any absence from school, apart from illness, parents should give one month's prior notice and make their application in writing using the exceptional absence request form. Our Attendance Policy stipulates that any holidays taken during the school year will be classed as an unauthorised absence unless there are exceptional circumstances.

In 2020- 2021 the school had 0.18% unauthorised absence and 98.2 % attendance.

If a child is absent due to illness, the school should be informed by telephone or in person on a daily basis and this will be recorded in the register. The school should be advised in writing when the child returns to school. Absence for illness will be authorised by the school as long as this procedure is followed.

We are only able to give children medicines prescribed by the doctor. If you wish us to administer medicine at a particular time, you need to complete a consent form which can be collected from the School Office.

In the event of sickness or an accident in school, parents will be informed by a First Aid Slip and initial First Aid will be administered by a qualified person. We will always tell you if your child has had an accident. If you notice a bump or bruise that we have not told you about, please ask and we shall endeavour to find out what has happened. Sometimes children do not tell the adult if they have hurt themselves and they need be encouraged to talk if they have a problem so that we can help them.

EXTRA-CURRICULAR ACTIVITIES

In 2022-2023 we will be continuing to provide a range of after school clubs including Football, French, Messy Monkeys, Kick Boxing, Yoga and Tennis.

The children benefit greatly from visitors to the school who share their interests and knowledge on subjects such as Woodwork, Art, History and Music. Our children also make visits to places of interest such as museums, theatres and outdoor centres.



From September 2021 we offer wraparound care for Dropmore pupils. For more information, please see page 14, School Hours.

CHARGING FOR EDUCATIONAL ACTIVITIES

The 1988 Education Reform Act states that no charges may be made for any educational activity which takes place during school hours, but the Governors have agreed that parents should be invited to make voluntary contributions towards the cost of any such activity. If sufficient contributions are not received to cover the cost of any activity, it may be necessary for the activity to be cancelled.

SCHOOL GOVERNORS

The School Governors comprise of a group of individuals from a variety of backgrounds, who are elected, nominated or co-opted and are representative of parents, teachers, the Local Education Authority and the local community. School Governors work with the Head Teacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term and committees meet termly in addition to main governing body meetings.

A list of current School Governors is on display on the notice board by the main entrance to the school and on the school website.

If you would like to be a School Governor, please contact the Head Teacher or Chair of Governors to find out about any vacancies.

SCHOOL POLICIES

The school has written policies on all aspects of running the school, including admissions, curriculum subjects, health and safety, behaviour, etc. Many of these are available on the website. Copies are also available for inspection from the School Office on written request.

SUGGESTIONS AND COMPLAINTS

Parents who have any suggestions, concerns or complaints should, in the first instance, discuss them with the Headteacher. This way, most situations can be resolved. It is recognised, however, that there may be some circumstances in which parents would prefer to approach someone other than the Headteacher. In such cases, parents may approach the Chairman of Governors. There is a Complaints Policy available for inspection on the school website.

SCHOOL MEALS

Hot lunches are provided daily and are cooked onsite. All children are eligible for free hot meals through the Government Universal Infant School Meals scheme. We believe that the hot school lunch is better for the children's learning and health. We fully support the evidence that states:-

- Children are better prepared for learning if they eat well
- Children make more progress if they have eaten the right nutritional lunch
- Eating hot lunches is an important social occasion and the children learn vital social skills

Meal times are part of the experience of coming to Dropmore; sitting together at a table, sharing, chatting, using a knife and fork, learning about and trying different foods.

TOYS

Children are encouraged not to bring toys into school and we ask for your support in this. Toys are only allowed on special occasions, e.g. class topics. We cannot accept responsibility for loss or damage to toys brought into school.

SCHOOL UNIFORM

Our school uniform colour is red. Most items can be brought from high street shops. Items marked with *, which have a school logo, are sold by School Days Direct (Ltd), School Days Direct Ltd, 20A Buckingham Avenue, Slough Trading Estate, Slough, Berkshire, SL1 4QA, [www.schooldaysdirect.co.uk](http://www schooldaysdirect.co.uk), tel: 01628 665353.

<u>GIRLS</u> Grey pinafore, skirt or trousers White shirt or polo Red monogrammed cardigan or jumper * Grey or red tights Grey socks Black shoes (not trainers) <u>Summer term options</u> Red/white checked dress White socks Sandals (not open toed)	<u>BOYS</u> Grey trousers White shirt or polo Red monogrammed jumper * Black or grey socks Black shoes (not trainers) <u>Summer term options</u> Grey shorts Grey socks Sandals (not open toed)
<u>PE</u> Black shorts Monogrammed house coloured polo shirt * Black plimsolls White ankle socks Black plain tracksuit bottoms Red monogrammed Hoody (optional)* <u>MILE A DAY</u> Pair of waterproof trainers/shoes suitable for running	<u>PE</u> Black shorts Monogrammed house coloured polo shirt * Black plimsolls White ankle socks Black plain tracksuit bottoms Red monogrammed Hoody (optional) * <u>MILE A DAY</u> Pair of waterproof trainers/shoes suitable for running

Children must not wear jewellery, including earrings, for PE. Long hair must be tied up at all times.

All items must be marked with the name of your child.

It is policy that children do not come into school wearing hair gel, make-up, nail polish or tattoos. The Head Teacher has the final decision relating to the school dress standards and appearance code.

THE FRIENDS OF DROPMORE

The School has a lively Parents Association - The Friends of Dropmore - who make an important contribution to the school. All parents automatically join the Parents Association and are encouraged to help in fund-raising and social events, including the annual Christmas Bazaar and Summer Fete.

SCHOOL SECURITY

The School has a policy on security, a copy of which is available for inspection on request from the Head Teacher. Visitors are required to "sign in" and "out" when entering and leaving the school and they do so

through the Main Entrance only. Colour coded lanyards are used for clear identification. All children are aware of this system.

SCHOOL HOURS

The gate opens at 8.45am for a prompt 9.00am start. The children can be left in the school playground from 8.45am onwards, when a member of staff is monitoring the gate. If we have enough volunteers, we also run a 'Crocodile Walk' in the mornings which leaves the Jolly Woodman car park. This is a fun and safe way for children to walk to school together, escorted by parents trained under the Road Safety Training Scheme 'Footsteps'.

Morning session:	9.00 am to 12 noon
Afternoon session:	1.00 pm to 3.00 pm

Dropmore Infant School is able to offer wraparound care on site from 8.00am and after school care until 5.30pm for a maximum of 8 children. During these sessions the children are able to use the cottage, cottage garden & outdoor classroom. Please see the 'Parent Information' section of our website for further details.

SCHOOL TERM AND HOLIDAY DATES FOR 2022-2023

	Opening on morning of:	Closes at end of afternoon:
Autumn Term 2022	Monday 5 September Monday 31 October	Friday 21 October Tuesday 20 December (1.00pm)
Spring Term 2023	Wednesday 4 January Monday 20 February	Friday 10 February Friday 31 March (1.00pm)
Summer Term 2023	Monday 17 April Monday 5 June	Friday 26 May Friday 21 July (1.00pm)
INSET DAYS FOR 2022/2023:		Friday 2 September Four others TBC