

Ropley Cof E Primary School



Brochure

All images in this brochure were created by Class 4/5 in Summer 2011 as part of a Creative Partnerships photography project led by professional photographer, Steve Bomford.



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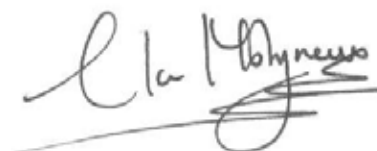
INVESTOR IN PEOPLE



The staff, children and governors welcome you most warmly to our school. We are a small rural church school with strong traditions and links with the community. We are dedicated to providing a safe, secure and stimulating learning environment underpinned by Christian values. We pride ourselves on treating each child as an individual and we work in close partnership with parents to ensure that all children make the most of their time with us. We believe that education is for life and is therefore about the development of the whole child. Our children are encouraged to respect and value each other whilst gaining independence and autonomy. Part of the value of school is experiencing and learning to cope with a wider social environment; learning to relate well to other people and beginning to see things from another's point of view; learning to share, to be tolerant and to care for others; to be honest, reliable and show concern for each other and their property; to value other cultures and people's rights to their beliefs.

We want all our children to enjoy school, to develop enthusiasm, perseverance and a questioning approach to life that will prepare them for the future stages in their education. Our aim is to extend and support all children and help them to achieve their full potential. We have high but realistic expectations. All children know they are valued and are encouraged to develop their skills and talents in a variety of ways in achieving their personal best. We work to give children a thorough grounding in basic skills and to develop a lively interest and curiosity about the world in which they live. Children experience a wide curriculum that includes the creative arts and physical activities and we want all to develop a love of learning that will stay with them throughout their life.

We hope that this brochure will provide you with general information about Ropley Primary School, but if you would like to find out more about us then we would be pleased for you to come and talk to us.



Headteacher



SCHOOL ORGANISATION

At present there are six classes in the school. The three Key Stage 1 classes are single year group mixed ability classes. At Key Stage 2, the classes are mixed age, mixed ability classes.

The number on roll in September 2011 is 172

Headteacher: Mrs Clare Molyneux

Deputy Headteacher: Mrs Clare Farrell



Teaching Staff

Class 5/6 Mrs Clare Farrell and Mrs Alison Meredith

Class 4/5 Mr Sam McLaughlan and Miss Fran Gamble (GTP)

Class 3/4 Mr Chris Noyce

Class 2 Mrs Barbara Dunn and Mrs Emma Glithro

Class 1 Mrs Julie Kirkland

Reception Class Mrs Kay Waterworth

SENCO Mrs Jenny Roberts

HLTA Miss Anne Marshall



In addition to the teaching staff there are other members of our team who play crucial roles in the everyday running of the School.

Administrative Staff

Administrative Officer Mrs Val Price

Assistant Administrative Officer Mrs Clare Gamble

Site Manager & Caretaker

Mr Chris Brown

Learning Support and Lunchtime Supervisory Staff

Mrs Julie Fairey

Mrs Wendy Varnham

Miss Kayleigh Brown

Miss Jo Chalker

Mrs Sue Hill

Miss Mary Plank

Sports Coach

Ms Julia Bose

Peripetetic Music

Mr Tim Warren

Brass and violin

Mrs Sylvia Shankland

Woodwind

Mr Andy Read

Guitar

Mr Paul White

Drums



GOVERNORS

The governing body of the school is made up of members of the local community (some of whom represent commerce and industry), parents and staff. Each autumn the governing body elects a chairperson and vice chairperson for the coming year and parents are given regular opportunities to ask questions of the governing body and the headteacher.

Governors' Mission Statement

“Our mission is to ensure that Ropley CE Primary School provides a safe, caring, Christian and stimulating learning environment. The Governing Body undertakes to manage the school, its buildings, staff and finances so that all children achieve their personal best.”

Governors serve a four year term of office and may seek to be re-appointed. Parents have the opportunity to stand for election as parent governors and so become involved in the running of the school.

The current membership of the governing body is as follows:

Chairman: Mr. James Crowley (Community governor)

Vice Chairman: Mr Mark Gettinby (Parent governor)

Foundation Governors

Mrs Norma Day

Mr Ken Ingle

Local Education Authority Governor

Mr Andy Bonner

Community Governor

Mrs Liz Wheeler

Parent Governors

Mrs Vera Christensen

Mrs Mary Chamberlain

Mr Michael James

Staff Governor Representative

Mrs Emma Glithro



Ex Officio Governor Reverend Royston Such

Clerk to the Governors

Mrs Val Price Ropley CE Primary School
(01962 772381)

ROPLEY CE PRIMARY SCHOOL IN THE COMMUNITY

The School is situated in the centre of the village approximately 4 miles from Alresford, 10 miles from Winchester and 8 miles from Alton. The catchment area includes Ropley and Ropley Dene, Monkwood and West Tisted.

The School is a Church of England Foundation dating from 1826 and moved to its present site in 1869. The school values its historic links with the community some of whom remember being taught in the original Victorian buildings. These traditional flint and brick buildings now form the hall and the school kitchen. The main teaching area consists of six modern classrooms with shared corridor working spaces. The most recent classroom was built in 2001 and is specially equipped for Early Years children.

Our well-developed ICT and library includes the latest fiction and non-fiction books, listening and recording equipment and networked computers and internet facilities. The hall, which is used for assemblies and lunches, is equipped for P.E. Music and Drama. An area known as the "T" section is very flexibly used for food technology, design and technology work, music lessons and group activities. Our breakfast and after school club uses this area as a 'base'.

The front of the school has been extended to provide new offices, a staff room and a large reception area for displays of children's work and group activities. The school grounds have been imaginatively landscaped in recent years and include a variety of paved areas and seating.





The environmental area around the pond has been landscaped by enthusiastic parents and children and is maintained by our ECO committee.

The school has its own sports field, swimming pool and pond area, creating an attractive environment, which the children use enthusiastically. There are three hard play courts: the main playground doubles as a netball court; beyond the swimming pool is a five-a-side football and basketball court; and adjacent to the main playground is an area reserved for reception pupils. Key Stage 1 classes also have a sheltered area outside their classrooms where sand, water and role-play activities take place.



When children start school they are placed into one of the following houses whose names all have historic links with the school:

Maddock Faichen Happel Goodall.

Children are rewarded with house points for good work, effort and behaviour. The children also compete in inter-house sports activities throughout the year.

Community and Extra-Curricular Activities

The school has always received considerable support from parents and the village community. The Friends of Ropley School (FROGS) arrange a wide variety of fundraising and social activities during the year. Some of the valuable facilities contributed to by FROGS have been: Swimming pool, Library and Information Technology room, computers and landscaping of playground and grounds. All classes benefit from parent helpers in the school.

Many extra-curricular activities take place after school: football, netball, multi-sports, hockey, French, tennis, rounders, athletics, drama, choir, art and music. Parents run a swimming club in the summer and organise cycling proficiency training.

A residential week is organised for Year 6 in the Autumn term and Year 4 have a four day environmental visit in the Spring. Other day visits are arranged relating to class topics and we welcome many visitors into school: authors in book-week; musicians; drama groups; puppet theatres; visiting scientists etc.

Ropley is a thriving community with many local clubs, organisations and excellent sporting facilities for all ages (see www.hants.gov.uk/ropley2000 - Ropley at the Millennium). The school values its historic links with the village and the church, maintaining them through local studies and shared activities.

The school has recently received its re-accreditation for 'Investors in People', and is committed to teamwork involving teachers, staff, children, parents, governors and the wider community. This teamwork is based upon mutual respect, support and understanding.

Links with local schools

Staff at Ropley School benefit from the strong links with the other schools in the locality – The Seven Alresford Schools Partnership.

Teaching staff and Learning Support Assistants from Sun Hill, Four Marks, Cheriton, Preston Candover and Ropley link with secondary colleagues from Perins School for professional development and continuity meetings. At age 11 the majority of children transfer to Perins Community School in Alresford. There is close liaison between Perins and its feeder schools with regular cluster group and transfer meetings to ensure the smooth change from primary to secondary education.

Admission of pupils to the school

The standard admission number (PAN) for the school is 25 children and the school is organised into 6 classes.



Please see the Admissions Policy attached to the brochure for further details.

Ropley C E Primary School caters for the education of children between four and eleven who live in the catchment area of Ropley, Monkwood and West Tisted. All children of the appropriate age who are resident in the catchment area have priority entry to the school. Parents outside these areas may apply for a place and admission will be agreed subject to the Local Education Authority's decision that there are sufficient teaching and accommodation resources.



Parents who do not accept the initial decision have the right to appeal to the Local Education Authority. A full copy of the Admissions Policy is an appendix to this brochure and can also be found on the school website.

Introductory visits by parents and children are warmly welcomed and can be arranged by contacting the school office (01962 772381).



Reception Children

Parents have three options for admission dates for children who will soon be five.

1. Children are not legally obliged to start school until the beginning of the term after their fifth birthday.
2. Children may start school at the beginning of the academic year in which they are five.
3. Children may start school at the beginning of the term in which they are five.

Starting school is a big step for your child and at Ropley we aim to make the whole experience as comfortable and confidence building as possible. Through our pre-school induction programme, we aim to give you and your child a real feel for the sort of activities that will form part of the Reception class routine.

Before children are admitted to school, they have had four years of learning experiences at home. We aim to continue this process by developing their creativity, sense of curiosity and pleasure in achievement.

The School Day

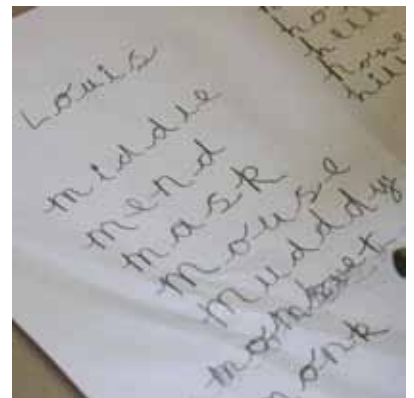
The morning session is from 0850 to 1155 for Key Stage one children and from 0850 to 1225 for Key Stage two children. There is a morning break from 1030 – 1045 for all children.

In the afternoon Key Stage one children have a play-time from 1400 to 1415 and school finishes for all children at 1500.

Children are welcome on the premises from 0840 and the bell will ring just before 0850 am to allow a prompt start. All children should be collected by 1515. If on occasion you need to deliver them earlier or collect them later, please can you let us know? Once in school, no child may leave the premises unless accompanied by a parent or other authorised adult and with the knowledge of the Headteacher.

Parking Arrangements

Many of the children are brought to and from school by car, and so Church Street can become very congested. It would be very much appreciated if parents could park at the Village Hall car park for this reason. All parents are encouraged not to stop or park their cars by the school gates or in Hale Close.



Collection of children

Reception children should be delivered and collected from their enclosed playground. You are welcome to wait in this area with your child in the morning. Parents of Year 1 and 2 children should collect their children from the playground near the iron-gate entrance. Children from other classes may be collected from the rear entrance to the school (not the one by the office) but children are often dismissed through the fire exits. It is advisable that you collect younger children first as they may become worried if you are not there! Parents are asked to use the pathway leading past the school entrance to the playground. The school car park is out of bounds to parents and children at all times!



School Transport

If your child is attending a designated school for the area in which the child lives they will normally be eligible for free transport organised by the Local Education Authority.



For the period up to the end of the academic year in which the child reaches seven they will need to live more than two miles away and for the entire time spent at primary school your child should be eligible to free transport if they live over three miles away from the school. Any further enquiries should be directed towards the Area Education Office.

Absence from School

It is very important that parents explain why their child is away from school either by writing a letter, telephoning us or calling in before the school day starts. Due to Government legislation we are required to record an absence for which we have no notification as an unauthorised absence and these are recorded on a child's annual report.

We are very concerned when parents take children away on holiday during term time, as prolonged and repetitive absences can seriously damage a child's education. The Government advises that parents cannot take their children out of school without the permission of the headteacher and that permission should be gained before the holiday is taken. Parents are therefore asked to complete a holiday form well in advance of any holiday taken.

It is very important that you help your child to maintain regular patterns of attendance at school, as frequent absence or lateness can cause children to feel that they are getting 'left behind' with their work. If children are late in the morning they will need to report to the office to ensure they are registered.

Absence rates at January 2011

Total number of pupils of compulsory school age on role for at least 1 session: 169

% pupil sessions (half days) missed through authorised absence: 3.6%

% pupil sessions (half days) missed through unauthorised absence: 0.0%

Lunch Arrangements

All children are expected to remain at the school for the lunch break. Many children choose to have a meal cooked by the kitchen staff, but they can bring a packed lunch if they wish. Lunch money for the entire week should be brought to school on a Monday morning, but parents may, if they wish make payment for the entire half-term. For current charges please refer to the School Office or the weekly newsletter. If your child will be missing a school lunch then please could you inform Mrs Price in the office.





Please could cheques for lunch money be made payable to HCC-Ropley School and have a bank card number on the reverse? When children who normally have a school lunch go on a visit, a packed lunch will be provided at the same price, although a drink will not be included.

Nut Allergy Awareness

We have child in school who has an extreme allergy to nuts and nut products and as a result **NO NUTS** or foods containing nuts are allowed in packed lunch boxes or as snacks. Please see our 'Food and Nut Allergy' policy for further guidance and providing a balanced packed lunch for your child.



Entitlement to free school meals

The entitlement to free school meals is restricted to children from families who receive Income Support or Job Seekers Allowance (1986 Social Security Act). If parents have any further questions then please contact the School Administrative Officer, The Area Education Office or the local DSS Office.

During the lunch period, all children are under the care of our lunchtime supervisory team. They have a range of games to play in school and when the weather is good they can take full advantage of our outdoor play equipment. We cannot accept responsibility for any toys and games of their own that the children bring to school.

PASTORAL CARE

The welfare of the children is the highest priority for us. Where concern arises, staff immediately consult with the Headteacher, who in turn will contact parents without delay and also seek help/advice from support agencies.

Child Protection

There has been considerable concern nation-wide regarding the physical and emotional abuse of children. This is very rare but if any of the staff at school have suspicions that children have been abused we are required by the Hampshire Child Protection procedures to inform the Social Services. They will decide at which point the parents should be informed about investigations that might ensue.

Children's Health in School

The school doctor and nurse make routine visits to school. Parents are always notified in writing if their child is due for a medical inspection with the doctor and are asked to be present. Hearing, vision and dental checks are also carried out periodically. It is important that we are made aware of any health problems your child might have.

Children feeling unwell or requiring first aid treatment during the day are referred to the office. Should further treatment be necessary, or should it be considered that your child would be better at home, we will contact you. It is essential therefore, that we have your current address and telephone number both at home and at work, and that you notify us immediately of any change. It is also helpful to offer alternative contact names and numbers in case you are unobtainable.

It is advisable to keep children away from school if they are feeling unwell or have been sick (even though they may want to come to school) as we cannot offer them the care and comfort they can be given at home. Should you ever be in doubt about your child's fitness, please telephone later in the morning to see how they are.

It is our policy to manage prescribed medicines (eg. antibiotics, inhalers), where appropriate, following consultation and agreement with, and written consent from the parents.



We do not generally take responsibility for the administration of non-prescribed medicines, (eg. Calpol or cough mixtures provided by the parents) although on occasions when children require paracetamol it is our policy to administer, providing that written consent from the parents has been received and administration is in accordance with guidance provided in the Health Guidance for Schools document.

Children may keep their inhalers with them when parents feel they are ready, and in the case of younger children, the inhaler is kept by the class teacher.



SCHOOL DISCIPLINE

Promoting positive behaviour

We believe that children are happier and more secure in a calm and well disciplined environment. We manage the children's behaviour in a calm, fair and positive manner, appropriate to the age of the child and the incident. As the children grow, we aim to help them to develop a sense of responsibility for themselves and others and ultimately achieve a form of discipline that is self-motivated.



Persistent bad behaviour is always discussed with parents in order to agree an effective policy to resolve the problem. Experience shows that when parents work in partnership with the school, the outcome is usually successful. School rules are used to promote a sense of responsibility; awareness and concern for others; safety for the children; and are valuable in ensuring the smooth running of the school.

In addition to rules for the whole school, a Code of Conduct is written by each class and their teacher, which is then agreed and signed by everyone in that class.

A system of House Points is used to motivate children to produce work of a high standard and to consider the feelings and the needs of others. In addition, Key Stage one children receive stickers for a 'sticker card', and when a card is full this is celebrated. Founders' Day certificates are awarded at the end of the year for children who have made a real effort or contribution to their class and the school.

Our school rules are for the benefit of everyone in school and we would ask the co-operation of parents in upholding them:

- We expect the children to show thoughtful behaviour towards others and respect for the school building and other people's property.
- Children should not bring money to school other than for the necessary amount for school lunches, outings or collections. Children will need to give this on arrival to their class teacher or the administrative officer.
- No buying, selling or swapping of personal possessions is allowed.
- Sweets are not allowed in school, except for special occasions, such as birthdays.
- Children should not bring any toys or valuable items to school and the school will not take responsibility for any such items.
- Jewellery is not permitted, except watches as appropriate and medical bracelets or necklaces. Earrings which have studs or sleepers are allowed but must be removed or taped for P.E.





Charging Policy

Throughout the year there are likely to be day visits organised for classes in conjunction with their topic work, or visits to school by theatres or workshops etc. Such visits play an important part in the school curriculum, extending the learning that is started in the classroom and no child is excluded for financial reasons.

Parents are invited to make voluntary contributions towards to cost of these visits to enable the school to continue with such worthwhile activities. Details of the approximate cost will be sent home and, providing we are able to get the necessary support, we will confirm bookings and collect the money. There will always be provision to pay by instalments. Parents who are in receipt of Income Support should contact the school office, as assistance may be available.

Children who pay and then cannot take part, due to circumstances beyond their control, will receive a refund.

Residential Trips

The children will be offered the opportunity of residential trips while they are with us at Ropley. In Year 4 we visit the Field Studies and activity Centre at Calshot for 4 days and three nights. In Year 6 the children will undertake a further visit to a field study centre in another part of the country, e.g. the Isle of Wight or the West Country. Most recently we have used the field studies centre at Avon Tyrrell. Such trips necessitate a higher level of funding but are invaluable in giving the children first hand educational experiences and in helping them to develop greater self-confidence and awareness of others. Parents are obliged to at least pay for the residential expenses in such trips and we also ask parents to contribute the full cost of the travel and activity expenses as these are beyond the scope of our school budget.



A savings scheme operates so that parents can spread the cost of residential visits over a longer period of time and there is a possibility of some assistance in cases of financial hardship.

SCHOOL UNIFORM

We are proud of our traditions at Ropley and the School Uniform reflects the colours of our School Badge. The main colours are pale blue, brown and gold. We believe that wearing the uniform encourages children to take pride in the School, particularly when on school visits.



Boys uniform

Pale blue shirt or polo shirt

Gold tie (From Year 3)

School sweatshirt

Brown trousers/shorts

Girls uniform

Pale blue blouse or polo shirt

Gold tie (From Year 3)

School sweatshirt/
cardigan

Brown skirt, trousers
or pinafore dress

In summer, girls may wear blue and white striped or checked dresses.

Children should wear black, blue or brown shoes for school and we ask that children are not sent to school wearing shoes with open toes, high or wedged heels or trainers.

P.E. kit

Gold T-shirt, royal blue shorts and trainers for outdoor sports and plimsolls for indoor P.E. Tracksuits may be worn in cold weather.



Swimming kit (Summer Term)

Costume or trunks (royal blue) and swimming hat ('House' colours).

The DFE advises that jewellery should not be worn during PE sessions except by children with pierced ears who should wear 'sleepers' or small studs; these should be taped to avoid accidents.

Most of the items of uniform are available from FROGS. Children who require uniform should complete an order form and pass this to the office. Please could you ensure that all items of clothing are clearly marked with your child's name.



THE CURRICULUM

The curriculum of a school refers to the many activities designed to promote the intellectual, social, physical and personal development of its children. In addition to the formal teaching sessions of the school day it includes the 'hidden curriculum' – the relationships and values evident in the ethos of the school.

In accordance with the National Curriculum, all children study the ten subjects identified as essential to the child's all-round learning, planned to balance over the whole year. They are often taught through carefully selected topics, within which children may not always be aware of the separate components! The curriculum is underpinned by the values of our Learning Policy.

Helping children to develop the key skills of communication, application of number, information technology, working with others, problem solving and improving one's own performance are an integral part of the curriculum that we offer. We also focus on the following essential thinking skills so that children develop as independent learners and thoughtful individuals.



Progression

Although your child will move through school year by year, the National Curriculum is arranged in broader segments called Key Stages.

The Foundation Stage covers from aged 3 to the end of Reception class.

Key Stage One covers ages 5-7 (Years 1 and 2)

Key Stage Two covers ages 7-11 (Years 3, 4, 5 and 6)

Children undertake formal national assessments at ages seven and eleven. The results of the assessments, more commonly known as SATs are reported to parents at the end of Year 2 and Year 6. They are national standards by which you can judge your child's progress and see how well they are doing.



POLICY FOR LEARNING AND TEACHING (extract)

At Ropley CE Primary School we aim to create a school which:

Values children as individuals, giving them the confidence to achieve their personal best in all aspects of school life

Places importance on achievement for all.

Enables children to become independent learners within an exciting, creative and purposeful environment.

Fosters children's spiritual development within a Christian context.

Creates a sense of responsibility, respect and caring for self, others, the school environment and the wider community.





Aims

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment which is conducive to high quality learning and that allows all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

Enable all children to become independent learners and to take responsibility for their own learning.

Provide children with creative learning opportunities which challenge their thinking within a supportive environment.

Develop children's ability to ask meaningful questions through opportunities for first hand experience, active learning and investigation.

Ensure children are involved in planning, organising, and reflecting upon their learning.

Foster children's self-esteem, and help them to build positive relationships with other people through collaborative working

Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;

Enable children to understand their community, and help them feel valued as part of it;

Help children grow into reliable, independent and positive citizens.

The role of parents:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

Sending information to parents, at the start of each term, which outlines the topics that the children will be studying.

Sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further.

Explaining to parents how they can support their children with homework.

Sending a weekly newsletter to parents.

Inviting parents to share class assemblies and whole school events.

Sharing new educational initiatives with parents.

Parents can support the school by aiming to:

Ensure that their child has the best attendance record possible.

Ensure that their child is equipped for school with the correct uniform and PE kit.

Do their best to keep their child healthy and fit to attend school.

Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour.

Promote a positive attitude towards school and learning in general.

Support their child in extending their learning beyond the classroom, e.g. though homework.

Fulfil the requirements set out in the home-school agreement which is reviewed regularly by the school and sent out to all new families.



'Tell me and I forget
– show me and I
may remember –
let me do it, and
I learn. Learning
through making
works!'

Prue Leith

Children will work towards the aim by:

Answering and asking questions.

Setting and solving problems.

Brainstorming at the beginning of topics.

Engaging in enquiry and making connections with prior learning.

Recognising that there are steps to learning and taking some responsibility for identifying the next stage of learning.

Evaluating own learning (annotating own work; target setting; peer assessment; reviewing learning; self expanding/extending tasks; teaching others).

Understanding the relevance of the learning and showing a flexibility if thinking.

Knowing own strengths and weaknesses.

Showing initiative and common sense.

Showing a willingness to take risks and try new things.

Taking responsibility for decisions.

Organising learning resources and managing own time.

Collaborating and co-operating in different groupings.

Recognising the importance of high self esteem in themselves and others.

Recognising that learning takes place in various contexts both in and out of school.

Taking responsibility for work at home as required.



Making choices in partnership with the teacher and other children

Maintaining interest over a sustained period of time and showing persistence

Recognising their preferred learning styles and which methods work for them – e.g. how their brain works

Showing enthusiasm and excitement for learning

Being self-disciplined

Being co-operative and receptive to new ideas

Striving to achieve their personal best and showing pride in their achievements

Being active participants in all learning opportunities

Contributing positively to the School Learning Council

Valuing all others and the contribution they make to the school community

Sharing the belief that they are valued as individuals in a caring, positive and aspirational school community

English

The National Curriculum describes the three main areas of English as:

Speaking and listening Reading Writing

In order to participate fully and with confidence within the community, children need to be able to express themselves clearly and competently both orally and through writing. Children are taught how to listen attentively while others speak and give thoughtful responses.



'English is the most important tool you'll ever need ... you have the right to English. Make it your right!'

Benjamin Zephaniah



Opportunities are given for speaking and listening through spontaneous stimuli and activities planned as part of the English lessons, assemblies, the work of the School Learning Council and the wider curriculum.

We believe that the development of reading skills is at the heart of the curriculum. We encourage a lively interest in books, an enjoyment of reading and provide opportunities to develop the skills necessary to select and use information across a range of reading and writing. The school library provides a wide range of reading material as well as the opportunities for pupils to carry out research in both written and electronic form. Parents are actively encouraged to be involved in helping their child at home.

We use the Oxford Reading Tree scheme to develop the skills necessary for reading and encourage all children to become independent readers. Staff monitor reading continuously to ensure that each child makes good progress in becoming a fluent reader. In Key Stage 2 the emphasis moves towards the learning and application of higher order reading skills.

The National Literacy Strategy is used to support planning and provides a framework for progression in the teaching of English. The children are encouraged to write in a variety of styles and for a range of audiences and purposes. We have high expectations for the content and presentation of children's writing and use a fully cursive handwriting style across the school. We recognise the importance of spelling and grammar as tools for writing and fully integrate them into our teaching.



Mathematics

The teaching of mathematics develops children's skills and understanding in line with the National Curriculum and the National Numeracy Strategy. The emphasis is very much upon the child's understanding, and the children are always encouraged to explain their thinking.

A range of resources is used to provide a range of contexts within which children can understand mathematics. Children will develop methods and strategies for solving number problems orally, later extending these into written forms.

It is our aim that children will have a good working understanding of the language of measurement, being able to suggest appropriate units and make sensible estimates, and that they understand the properties of shape and space. Much of the work carried out by the children will be practical and they are given challenging and rewarding tasks to complete. Children are encouraged to apply their mathematical skills and knowledge to practical, problem solving and investigative tasks and activities. This promotes their thinking skills and challenges them to consider alternative solutions.

Children are also encouraged to work collaboratively, sharing ideas with a partner or group and discussing their results, recording these in written, oral or pictorial form. This varied approach to Mathematics at Ropley School and the breadth and creativity of the work promotes both understanding and enjoyment in the subject.

Science

The National Curriculum identifies the four main areas of science as: Life Processes and Living Things; Materials and their Properties; Physical Properties; Experiment and Investigation.

We want all our children to be inquisitive about their environment and how and why things work the way that they do. We aim to give children the skills to interpret this information and to use it as a basis for further investigation. All children will be encouraged to communicate their discoveries through diagrams, written work, drama, presentations, etc. We believe that children need to begin to understand how all living things are interrelated as well as the effect that man has on the environment.

‘Mathematics is not just a collection of skills; it is a way of thinking.’

Dr Colin Sparrow



‘Science is valuable because it meshes with all our lives and allows us to channel and use our spontaneous curiosity.’

Professor Susan Greenfield

‘How do you know
who you are unless
you know where
you’ve come from?’

Tony Robinson



‘Art and design is
... an activity that
you can practice:
with your hands,
your eyes, your
whole personality.’

Quentin Blake

History

The aims of History are to promote an understanding of people’s experiences in the past as well as to develop the children’s skills to interpret, research and select from a range of sources, including through ICT. Children are expected to develop a sense of chronology and be able to consider the impact of historical events. Interest in the past will be stimulated by a variety of topics and activities with practical sessions and visits being arranged where possible to further enrich the learning.

Geography

‘What is our knowledge worth if we know nothing about the world that sustains us ...?’

Jonathon Porritt

Geography provokes and answers questions about the world in which we live and at Ropley we believe that an enquiry based approach stimulates children’s interest and attainment. Through their work, the children progressively develop an understanding of their locality, their country and their world. There is a balance between classroom based activities and projects that use the school grounds as a learning resource. Children are encouraged to communicate their findings in a variety of ways as well as develop the skills necessary to carry out and evaluate geographical investigations.

Art and Design

Art and design stimulates creativity and imagination in all of our children. We aim to ensure that every child feels that their work is valued and that they should strive to produce the best results that they can.

Tasks are purposeful, with a balance being met between creativity and the need for the children to acquire new knowledge and skills. Children are encouraged to work form

first hand experience and to record their thinking through the use of sketch books. During their time at Ropley School they develop their awareness of the many disciplines of art, including three dimensional work such as clay and paper and paste projects.

Design and Technology

Design and technology is an exciting and practical subject that allows children to become independent and creative problem solvers, as individuals and as part of a team. They are encouraged to look for needs and respond to them by designing, making and evaluating a product or system.

Information and Communication Technology

At Ropley School we provide children with the skills to use ICT to harness the power of technology and use it purposefully.

ICT pervades all aspects of our everyday lives and it is our aim that our children are given positive experiences which enable them to become confident and critical users of this technology. We have our own school website, which children contribute to regularly.

Physical Education

Physical education increases children's physical competence and confidence, as well as their ability to use these in a variety of activities. Children have the opportunity to develop a very wide and vital range of skills, attitudes and sensitivities through dance, games, gymnastics, athletics, outdoor activities including lacrosse, and swimming.

At Ropley school we aim to provide a range of competitive and non-competitive sports to promote a healthy lifestyle and suit all children. Our sports team compete locally and across the southern region in football, lacrosse and netball.



'This is a new age of discovery, and ICT is the gateway.'

Douglas Adams



'Music is our daily medicine which aids far better communication with others and ourselves'

Evelyn Glennie



God has given us two ears and one mouth, so that we can listen twice as much as we speak'

Anon

Music

At Ropley School we aim to foster children's sensitivity to, and their understanding and enjoyment of, music. The children have an active involvement in listening, composing and performing through planned activities in the classroom. We provide a rich variety of musical experiences through live music, and the opportunity to perform to a variety of audiences. Peripatetic instrumental tuition is available in brass, strings and woodwind and all children are given the opportunity to learn how to play the recorder and join the school choir.

Religious Education

'Our aim is to help children to develop an awareness of themselves, others and the world around them. We work to develop their spirituality through attitudes of wonder, reverence, compassion, curiosity, self-respect and integrity. At Ropley we follow the Hampshire guidelines, 'Visions and Insight' and 'Inspire', the published syllabus produced by the Winchester Diocese. The children spend their time looking at the life of Jesus, stories from the Old Testament, how the bible was written and what it teaches us, rites of passage, religious buildings, food and pilgrimages.

The children also have the opportunity to study other faiths, which helps the children to develop tolerance and respect towards the religious beliefs and practices of others. We seek to create within our school a Christian atmosphere, by establishing Christian attitudes and responses to a pattern of behaviour, not only for school, but for life.

(Parents have the right to withdraw their children from all or part of religious education or religious worship. You will need to speak with the Headteacher should this be the case for your child)

Early Years

'Early childhood is the foundation on which children build the rest of their lives; it is not just a preparation for the next stage – it is vitally important in itself.'

Seven Alresford Schools mission statement:

Our teaching of the Early Years is carefully structured to show a thorough understanding of the Foundation curriculum and its delivery. This includes:

provision for different starting points.

relevant and appropriate content.

planned and purposeful activity that provides opportunities, both indoors and outdoors.

Children are given opportunities to engage in stimulating activities planned by adults and also those that they plan or initiate themselves. The previous home/community experiences of the children are highly valued and used as a platform for future learning.

Parent Partnership

We firmly believe that a child's security in the learning environment is greatly enhanced if there are strong links between the home and the school. Regular newsletters are issued to keep parents informed of day-to-day happenings, activities and their children's work in school.

Our website: www.ropleyprimary.co.uk is regularly updated with information, examples of children's work and photographs of events.

Consultation and family evenings are held during the year so that parents can meet the teachers in order to discuss their children's progress and look at their work.



We send home written reports in the spring and summer terms.

Staff welcome contact with parents and it is always possible to have a brief word with staff or the Headteacher at the beginning and end of the school day. Parents should call, write or phone to make an appointment with the Headteacher if there are more serious concerns. Such appointments would be arranged at the earliest mutually convenient time.

There is a very active parents' association at Ropley - FROGS. They meet throughout the year to help raise funds for additional school equipment or projects; to foster involvement in school activities; to provide contact between families and to run activities that can be enjoyed by all – e.g. Christmas Fair; 'Frog Hop', a fashion show, gymkhana, coffee mornings, nearly new uniform sales. The work and support of this group is greatly appreciated by staff and children. All parents are automatically part of this group and have the option of helping to run events that particularly interest them or of just turning up on the day to provide support and enjoy themselves.



We are also very fortunate to have parents who are able to offer help in school on a regular basis (e.g. with library art and craft work, hearing readers, helping with swimming etc.). If you are able to spare the time and would like to be involved in any way then please contact your child's class teacher. All parents who help in school will need to have a full CRB check as part of our Child Protection Policy.



It is important to remember that we are partners in your child's future, and that we need to talk to, understand and respect each other if we are to work closely together for the good of your child. We hope that you will feel happy to come into the school and feel a part of it, that we will have many chances to talk and to share events, and that we will develop a good relationship with each other so that your child can really benefit from his or her time with us.

COMPLAINTS PROCEDURE

When a parent has a concern the procedure is as follows:

Contact and meeting with the child's class teacher.

If the concern has not been resolved parents should then contact the headteacher by phone, e-mail or in writing.

A meeting will then be arranged.

If the concern has still not been resolved, a formal complaint should be made to the Chair of Governors who will convene a Complaints Panel meeting.

If the complainant is still dissatisfied, they can refer the matter to the Local Education Authority for review.

The fifth and final stage is to appeal to the Secretary of State or to the Ombudsman.

A complainant can withdraw their complaint at any time.

SPECIAL EDUCATIONAL NEEDS

Ropley School is committed to helping every pupil realise his or her potential. We recognise that our catchment area includes pupils with a whole range of physical and learning needs and we will ensure that those needs are fully met.

Staff take great care to watch for early signs of children experiencing difficulties, as early diagnosis and additional help can often solve a problem before it becomes too great. One in five children will experience problems with learning at some stage, to a greater or lesser degree. Most of these problems are overcome within the classroom setting although some children are withdrawn for specific support from our Special Needs staff.



We will regularly keep you informed of progress and will consult support are being considered, such as the provision of speech therapy. It is also possible to bring in the County's Educational Psychology Service if the child's learning difficulties cannot be met within the school's own resources. This service is able to offer support and advice and can also assess children when necessary.



GIFTED AND TALENTED CHILDREN

The school aims to meet the needs of able and talented pupils by appropriate provision that will include some or all of the following:

analysis of the curriculum identifying areas for enrichment and extension;

opportunities for extended, in-depth studies negotiated with the child;

planned differentiation to set individual targets and monitor progress;

the identification and purchase of specific and general higher level resources;

planned involvement of other teachers and non-teaching adults

opportunities to work with older children.

Full details of the all the curriculum policies are available from the school.



THINGS OUR CHILDREN SAY ABOUT THEMSELVES AS ROPLEY LEARNERS

"I learn best when I'm participating in practical activities and I am inspired by someone or something."

"I learn so I can be my own person, like being trained for bigger and better things so I can make the best of my future."

"I learn best when I am active and with my friends. I use knowledge to inspire me for the future."

"I think with an open mind and always give it my best shot."

"I challenge myself both physically and mentally and like to plant ideas in my head and let them grow."

"I learn best at the point of excitement. Discoveries stick in my mind and inspire me to learn."

"I like reading for reading's sake, burying my nose in a book, finding facts from the files and knowledge from the knower"

"I enjoy being able to have freedom in my learning. I think carefully and try to be unique."

"I learn best in a team because being part of a group gives me confidence and I can share my skills."

"I love learning best when I can get stuck in and involve family."

"I am inspired by great ideas and learn for a purpose using learning from my past for my future."

"I have the confidence to be myself and do what I think, not what others think. I like to have choice and be trusted. I am determined and never give up, learning wherever I am."

"I create my own goals to help me achieve different tasks and I enjoy a challenge - but not all the time!"



ROPLEY KEY STAGE 2 COMPARATIVE ASSESSMENTS 2011

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 27

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	School	0	8	38	-	-	-	54	0	0
		National	3	13	66	-	-	-	18	0	0
	Girls	School	0	7	36	-	-	-	57	0	0
		National	1	8	65	-	-	-	25	0	0
	All	School	0	7	37	-	-	-	56	0	0
		National	2	11	66	-	-	-	21	0	0
Reading	Boys	School	0	8	-	15	38	31	8	0	0
		National	4	15	-	14	24	22	22	0	0
	Girls	School	0	7	-	14	29	29	21	0	0
		National	2	9	-	11	22	26	30	0	0
	All	School	0	7	-	15	33	30	15	0	0
		National	3	12	-	12	23	24	26	0	0
Writing	Boys	School	0	8	-	38	38	15	0	0	0
		National	5	19	-	23	27	16	8	0	0
	Girls	School	0	7	-	21	50	0	21	0	0
		National	2	11	-	18	29	24	16	0	0
	All	School	0	7	-	30	44	7	11	0	0
		National	4	15	-	21	28	20	12	0	0
Mathematics	Boys	School	0	8	-	15	46	31	0	0	0
		National	2	10	-	16	25	24	23	0	0
	Girls	School	0	7	-	29	14	36	14	0	0
		National	1	8	-	16	28	29	18	0	0
	All	School	0	7	-	22	30	33	7	0	0
		National	2	9	-	16	26	26	20	0	0
			W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	School	0	8	31	-	-	-	62	0	
		National	2	11	65	-	-	-	22	0	
	Girls	School	0	7	36	-	-	-	57	0	
		National	1	8	70	-	-	-	20	0	
	All	School	0	7	33	-	-	-	59	0	
		National	2	9	68	-	-	-	21	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

U represents children for whom it is not possible to determine a level.

ROPLEY KEY STAGE 2 COMPARATIVE ASSESSMENTS 2011

These tables show the percentage of year 6 pupils achieving each level in 2011, compared to national end of key stage 2 teacher assessment levels and test results for 2010.

The number of eligible children is: 24

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappled	Pupils absent
English	School	0	0	0	4	21	71	0	0	0
	National	1	1	3	14	49	32	0	0	0
Mathematics	School	0	0	0	4	38	54	0	0	0
	National	0	1	3	14	46	35	0	0	0
Science	School	0	0	0	0	29	67	0	0	0
	National	1	0	2	12	49	36	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	School	0	4	21	71	0	0
	National	6	13	48	33	0	1
Reading	School	4	0	17	75	0	0
	National	8	8	33	51	0	1
Writing	School	0	0	29	67	0	0
	National	5	23	50	21	0	1
Mathematics	School	0	4	29	63	0	0
	National	5	14	46	35	0	1