

CLASS ORGANISATION

We are a popular school, with a maximum possible number on role of 180 children. We have six classes in total, there being two classes per year group. We can accept up to 60 children in each year group, enabling us to have two classes of 30 children per year group at the very most.

Children attend the Infant School between the ages of four to seven years. The classes are arranged in three year groups as follows:

Reception year group	Pupils aged 4 years old at the start of the academic year
Year 1	Pupils aged 5 years old at the start of the academic year
Year 2	Pupils aged 6 years old at the start of the academic year

Children transfer to the Junior School at the end of the academic year in which they reach the age of 7.

THE SCHOOL ITSELF

The school was built in 1967 and shares an attractive site with Coalway Junior School, Coalway Early Years and Coalway Kids' Club. Close links and good liaison exist between all providers, ensuring continuity of education for the children from pre-school to eleven years of age.

The building and classroom environments are bright, welcoming and well maintained. The school is constantly being improved, with the addition of two new classrooms in January 2004 significantly enhancing our facilities. There are six classrooms in the main building, with adjoining cloakroom and toilet areas, a large purpose-built hall fitted with fixed and portable PE equipment, a library, group teaching rooms, staffroom and offices. Two additional mobile classrooms provide dining and cookery facilities, a Family Support Worker room, an intervention room and resource storage. The school is all on one level, providing access for children and parents with disabilities.





The school grounds have been considerably enhanced for the benefit of the children. We have a landscaped playground at the rear of the school marked with a number of games and activities for the children, with an adjoining 'trim trail' and grassed play area, an 'outdoor classroom' to support curriculum work and an enclosed Early Years outdoor learning area. All of these provide an excellent learning environment for the children.

SCHOOL HOURS

The times of the school day are as follows:

(Doors open at	8.50 a.m.)
Morning session begins at	9.00 a.m.
Morning break	10.30-10.45 a.m.
Lunch	12.00-12.55 p.m.
Afternoon session begins at	12.55 p.m.
Afternoon break	2.10-2.20 p.m.
School ends at	3.00 p.m.

Please note that children may enter school at 8.50 a.m. when their teachers open the classroom entrance doors, so that they are ready to start their lessons at 9.00 a.m.

The total teaching time each week is 21 hours 25 minutes. This time excludes registration and assemblies, and is in excess of the minimum statutory teaching time of 21 hours per week.



TEACHING

Teaching is organised in many different ways. Sometimes the children are taught as a whole class and at other times in groups, in pairs and individually. Groups may be organised by similar ability, mixed ability or by friendship group. The children may also be taught by another teacher for particular subjects. Each child is an individual and will develop and learn at different rates. The staff use a variety of teaching styles in the classroom to support individual children with their learning.



The children benefit from a significant amount of adult support across the school. Teaching Assistants are employed in all classes to support individuals and small groups, and emphasis is placed on differentiation to support children of all abilities. Each class has a full time Teaching Assistant, meaning that there are at least two adults in all classrooms at all times.

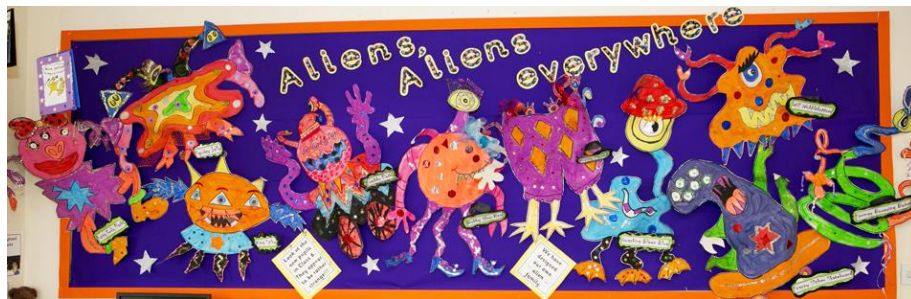
At Coalway we teach through a cross-curricular approach. Each term the children are taught the different subject areas of the curriculum through a particular topic theme - for example, 'All About Me', 'Growing and Making', 'Hot and Cold'. This links together the subject areas in a meaningful way for the children. Some subjects may be taught as separate areas of learning, for example, P.E and R.E. Children are encouraged to question, explore and experiment as part of the learning process. The children learn through a variety of contexts across the curriculum, for example using writing to explain problems in science, or the use of mathematics in technology.



Each term the teachers produce topic planners for parents which describe the range of activities that have been planned for the children for that term in each of the areas of learning. Parents find these informative and helpful, and they prove a popular point of discussion between parents and their children.

The staff work hard to create a bright, stimulating environment for the children and one in which the children's work is celebrated.

The classrooms are well resourced with a variety of quality, age appropriate equipment. Learning is extended to the outdoors as much as possible, to enhance curriculum opportunities even further. The Reception classes also benefit from the use of an attached secure outdoor learning area.



OUR AIMS

- To enable each child to achieve their full potential
- To treat each child as an individual and recognise their unique needs and abilities
- To help children develop an enthusiasm for learning
- To provide a happy, supportive and secure environment that encourages self-confidence and positive self-esteem, where children can flourish
- To develop independence and self discipline
- To develop a respect for others
- To provide a stimulating, broad and balanced curriculum tailored to meet each child's needs
- To place particular emphasis on the acquisition of literacy and numeracy skills, thus enabling full access to the curriculum
- To develop a good basis of knowledge in all National Curriculum subjects including religious education
- To enable children to make choices through the promotion of a happy, healthy lifestyle
- To provide a stimulating environment to develop and broaden the children's experiences



THE CURRICULUM: AN OVERVIEW

Our curriculum is creative, balanced and broadly based. It is planned according to the National Curriculum and Early Years Foundation Stage Curriculum guidelines with the aim of providing a wide variety of experiences and opportunities for each child and to support and encourage their spiritual, moral, social, cultural, mental and physical development.

We aim to make our curriculum exciting and challenging. Subjects are taught through a topic approach wherever possible, making learning meaningful and enjoyable for the children. Great care is taken to ensure that subject-specific objectives are adhered to within this broader topic-based curriculum.

Children in the **Reception** classes follow the Early Years Foundation Stage Curriculum. This Curriculum has seven areas of learning covering children's physical, intellectual, emotional and social development as follows:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Teachers plan to provide a stimulating and enabling environment in which the children can achieve their developmental goals.

The Foundation Stage Curriculum guidelines are strongly linked to the National Curriculum guidelines. As children transfer into Key Stage One (**Years 1 and 2**) they are taught according to these guidelines, aiming to reach particular objectives within each subject during Year 1 and Year 2. (On transfer to the Junior School the children continue to be taught according to the National Curriculum guidelines).

The National Curriculum consists of three 'Core Subjects':

English

Mathematics

Science

The remaining subjects are known as 'Foundation Subjects':

Computing

Design and Technology

Art and Design

Geography

History

Music

P.E. (Physical Education)



R.E. (Religious Education) is also taught as a statutory requirement, in addition to P.S.H.E. (Personal, Social, Health and Economic Education), which remains an integral part of our curriculum.

NATIONAL CURRICULUM SUBJECTS

ENGLISH

Literacy is taught daily as part of our topic work wherever possible, with handwriting and phonics taught as specific skills. Our aim is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word and to develop their love of literature through widespread reading for enjoyment.

Spoken Language

The children are taught to speak clearly and confidently, thinking about the needs of their audience. They work in small groups and as a class, each child contributing to our discussions and listening carefully to each other. They learn to use language in imaginative ways and express their ideas and feelings in role play and through discussing books and poems. The quality and variety of language that pupils hear are key factors in developing their vocabulary, grammar and understanding for reading and writing and as such we strive to provide stimulating opportunities for this.



Reading: The teaching of reading is based on a strong foundation of phonic knowledge, which begins early in the Reception Year and develops throughout the school. The school provides a rich, well-resourced environment where children discover the pleasure of reading in a wide variety of situations, supported by a wide range of interesting and attractive books, both in the classrooms and in our well-stocked central library. As part of our literacy work the children explore texts by sharing and reciting them as a class in addition to guided group work and individual reading to adults. Reading books are taken home daily and we value the support of parents in teaching and learning to read - this partnership significantly enhances the children's progress.

Writing: The school values every child as a 'writer' and their confidence is nurtured by using a variety of strategies and providing a 'reason for writing' through our topic work. Children take a pride in the presentation of their work and handwriting is taught in order that they gain the skills to write fluently, legibly and speedily. They are encouraged to vocalise their sentences before writing and check for correct punctuation and spelling. Our systematic approach to teaching phonics includes spelling lists, which the children take home, in addition to a range of activities which enable the children to hear, blend and segment sounds and apply these essential skills when writing.

MATHEMATICS



Mathematics is taught daily, according to the National Curriculum guidelines. Emphasis is placed on the teaching of mental maths skills and the development of a range of strategies for solving problems, based on a solid foundation and understanding of number. Teaching incorporates meaningful, practical activities, with the children taught to apply mathematical skills to 'real-life' situations and develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. The children are encouraged to work systematically, as independent workers and co-operatively. Cross-curricular work further reinforces skills and deepens understanding.

Planned experiences enable the children to form a firm basis of mathematical concepts and knowledge, with the children encouraged to apply their learning to all aspects of their work. Children become confident in their use of numbers in a variety of situations, apply their knowledge of strategies to solve problems and record their work accurately. The children develop a range of mental calculation skills and use these confidently in different settings. They learn about shape and space through practical activity which builds on their understanding of their immediate environment. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.



SCIENCE

Science is taught largely through topic work. The children's skills and understanding of scientific concepts are promoted through first hand enquiry and investigation, and exploration of their world. The children are encouraged to observe, question, make and test ideas about living things and materials. They are taught to design and carry out investigations, predict the outcomes, communicate their findings and formulate conclusions based on evidence. They are given opportunities to work independently and co-operatively, to collect evidence to help them answer questions and to link this to scientific ideas. The children learn to evaluate evidence and consider whether tests or comparisons are fair. They share their ideas and communicate them using scientific language, drawings, charts and tables. A variety of resources are used to support their scientific learning, including the use of the 'outdoor classroom' and school grounds. Wherever possible, reference materials are used to find out more about scientific ideas.



COMPUTING

Computing is used to support the children's learning throughout the curriculum. Each class has an HD Interactive Whiteboard which is used on a daily basis to enhance teaching and learning across all areas of the curriculum. The school is well resourced, with all classes having access to tablets and a dedicated computer workstation with additional networked computers and printers. All children have supervised and protected access to the Internet and are taught about e-safety. Their learning is enhanced through instant access to educational websites and they also use the Internet for research and information.



The children develop their computing skills through the use of a wide range of software linked to the whole curriculum; this includes painting and word processing programs, database and animation software. Other skills are developed through the use of remote controlled toys, programmable robots, class listening centres, voice recorders, digital microscopes, tablets and digital cameras. From the Foundation Stage, children are encouraged to become independent and confident in using technology and to develop their keyboard and mouse control skills. Pupils explore a range of technology and learn to use it confidently and with purpose to achieve specific outcomes. They start to develop their ideas and record their creative work, and become familiar with a range of hardware and software. Through the use of programs which allow the children themselves to take control, computing becomes a valuable tool that motivates and stimulates the children's learning.

RELIGIOUS EDUCATION (RE)

The Coalway schools follow the Gloucestershire agreed syllabus for the teaching of RE. The children develop knowledge and understanding of religious beliefs and practices from a Christian perspective whilst taking into account the beliefs and practices of other religions in our multi-cultural society.

Topics are taught which relate to the children's every day experiences, for example, themes of caring, families and belonging to groups, linking these to key religious stories and events in the Bible where appropriate. Attitudes of wonder, compassion, self-respect and respect for others are developed. Through religious education children are helped to know, understand and respect the traditions and beliefs of Christianity and other faiths in the community and to explore moral values.

The story of the Creation



A daily act of worship takes place through assembly time, which also fosters the development of a sense of community and belonging. Our assemblies are based within the Christian faith and cover a wide range of religious, spiritual, moral, social and cultural themes (linked to our RE curriculum), which provide the children with the opportunity to consider everyday issues and situations.

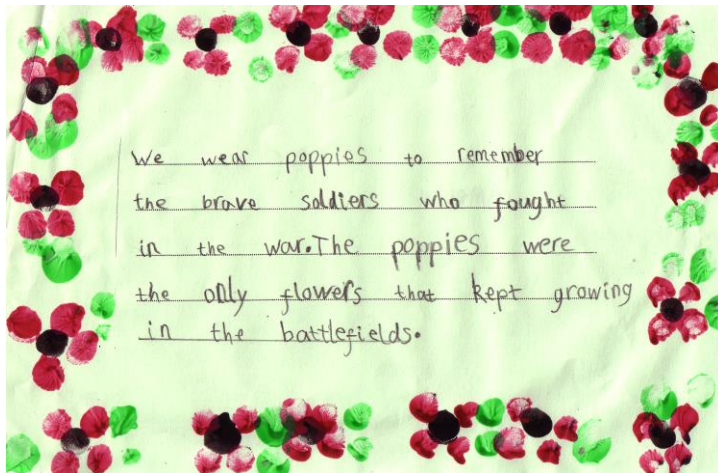
Parents have the right to withdraw their child from RE or collective worship, but would need to discuss this with the Head Teacher first.

DESIGN AND TECHNOLOGY

Activities are planned to develop designing and making skills as well as an appreciation of materials and their uses. The children explore how familiar things work and talk about, draw and model their ideas. They learn how to design and construct, using tools safely. The children are encouraged to develop their inventiveness by designing practical solutions to problems and so bring about change and improvements in existing situations. Throughout their time at the Infant School, the children will be given the opportunity to design and make a variety of working models and artefacts from a range of materials, components and construction kits, using appropriate tools. They will be taught to use a systematic, problem solving approach when designing, constructing, evaluating and improving models. Specific tools and materials will be introduced and explored, and correct use taught.



HISTORY



History is taught through a topic based approach following the National Curriculum guidelines. The children learn about people's lives and lifestyles, as well as learning how the past is different from the present. Their sense of time is promoted through the development of an awareness of the past and comparison with life today. The children investigate and find out about significant people and events during their own lives and that of their

parents and grandparents, as well as being introduced to famous historical events and achievements of famous people from other times. They listen and respond to stories and use sources of information to help them ask and answer questions. The children are taught to compare and contrast with their own experiences, as well as learn about the past from historical sources such as real life objects, written documents, artefacts, photographs, music, art and stories. Visits to places of historical interest, within and beyond the immediate local area are incorporated into our topic work.

GEOGRAPHY

Geography is taught through a topic based approach following the National Curriculum guidelines. The children learn to compare and contrast their own locality with different places within the UK and around the world. They begin by observing and developing an awareness of their immediate environment i.e. their school, home and locality. They explore the local area, making observations and simple comparisons between Coalway and other places in the UK and the wider world. They find out about the environment in these areas and the people who live there. To develop their awareness of the wider world even further, we encourage the children to take a 'Coalway Bear' on holiday with them and to share their experiences with others upon their return.

The children carry out geographical enquiry inside and outside the classroom. They will develop and use an increasing range of geographical terms and skills such as map making, map reading and gathering and interpreting information. The children learn to understand their relationship to the natural world and how to care for their environment.



ART AND DESIGN



texture and use them to represent their ideas and feelings. The children are introduced to the work of different artists and encouraged to evaluate this, developing their knowledge and understanding and a sense of art appreciation.

MUSIC

Through active experience and involvement in listening to, composing and performing music, the children's understanding and enjoyment of music is fostered. The emphasis is very much on the children being creative and having lots of opportunity to sing and make music. The children listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. The children enjoy exploring how sounds and silence can create different moods and effects. A growing awareness of musical appreciation and sensitivity is developed by using the children's own compositions and performances, and through listening to and accompanying visiting musicians and a wide variety of recorded music of different styles. Music is always an essential part of our whole school assemblies and productions, and the children all enjoy taking part in performances for their parents throughout the year.

Instrumental tuition is available on an individual basis once the children reach the Junior School, for which there is a charge - details within the Junior School brochure.



PHYSICAL EDUCATION (PE)

During their time with us the children are taught three main areas of activity - games, gymnastics and dance. A progressive programme of activities is taught by staff to develop the children's agility and physical co-ordination, to give them confidence, control and enjoyment through all types of physical activity. They develop their skills in movement and co-ordination, enjoying expressing and testing themselves in a variety of situations. The values of fair play, co-operation, healthy competition and team work are encouraged. A sports day is held annually and other events are promoted such as physical activity days, walk-to-school week, dance presentations and specialist coaching days. During the Summer, all Year 2 children undertake a 10-week swimming course. This develops water confidence in preparation for the Key Stage Two (Junior) Curriculum.

The school is committed to encouraging our children to improve their fitness and be active every day and all children have 2 hours of PE each week. We have a purpose-built Hall with wall-mounted equipment, a large playground (with markings) and playing field which we use for sporting activities. In addition, we have a 'trim-trail' of play apparatus on the field. The school is proud to hold National Healthy Schools Plus Status and is committed to the promotion of a healthy lifestyle.



PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION (PSHE)

The school is committed to the development of the individual child. We aim to enable all of our children to gain a range of skills and knowledge which allow them to make a valuable contribution to any group within society. The children are treated fairly, are valued as individuals and are given a range of opportunities to participate in school life. Through play and classroom teaching they learn about their homes, families, healthy eating and hygiene. They also learn about themselves and their feelings, and how to care for their bodies. A positive attitude in accepting the differences between people and their views and cultures is promoted through a cross-curricular approach to teaching. A range of activities and experiences are planned to support and promote self-esteem, confidence, independence and a sense of responsibility, both with regard to themselves and others.

By the time a pupil leaves the school we hope that they will:

- have a sense of belonging and purpose
- feel confident and good about themselves
- feel in control and be able to take responsibility for themselves and others
- feel informed and be able to make decisions
- be able to relate to and work with others
- be able to act independently
- be able to express their needs and emotions
- understand the importance of keeping healthy
- understand different ways in which they can keep safe



EXTRA CURRICULAR ACTIVITIES

We value the importance of extra curricular activities. The staff offer a range of activities after school for Year 2 children. Recently clubs have included:

'Sing and Play'
Sports
'Investigating Nature'
Gardening
'Get Crafty'
'Let's Get Cooking'
'APPsolutely iPads'
'Let's Dance'
Ramblers

We also offer a weekly before-school 'Wake and Shake' session and a lunchtime active club for all age groups.



EDUCATIONAL VISITS & VISITORS



Throughout their school life the children will have many opportunities to enjoy visits. We feel that these are a rich source of learning and stimulate the children's enthusiasm and imagination. Visits may be to places of interest linked to a particular topic being studied by the class (for example Ogmere, Raglan Castle, Newbridge Farm Park) or to a place of interest in the immediate locality, for example the library, local woods, shops, Beechenhurst, Puzzlewood or a local church.

When an educational day visit is arranged a voluntary contribution is requested to help cover the cost of transport and admission charges. (School fund and money raised through the 'Friends of Coalway Infant School' events heavily subsidise the costs of visits for parents). Parental help is welcomed when classes are going out of school on visits and parents will be invited to contact the Class Teacher at the time when the visit is announced should staff require any extra adult help.

We strive to offer our children a wealth of experiences and regularly arrange visitors to the school. For example, visits from musicians (in the past we have welcomed opera singers, African drumming workshops, a harpist, a banjo player and even a brass band!), visits by authors, theatre groups and visits by sports coaches to teach particular games skills or dance workshops.

SPECIAL WEEKS OR EVENTS

Different themed weeks and days are arranged across the academic year - for example, Book Week, Life Education Week, Science Week, Friendship Week, Gardening Day and E-Safety day. Book Fairs are organised in school twice a year, as are various events supporting charities (Red Nose Day and Children in Need being popular favourites!)

All year groups also produce a concert for their parents each academic year.



OFSTED INSPECTION

The school was inspected in January 2007 and graded as 'outstanding' in the great majority of categories. This is the highest possible grade for any school to achieve and one which less than 10% of schools nationally were awarded that year.

The Inspection report commented as follows:-

"This is an outstanding school which many parents would 'highly recommend'. It ensures that pupils' achievement is exceptional and that standards are extremely high by the end of Year 2. It prepares pupils very well for the next stage of their education."

A full copy of the OFSTED report may be obtained from the School Office, or may be viewed on the OFSTED website, www.ofsted.gov.uk/reports/

Further judgements included:

"Pupils have very positive attitudes to learning... their behaviour is exemplary."



"Teachers have a very secure knowledge and understanding of the needs of the young children in their care and use successful methods to engage and encourage them in their learning."

"Teachers have high expectations... and pupils are set very challenging targets for achievement."

"The excellent teamwork throughout the school ensures that pupils receive outstanding care, guidance and support in all aspects of school life."

Pupils personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding."

"One of the outstanding features of the overall good quality of teaching is the very effective deployment of Teaching Assistants. This leads to excellent support for specific individuals or groups."

"The outstanding curriculum is based on interesting topics which helps the pupils make excellent academic progress and contributes well to their personal development."



"Leadership and management is highly effective... The Head Teacher and senior managers provide excellent leadership. They very successfully focus on ensuring that pupils achieve their best, academically and personally."

The school also received an OFSTED 'Interim Assessment' in July 2010. Following analysis of a range of information OFSTED judged that "the school's performance has been sustained and that we can defer the school's next inspection." The results of the interim assessment can be viewed on the OFSTED website.

ASSESSMENT



The children are assessed on entry to our Reception classes to establish their individual levels of ability and individual needs. The Class Teacher is then able to plan curriculum opportunities to cater for their children's needs. Assessment of progress is ongoing and continuous, to enable the Class Teachers to plan appropriately challenging tasks for the children and to ensure that they work to their full potential.

When the children are in Year Two (their final year at the Infant School) formal National Curriculum Assessments are made. These Standard Assessment Tests (or SATS) are reported to parents as part of the children's end of year report.



REPORTING TO PARENTS

Three parents' evenings are arranged during the course of the year to provide the opportunity for parents to discuss their child's progress with the Class Teacher. The first of these is held in October, once all of the children are attending full time and have had a chance to settle in to their new classes. This is followed by a Spring term parents' evening, usually held during March, when there will be an opportunity to have a look at the work they have been doing in class more thoroughly. An annual written report is sent home towards the end of the Summer term. This is a very detailed report, detailing your child's progress across all areas of the curriculum, and also comments about particular strengths, abilities, targets, and personal and social development. Parents will have the opportunity to discuss this with the Class Teacher if they wish.

The school promotes an 'open door' policy, whereby we encourage parents to ask staff about anything they are unsure of, or about any concerns they have. All Class Teachers are available for a brief chat at the beginning and end of each school day, as they are greeting or dismissing the children. If parents need to discuss a matter concerning their child in further detail to this, then we would ask that they make an appointment to see the Class Teacher or Head Teacher.

Open evenings are also set aside during the course of the year for parents to view their child's work and have a look around the school.

BEHAVIOUR

Learning can best take place in a well-disciplined atmosphere. At Coalway we have high yet realistic expectations and standards of behaviour. We place great emphasis on the children's personal and social development with certain standards of behaviour promoted at all times. We aim to help the children to learn to care for and respect each other, develop self-discipline and the ability to work and play co-operatively. Positive attitudes are developed by encouraging and rewarding the children whenever possible.

To achieve our aims the staff and children have agreed on the following rules - "the Coalway Bees":-



Be kind
Be helpful
Be honest
Be careful
Be polite
Be a good worker
Be happy!



Our high expectations are achieved with the continuing support of parents. Bullying of any kind will not be tolerated and is regarded as a serious matter with the school having specific procedures for dealing with this issue. Our 'pick me up' message and positive behaviour are promoted daily and highlighted during our annual 'Friendship week'.

SPECIAL EDUCATIONAL NEEDS

At Coalway we are committed to inclusion and all staff work together to achieve this aim. All children are cared for according to their age, ability, learning and physical needs, with the curriculum designed to meet the needs of all pupils. Teaching and resources are differentiated to suit individual children's needs, to enable full access to the curriculum and to promote confidence in the children.

Children receive support within the classroom situation and additionally within small groups or individually as necessary. The school also runs particular initiatives throughout the course of the year to target particular areas of need - for example, speech therapy support or reading intervention groups.

Individual needs are identified as soon as possible to provide the opportunity for each child to achieve their potential. Exceptionally able children or those with learning difficulties will be identified and supported in this way. If a class teacher identifies that a pupil has special educational needs, the class teacher devises interventions additional to or different from those provided as part of the schools differentiated curriculum on offer. Progress is monitored and regularly reviewed and plans for each child adjusted accordingly. Parents will be kept informed at all stages about their child's progress, with school and home working closely together to best help the children. We work closely with outside agencies and other relevant professionals as appropriate in the best interests of the children.

The school is all on one level which aids physical mobility for the children, with various ramps in place around the school and in the outdoor areas to enable the children to fully access play and learning areas.

Further information regarding our special educational needs provision is detailed within our 'School SEND Offer', available on our website www.coalway-inf.gloucs.sch.uk

GOVERNORS

Governors have general responsibility for the effective management of the school. The Head Teacher is responsible for its internal organisation and day to day management and will look to the Governors for help and support.

There are various types of governors drawn from different areas of the community including parents, staff, local authority, community and other groups. School Governors are volunteers who wish to further the school's development and make a positive contribution to the children's education. Together with the Head Teacher they set the future direction of the school and decide how the school's budget should be spent. Governing bodies make decisions collectively on matters such as school policies and the school's development plan.

The normal term of office for a Governor is four years. The Governors meet regularly as a full Governing Body and also in committees, as well as being regular visitors in school.

Details of the composition of our Governing Body are given to parents each academic year, or may be obtained from the School Office or via the school's website www.coalway-inf.gloucs.sch.uk



SCHOOL COUNCIL

We have a very strong 'pupil voice' at Coalway; even the youngest children at our school know that they will be listened to and that their views are very important.

In September, after reading the job description carefully, Year Two pupils if they wish can apply to become members. Each class then selects four Year Two pupils to represent them on the pupil council. Our representatives attend meetings with the rest of the pupil leadership team and also hold meetings of their own in each class. They ask for their peers views on a wide range of issues, feedback to the rest of the council and the school leadership team and decide on a course of action to make improvements. They then work with their teachers to implement some changes and measure how successful they have been by talking to all the children in school again.

Coalway Community Infant School Council is very effective at making sure our school is the best it can be whilst at the same time their main aim is also to make it even better!

PARENTAL INVOLVEMENT

We are very keen to involve parents in the life of the school and their own child's education, as we believe this home-school partnership is crucial. We look forward to developing a close partnership with you, of mutual respect and consideration, for the benefit of your child. We hope that you will share with us in making this a happy and successful period in your child's life. By working together we will be able to provide the best possible start to their education.

We aim to make parents welcome in school and indeed feel part of the school. Throughout the year we hold a number of events in school to which parents are invited and we welcome your support.

Parents are encouraged to participate in the life of the school in many different ways, for example:

- by upholding the values of the school and working closely with teachers
- by supporting regular attendance
- by attending parent's evenings and other meetings where appropriate
- by supporting the PTA events



Sometimes we also ask parents to come in to school to assist the teachers and children in a variety of ways, for example to help with reading, art work, cooking or swimming and for this we are extremely grateful. Please let your child's Class Teacher know if you are able to help in any way.

THE 'FRIENDS OF COALWAY INFANT SCHOOL'

'The Friends of Coalway Infant School' is our Parent Teacher Association (PTA). The Parents' Association plays an active role in organising events to raise funds for the school. The money is used to provide extra equipment, resources and little luxuries which greatly enhance the education of the children. Over the years the 'Friends' commitment has provided the school with a wide variety of extras including the following to name a few:

A trim trail, tree seats, pirate boat, reading books, phonic resources and a range of educational equipment for each class, library furniture, listening centres, theatre group and author visits to school, outside play equipment, Reception outdoor area equipment, a fish tank, plants, computer equipment, an interactive whiteboard, subsidised swimming for Year 2 children and educational visits for all year groups.

Many events are arranged for the children, parents and teachers, and we would very much welcome your support and ideas.

NEWSLETTERS

Parents are kept informed about events in school through our monthly newsletters, which are normally sent home on the first Friday of every month, or the first Friday following a holiday. We also produce a termly 'Coalway Kids' Newsletter.

ADMISSIONS

We follow the County policy for admissions, whereby children may begin school in the September of the academic year in which they turn five years of age.

The names of children who are likely to attend our school are obtained from our feeder pre-school providers. The Local Authority then send parents an admissions pack towards the end of the Autumn term containing information regarding the admissions procedure. Parents are required to complete and return preference forms to the Local Authority in the January prior to admission to the Infant School in September. The Local Authority will then notify parents of their allocated school before the end of April.

STARTING SCHOOL

For full details of our induction procedures please ask for our 'Starting School' brochure.

Parents of children due to start school each academic year are invited to a New Intake meeting in the Summer term, shortly after places are allocated by the Local Authority. This meeting gives parents the opportunity to meet the Head Teacher and school staff, find out information about the school, look around the school, meet their child's Class Teacher and find out what their child will be doing in their first year at Coalway, and how we can work together to support their entry to school.



All children will also be given the opportunity to visit their new class and meet their teachers (each Reception class also has a full time Teaching Assistant) and new classmates several times during the Summer term, following the announcement of their class at our New Intake meeting.

JUNIOR SCHOOL ADMISSION

Children will transfer to the Junior School in the September after their seventh birthday. The system is similar to that detailed above for admission to school at Reception age, with the same time scales.

Parents are invited to visit the school and the children will spend time at the Junior School before the Autumn term. Teachers from the Junior School also visit the Infants to meet the children and staff during the Summer term prior to transfer. There is good liaison and transfer of information between the two schools. A meeting for parents of children who are transferring to the Junior School is held in the latter part of the Summer term.

PROSPECTIVE PARENTS

For admission at other times during the year, prospective parents are invited to contact the Head Teacher to make an appointment and arrange a visit.

The number of places available in each year group is 60, the Infant School having two classes of 30 children per year group.

UNIFORM

Our school uniform colour is Royal Blue, teamed with grey, black or navy trousers/skirt/pinafore. Any royal blue sweatshirt or cardigan is acceptable. There are official school sweatshirts and cardigans with the school logo embroidered on, available to purchase from the School Office, in sizes 24", 26", 28", 30" and 32". For current prices please ask at the School Office.

Parents may also wish to purchase a fleece or shower proof jacket from the School Office, although these are not compulsory parts of our school uniform.



The children will need to dress and undress themselves for P.E. so we would ask that parents try to avoid belts on trousers/skirts, consider the type of footwear their child wears very carefully (see below) and check that fastenings on coats are easy for small hands to do on their own at break times. Your child will feel more confident if they can make a reasonable attempt at these dressing tasks themselves.

FOOTWEAR

Boots and shoes that require a lot of lacing are not suitable for young children, nor are trainers. Wherever possible, shoes should be slip on, buckle or velcro rather than laces. Shoes with high heels, flip flops, and strappy sandals are hazardous for the children as they run around the playground and should be avoided.



CLOTHING FOR P.E.

The children require shorts and a t-shirt for PE (no colour specification), with pull on plimsolls (daps, pumps). Please provide your child with a draw-string bag for this kit, in which it may be kept on their peg at school. P.E. kit is sent home each term for washing.

OUTDOOR WEAR

To enable the children to work and play in the outdoor classroom throughout the year and take part in our regular 'welly walks' we ask that all parents provide a named pair of wellington boots for their child which can be kept in school.

JEWELLERY & PERSONAL PROPERTY

Jewellery should not be worn at school, for safety reasons, and in case of loss or damage. For those children who have pierced ears, only plain stud earrings should be worn.

Children should not bring toys to school. Items of interest, or books, may be brought to school if they are related to a topic.

BOOK BAGS

The children are provided with a book bag by their Class Teacher during the first few weeks of school. Should replacement then be necessary at a later date, parents may purchase one from the School Office.

Please ensure that all items of clothing and school belongings are clearly marked with your child's name.

SNACK TIME

Every morning we provide each child in school with a piece of fruit or raw vegetable as a healthy snack, reinforcing our commitment to healthy living and our healthy school ethos. Snack time is a very sociable occasion, an opportunity to develop social skills and good manners, and is a very popular time of day for the children!



In the Reception classes snack time takes place in the classroom, whilst the older children have their snacks outside at playtime.

MILK

Parents may request milk to be provided for their child each day, which they will receive at snack time. Milk is free for all children under the age of 5 years, but milk will only be provided if parents register their child. Details of our milk scheme are available from the School Office.



WATER BOTTLES

The children are encouraged to drink plenty of water during the school day to keep themselves hydrated and alert. Each child in school is provided with a water bottle on entry to school, and these are sent home daily to be cleaned and refilled with clean water for the next day. Replacement bottles and caps are then available to purchase from the School Office if loss or breakage occurs.

DINNER TIME

School meals are provided free of charge for all Infant aged children, in accordance with a Government initiative. Hot meals are freshly prepared and cooked on site by catering staff in the Junior School kitchen. This service is provided by an outside contractor 'Caterlink'. Menus are available for parents and are reviewed on a regular basis, and include provision for vegetarians and children with special dietary needs.



Children may bring a packed lunch if they prefer. All packed lunches may be brought to school together with drinks in a named unbreakable container. Children should not bring fizzy drinks, sweets or chocolate bars in their packed lunches. Breakable drink containers, thermos flasks, glass bottles or cans are not allowed. The dinner staff ensure that water is provided for all children at mealtimes.



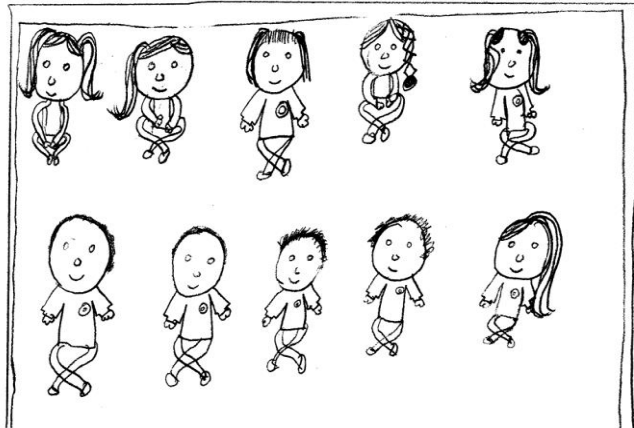
PARENTPAY

Parents may be asked to contribute towards educational visits or swimming costs during their child's time in school. Payment for these activities should be made through individual on-line 'ParentPay' accounts. Full details of the payment scheme are available from the School Office.

ABSENCE

Any absence from school during term time should be reported to the school as soon as possible by telephone or letter, preferably by 10.00 a.m. on the first day of absence. Most children are ill at some time or have to attend appointments with the doctor, dentist or optician. Such absences are classified as authorised. The following reasons for absence are regarded as **authorised**:

- Sickness
- Medical/dental appointment
- Day of religious observance
- Family bereavement



If parents do not inform the school of the reason for an absence it will be classified as **unauthorised**. Late arrival after registration is also recorded as unauthorised. Persistent unauthorised absence will be referred to the Local Authority.

Individual details of attendance appear on each child's end of year report and are part of a pupil's records throughout their school career. These attendance figures are also collected by the DfE each term.

If you do need to collect your child during the school day for an outside appointment you must report to the School Office. In the interest of the children's safety they should not be collected from the playground without this permission. If you are delayed at the end of the school day please notify the school by telephone. We can usually look after a child for a short period of time unless the staff have to attend a professional meeting after school.

TERM TIME HOLIDAYS

Legislation prohibits any school from authorising leave of absence for holidays except in exceptional circumstances. Parents are notified of term dates and Inset days well in advance of the start of the academic year to ensure that holidays are booked outside of school term time.

EMERGENCIES

If a child has to return home unexpectedly during the school day because of illness then staff will contact the child's parents to make arrangements. We ask parents to provide, at the beginning of each school year, emergency contact numbers as well as the name and contact numbers of a friend or relative willing to take care of your child at short notice in an emergency should we be unable to contact the parents. **We would ask parents to ensure that this information is kept up to date and that any alterations to this information are passed on to the school. No child will be allowed to be collected by another adult unless parents have specifically instructed the school to the contrary.**

Should an accident occur during the school day and we are unable to contact a child's parent then, unless we are expressly instructed in writing to the contrary, the Head Teacher will take appropriate action.

In the event of an emergency, or bad weather conditions, the school will follow its emergency closure procedures, details of which are sent to parents each academic year.



MEDICAL INFORMATION

The school nurses regularly discuss health issues with the Head Teacher and also visit to carry out routine health checks, for example, hearing and eyesight. Parents will always be informed and asked to give their consent. Parents may contact the school nurse via Coleford Health Centre.

Please ensure that we are informed of any medical information which may affect your child at school by carefully completing the admission form which we send to parents. We would also ask that parents keep us informed of any changes to their child's medical information should this be necessary during their time at the Infant School.

If a teacher queries a child's sight/hearing/health, they will contact the child's parents to discuss the matter. If necessary, arrangements may then be made to refer a child for further tests, which can be arranged in school by the school nurse.

From time to time, children become ill in school, and parents will need to be contacted. Parents should ensure that the school has up-to-date information about home and work contact numbers, and the names of persons to be contacted in an emergency if a parent is not available.

Head lice: The medical officer's directive with regard to this matter is to issue guidance to parents once per term. We do this through publication of the relevant advice in our newsletters at the beginning of each term. Please do check your child's hair regularly and inform the school if head lice are detected. Should head lice occur within a class, all parents will be informed so that they can take the appropriate course of action.

MEDICINE

We prefer not to give medicine to children but, if it is absolutely essential that your child receives medication, arrangements may be made to administer the necessary medicine through agreement with the Head Teacher. For legal and safety reasons, parents will be required to complete and sign a short agreement form for the school to administer the medicine - all enquiries should be directed to the School Office.

Arrangements are made for children with asthma to have access to inhalers during the day.





SECURITY

In order to keep the children safe and secure during the school day, we have automated site entrance gates which remain closed throughout the day and a secure entry system at the main entrance to the school. All other points of access to the building are locked once the children have arrived in the morning.

All visitors to the school must report to the School Office, which is situated immediately inside the main entrance to the school. All visitors are required to sign the visitor's book and wear a badge, which allows us to keep a record of who is on site for the purpose of security and fire safety.

When playing outdoors during the day, the children are supervised at all times by members of staff. In addition to this, fencing and adult operated gates have been erected on both sides of the school building to ensure the children's security at all times.

SAFETY BEFORE AND AFTER SCHOOL

We ask parents not to arrive too early on site and to ensure that they supervise their children at all times before and after school, as we cannot be held responsible for accidents which occur at these times. The site pedestrian gates are opened at 8.40 a.m. and the Class Teachers open their classroom entrance doors at 8.50 a.m. for a 9.00 a.m. start.

At the end of the school day the gates are opened at 2.50 p.m. and parents should collect their children promptly at 3.00 p.m. from the same entrance doors. Children being collected at the end of the school day will remain with their teacher until their parent or carer arrives. We do not allow the children to go out of the school on their own to meet their parents or carers outside the school gates. Please let us know beforehand if someone other than yourself is coming to collect your child at the end of the school day, by informing your child's Class Teacher.

Parents enter the school site through the main gate on Coalway Road or through a pedestrian gate on Holcot Road. Parents should not park on the school site - the school car parks are reserved for staff, delivery vehicles and for access in case of emergency.

Parents who collect their child by car at the end of the school day are requested to drive very slowly in the vicinity of the school. For safety reasons, under no circumstances park on the double yellow lines or drive onto the school premises at the beginning or end of the day.

SCHOOL CROSSING PATROL

Two 'Lollipop Ladies' are on duty at the beginning and end of the school day. One supervises road crossings near the school entrance gates, and the other supervises a crossing over New Road. The Road Crossing Wardens are on duty from 8.30-9.10 a.m. in the morning and 2.55-3.35 p.m. after school. In the interest of all of our families' safety, we strongly encourage parents to use these designated crossing points.



LIAISON BETWEEN KEY STAGES

PRE-SCHOOL LINKS

We enjoy good relationships with our feeder pre-schools, including Coalway Early Years which is located on the school site, close to our Reception classes.

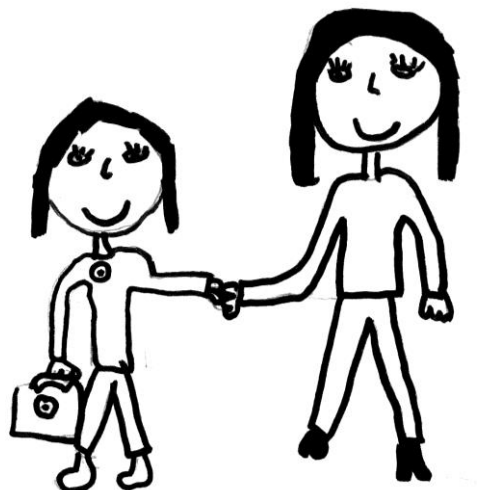


Prior to admission, staff try to visit each pre-school to speak to the children's current teachers or meet the children themselves. The school's Special Educational Needs Co-ordinator (SENCO) also attends meetings concerning new intake children with special educational needs during the Summer term. This helps to ensure that the children's needs are understood prior to entry to school and to ascertain appropriate provision needs. It is also an important opportunity to meet and begin to develop a partnership with the children's parents.

All pre-school children are offered several afternoon visits prior to their admission in September, details of which are distributed at our New Intake Meeting in May for new Reception parents. (For further details of the induction process, please see our 'Starting School' brochure).

INFANT-JUNIOR LINKS

A high priority is placed on liaison between the two schools. The Head Teachers meet regularly to discuss continuity, site issues and areas for development. The two schools have many joint policy documents and curriculum co-ordinators meet as appropriate to discuss relevant issues. Discussion takes place about curriculum policies to ensure continuity of approach and provision and to promote progression in teaching and learning for the children. Joint staff and governor meetings are arranged as necessary.



Care is taken to ensure the smooth transfer and induction of Year 2 children to the Junior School. Prior to transfer, staff meet to discuss children's attainment levels and specific needs and Junior staff visit the Infant School to meet the children. (The Junior School SENCO also visits to discuss children transferring with special educational needs following the same process described in the Pre-School section above). A parents' meeting is held at the Junior School early in the Summer term and the Year 2 children visit the Juniors several times during this term. Year 2 children are also invited to various events, concerts and productions during the course of the year, and similarly the Junior children are invited 'up to the Infants'!

Coalway Early Years and the Infant and Junior Schools promote several joint events and site developments throughout the year, one of which is our successful and very enjoyable joint Summer Fayre.

PRIMARY-SECONDARY LINKS

The Junior School Prospectus contains detailed information about transfer and induction arrangements to Secondary School. All parents of Year 6 children will receive explanatory information, which outlines transfer options, from the Local Authority during the children's last Autumn term. The majority of our children transfer to Five Acres High School, with some children going to Monmouth Comprehensive, Dene Magna, Dean Academy, The Forest High School, Wydean or one of the grammar schools in Gloucester.

COALWAY KIDS' CLUB

Coalway Kids' Club is an independently run organisation on site (located near the site entrance) that provides before and after school child care for our children, as well as holiday care, for a competitive price. The children are cared for by qualified staff with many years experience in play work. Morning sessions run between 8.00-9.00 a.m. during which time a healthy breakfast is provided. After School Club takes place between 3.00-5.30 p.m. A healthy snack and drink are also provided during this session. Coalway Early Years,



Infant and Junior children attend Kids' Club, with staff collecting and escorting children from the school to Kids' Club or vice versa. Opportunities are planned for the children to enjoy various activities, quiet or more active, to play games, make friends, socialise and have fun! A Holiday Club is also available, dependent on interest, open from 8.00 a.m.-5.30 p.m. Please ask for a flyer from the School Office for any further information about Kids' Club, or contact the Club direct on 01594 839103.

AND FINALLY.... We asked the children for their thoughts about school...



We get to do exciting projects



The teachers are great

I like the classroom because it has all our work on the walls



It's good fun!



Everyone is my friend

You get to do lots of interesting things and we have good clubs after school



School feels happy -it's just like home but bigger



It's a really happy place and I like being here

