



Bishopswood Schools Federation Prospectus 2022-23



Caring, Respecting and Thriving Together

Bishopswood Federation work together to develop kind and considerate children who are resilient, reflective and motivated learners, ready for the challenges that the future holds.



The Bishopswood Schools Federation

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The Bishopswood Schools Federation

Welcome to the Bishopswood Schools Federation. Thank you for showing an interest in us. I hope that you find the information in this prospectus useful and that it gives you a little insight into the values that we hold and the hopes we have for our children.

We pride ourselves on the caring and friendly environment that we have created to engage and encourage our children to learn. We wholeheartedly believe that if a child feels safe, cared for and excited by learning then they will undoubtedly flourish and succeed. Our schools are a place where the children feel they are valued, where they feel that mistakes are opportunities to learn and where skills in reading, writing and maths are just as important as politeness and kindness.

We feel that both schools offer a unique experience for our learners, as we offer all the benefits of both a small infant and junior school but as part of the Bishopswood Schools Federation we also offer the benefits of a large primary school. The children start their education in an infant school that is intimate and nurturing, but as part of the Federation the school benefits from shared resources, a wealth of expertise and a seamless transition to the Junior School.

The Bishopswood Schools are a place where every adult knows every child as an individual. We want all of our children to feel special, to be confident in who they are and believe that they can achieve their goals.

It would be our privilege to care for your child and help them unlock their potential.

Should you wish to discuss either of our schools further and how we could support you and your child then please do not hesitate to contact us.

Yours sincerely

Mr G Golding

Executive Headteacher

The Bishopswood Schools Federation.





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Starting at the Infant School

During the year preceding your child starting at the infant school, there will be a number of opportunities for you and your child to visit and build relationships with all staff.

Your child will visit Year R, spending time in their new classroom, meeting other children and some of the adults who will be working with them as well as familiarising themselves with the new environment. Meetings will take place to give you further information and enable you to ask staff any questions about our school. Each family will also be given the opportunity for a home visit from our staff at the beginning of the school year.

Furthermore, the infant school offers a summer club during the last two weeks of the summer holidays. Our 'Bishopswood Buddies Club' gives your child additional time in school to enable them to become familiar with our school environment and settle more easily at the beginning of their first year.



Moving to the Juniors

Both the infant and junior schools work closely together to ensure a smooth transition from Year 2 to Year 3. We share the same Headteacher, playgrounds and site management team. Our children visit the junior school to share projects, watch plays and concerts.

Children, who are due to move to Year 3 in September, visit the junior school to meet their new teachers and spend a day in their new classrooms. The junior school teachers also spend time with the children whilst they are still at the Infant School.

Although the infant and junior schools are part of a Federation, parents still need to apply for a place at the Junior School. Information on this is available from both offices and is shared as part of the transition meetings with parents in autumn term of year 2.



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Foundation Stage

The year your child spends in the Foundation Stage plays a major part in helping them make the transition between home and school. At the Infant School our Year R classes work together as an Early Years Unit, mixing across the classrooms and our extensive, purpose built outside area.

During this year, the adults carefully plan activities to ensure all children encounter new experiences and extend their skills, develop their confidence and build on what they already know. Children deepen their understanding by actively investigating, initiating play and learning from their surroundings. These experiences will provide opportunities for your children to work towards their Early Learning Goals.

The curriculum covers six areas of learning:

- Personal, Social and Emotional Development
- Communication Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development



The foundations of play and talk enable the children to develop a wide range of skills and to co-operate with others. They develop at their own pace through a range of practical first-hand learning, alongside literacy and numeracy skills. In addition, every child will develop their social skills and build relationships with their peers and with familiar adults. Each child has a key person who works with them in developing social and emotional skills.

The Early Years Team are always happy to talk to parents and carers to discuss how their child is settling into school life. We send out regular Early Years Newsletters to keep parents and carers up to date.



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Key Stage 1 and 2 Curriculum (Years 1 -6)

English

We aim for all our pupils to leave Bishopswood with high standards of language and literacy. We achieve this by developing their grasp of the spoken and written word, and nurturing their love of literature through widespread reading for enjoyment.

Reading

Reading is a fundamental skill for children to acquire and we are keen to equip children with the skills to be independent readers as soon as they are able. Reading is taught to every child in some form every day, through both phonics and Guided Reading sessions and we aim to foster a love of reading.



At the infant school, we use a systematic scheme to teach phonics daily following the 'Letters and Sounds' programme from Foundation Stage onwards. During these sessions children are introduced to new sounds in order to decode new words and recognise the more common words for both reading and writing. Each child is given a set of key words to learn at home when they are ready, which they will be tested on weekly in school. These are progressive and we encourage you to support your child by practicing these words regularly with your child.

Later on, when reading is more fluent, weekly Guided Reading sessions with an adult are used to ensure a greater understanding of the text. Reading also enables pupils both to acquire knowledge and to build on what they already know. The comprehension levels become progressively more complex and the children spend time in a group

discussing the structure and language used by the author.



In each classroom and in our school library we have a large collection of books which are varied in type and level. Children are also given the opportunity each week to borrow books from our school library to share at home with their family, promoting reading for pleasure.



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We ask that children read at home as often as possible with a parent or carer, either listening to stories being read to them or reading to adults will support their reading in school.

Writing

There is a strong link between learning to read and learning to write. Children first learn to write by making marks on paper and then developing letter formation. They are encouraged to express themselves through writing for a range of different purposes, across all areas of the curriculum, knowing that all their attempts will be valued. During this time, they will be encountering new words and phrases: some of which will be displayed around the classroom. The experience of seeing words and phrases regularly around the school and at home helps to bring meaning to the written word.



As their writing develops, children are taught to plan, compose, draft and punctuate their work. As they progress to the Junior School, the focus becomes writing longer texts and becoming consistent with their skills and their 'writer's voice' throughout their work. They will write for a variety of purposes and audiences building on links made with other areas of the curriculum.



Handwriting skills are developed across the federation and taught through the 'PenPals' scheme. Children can earn their 'Pen Licence' at the junior school by joining their writing.

Spelling starts with letter formation through 'Jolly Phonics' in Year R. In addition each child is given sets of Spellings to learn at home. It is important that children spend time each week being supported in the learning of these spellings, as this enables them to become confident writers.



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Mathematics

Confidence and skill in mathematics are essential throughout life and developing them is a priority. Our mathematics curriculum has been designed to ensure all children make progress in mathematics and are equipped with the skills required for junior school and the confidence to apply these skills to a range of situations.

The main areas of mathematics we teach are,

- Number and Place Value
- Calculation (addition, subtraction, multiplication and division)
- Measures (length, weight, capacity and time)
- Geometry (shape, position and direction)
- Statistics

In Year R, mathematics is taught through songs, rhymes, stories and practical activities. In Years 1 - 6 mathematics is taught daily. Children are supported using a wide range of resources and we aim to foster a positive attitude to mathematics and to develop each child's knowledge and understanding through challenging and enjoyable tasks.

We have recently invested in Mathletics, an online learning platform which can be accessed via the internet for improving and reinforcing mathematical concepts taught in school. Each child is given a personal username and password so they can log onto the site from school or at home. Mathletics follows the New 2014 National Curriculum and each child will be given tasks appropriate to their year group and ability.

Science

Science surrounds us constantly in our daily environment, and as such is an important part of the whole school curriculum. At Bishopswood, we provide stimulating first-hand experiences that encourage children to develop curiosity through observation, exploration, seeking the answers and identifying patterns. The children are encouraged to evaluate evidence and to try to link it to simple scientific ideas. They are supported to share their ideas and communicate them using scientific language, drawings, charts and tables.





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Learning Challenges

Each half term History, Geography, Art and Design, Music, Design and Technology and Dance are taught through our 'Learning Challenge' approach. Each 'Challenge' starts with a key question and uses the children's previous knowledge as a starting point for further learning and experiences. The type of questions range from: 'Is the Wii more fun than Grandma's and Grandad's toys?' to 'How can you be the next Masterchef?'



Geography

We use studies on the school and local area as a starting point for our teaching of Geography. This is then developed in contrasting our environment with selected areas in the UK and further afield. Children enjoy learning how to draw and use maps and, in doing so, begin to identify landscape features.

History

We use the children's own personal experience to help them begin to develop an awareness of the past. By looking at artefacts and through stories, pictures and accounts of the past, we encourage children to recognise the differences in the way of life at different times, to begin to understand why people did particular things and what happened as a result.

Art and Design

Art and Design provides an opportunity for the children to express their creativity, individuality, ideas and feelings using a range of media. By teaching a range of skills, we aim to develop the children's confidence and enable them to take pleasure in their own abilities. The children are also introduced to the work of artists from different times and cultures.

Design and Technology

In design and technology children find out how familiar things work, and talk about, draw and model ideas for new purposeful products. They are encouraged to think imaginatively and talk about their likes and dislikes. They work collaboratively to solve problems, developing a range of 'design, make and evaluate' skills.





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Music

Music enriches the quality of life in all individuals and communities and is an essential part of our curriculum. In addition to singing and practical creative music making using a wide range of instruments, our children enjoy many other valuable experiences, including opportunities to perform to an audience.

P.E

Physical Education is thoroughly enjoyed by the children and is a very important part of the curriculum. Through PE children become aware of their own body and learn to control their movements. It creates a healthy, balanced way of living. Children take part in gymnastics, dance, games and athletics sessions. Our PE curriculum sets challenging expectations, whilst allowing all children to achieve success. We aim to develop positive attitudes towards co-operation and competition.



Computing

We aim to begin to prepare children for the technological world by enabling them to become confident and effective users of computers in all aspects of the curriculum. Using a wide range of ICT resources such as computers, interactive whiteboards, cameras, the children are given the opportunity to develop technical skills that will equip them for the future. The Junior School are currently trialing the use of ipads across the curriculum.



Citizenship

Personal, Social and Health Education (P.S.H.E) comprises all aspects of our school's planned provision to promote children's personal and social development, including health and well-being. We believe that children will achieve their full potential in an environment which promotes positive relationships and high self-esteem. At the infants, all children take part in a weekly Family Group session, which allows children from all year groups to work together and learn from each other.



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Religious Education

Our R.E. curriculum reflects the fact that we live in a country whose religious tradition is mainly Christian although we introduce the children to a range of other faiths. Children are encouraged to explore their inner feelings and experiences and develop an awareness of the multi-cultural aspects of society. They visit the local church and learn about some of the practices and ideas associated with major festivals and celebrations. (Parents have the right to withdraw their child from RE and collective worship.)

The School Day

Teachers welcome children into the classrooms at 8.45am ready for registration at 9.00am. Children must be accompanied to the classroom door by an adult and not left in the playground unattended at either end of the school day. Any children who arrive late for school must be taken to the main entrance so that we can register their arrival. Children who are regularly late miss out on important parts of their education and can disrupt the education of others.

At the infant school the lunch break is between 12.00pm and 1.15pm and the junior school 12:15pm and 1:15pm. In addition Years 1 – 6 have a 15 minute break during the morning. Year R do not have a separate playtime in the morning as their daily curriculum includes indoor and outdoor activities. The school day ends at 3.30pm.

Our school day is extended by a number of clubs throughout the year, run by both staff and outside agencies. These include: science, choir, arts and crafts, various sports and many more.

Lunchtime

The school provides hot meals on site via a company under contract to Hampshire County Council. Children may choose daily whether to have a hot school meal or to bring a packed lunch from home. Should your child require a special diet, alternatives are available.



Our team of Lunchtime Supervisory Assistants look after the children at lunchtimes, helping them with their meal and supervising them in the playground. These times are important parts of the school day, providing an opportunity for the children to develop their physical and social skills. We provide a range of equipment for the children to play with.



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Collective Worship

Each day at school contains an act of collective worship. This may be a part of a whole school assembly, or as part of your child's class or year group. It is an opportunity to reflect and celebrate together to share significant, thought provoking issues and to gain understanding of the meaning and the joy of life. Each week we share in a 'Celebration Assembly' when the children's achievements are celebrated. Parents are invited to special assemblies throughout the year, including Harvest, Christmas and Easter celebrations.

Uniform

We believe wearing school uniform is practical and smart and contributes to a sense of belonging. Much of our uniform can be bought in the high street shops, but school specific items are available from our school office and Skoolkit (in Basingstoke).

Our uniform for boys comprises grey trousers or shorts, white polo shirt and red sweatshirt. Girls may wear grey trousers, pinafore dress or skirt, white polo shirt, red sweatshirt or cardigan or a red and white striped or checked dress for the summer. All children should wear black shoes but they must be comfortable and not heeled.



Behaviour

We promote high standards of behaviour at all times in our school. Through our policy of reinforcing positive behaviour and attitudes, we encourage the children to develop respect, compassion and care for the feelings of other people and property. We try at all times to encourage self-discipline, developing the child's sense of social responsibility and giving opportunities to show good sense and judgement. We also ensure all adults are role models to children; showing respect to others and our environment.



If a child's behaviour is giving cause for concern we quickly involve parents so that we may all work together towards a positive outcome. Class teachers are always willing to discuss any difficulties which may arise either at school or at home.



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Pupil voice is an important part of our school community and we have a School Council that meets regularly to raise pupil led issues with staff and represents the views of our children on a range of matters.



Home School Partnership

At Bishopswood, we are an open and caring school, where our children are happy and successful and parents feel able to play a full part in their child's education. Parental support is seen as crucial to the child's development and we try to provide regular information sessions to support you in this.

Each half term a year group curriculum letter is distributed to parents giving useful information on ways you can help your child. A parents' evening is held in the autumn and spring terms which give time for teachers to celebrate children's progress and discuss targets for the following term. An end of academic year report is sent home in July. In addition to this, the Head Teacher and class teachers are always available, by appointment, to discuss progress, celebrate achievements, and share any anxiety or problem which may arise. Parents are always welcome in the school and we appreciate the time given to help both children and teachers. An enhanced DBS check is necessary before any adult can help in school and the school office can give further information on this.

Friends of Bishopswood

Our successful Friends of Bishopswood PTA operates to raise funds for the Federation. They organise social events for both children and parents.

Any parent is welcome to volunteer to join the small committee of parents who meet regularly to arrange these events, which in the past have included movie nights, spooky discos and summer and Christmas fairs. We are very grateful to the funds received from the PTA which we have used to buy laptops and Mathletics for every child.





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Governors

Our school governors are drawn from different parts of our community to ensure the governing body has sufficient diversity of views and experience. Currently they include parents, teaching staff and support staff, members of the community and people appointed by the Local Authority. Our Governing Body represents the Bishopswood Federation, so work to support both the infant and junior schools.



The Governing Body acts as a critical friend to the school and ensures we provide a good quality education for all children, and work with the Head Teacher and the leadership team to continually improve standards. Governors support the school in having high expectations of what pupils can achieve. Governors work closely with the Head Teacher, who is responsible for the day to day leadership and management of the schools. Their role includes monitoring the way that the curriculum is delivered and evaluating pupil achievement data, with the aim of ensuring all pupils achieve their potential.

Special Needs

At Bishopswood we believe that each child should be valued as an individual and be able to achieve their fullest potential. In all schools many children require some level of support during their time at school. Early intervention is vital as it enables children to feel proud of their progress and small concerns are dealt with before they become complex issues.

When concerns are expressed regarding a child's progress, discussion takes place between the parents, the class teacher and the Special Educational Needs Co-ordinator (SENCO). Diagnostic assessment can be undertaken if required. If a special need is identified then the child's name is placed on the Special Needs Register and an individual education plan is drawn up in consultation with all concerned. The plan includes targets for improvement, identifies the help required and who will provide it. Progress against targets is carefully monitored and parents are kept fully informed. Advisory services, including the Educational Psychology Service, may be consulted if necessary.



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Equal Opportunities and Accessibility

All children regardless of their gender, race, religion or disability are treated equally. This is reflected in the curriculum, all policies and school activities. Our Accessibility Plan details how we make the school accessible to all children and adults wishing to join us. This covers accessibility not only to the physical environment but also to the curriculum and other aspects of school life.





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Who's Who

Executive Head Teacher	Mr Glen Golding	
Executive Deputy Head	Mrs Bryony Bligdon	
Assistant Headteacher	Mr Mark Morris	
SENCo	Mrs Emily Evans	
SEN Hub Leader	Mrs Rachel Moir	
	INFANTS	JUNIORS
Teaching Staff	Miss Katherine Russell Mrs Vicki Hunter Mrs Natalie Boyce Miss Emma Wright Miss Melissa Lees Miss Emily Jupp Mrs Rose Osborne Mrs Georgina Moody	Miss Jess Cushing Miss April Feather Miss Yasmin Healy Miss Kim Price Mrs Helen Buchan Miss Olivia Frost Miss Adele Tashdjian Miss Jess Dadral Mr Tom Dale Mrs Lucy Sullivan Mrs Pip Dreelan Mr Adam Greenley
Learning Support Assistants	Miss Charlotte Warner Mrs Helen Young Miss Bethany Stacey-Rock Mrs Debbie Fenner Mrs Clare Renfrew Miss Lisa Shore Mrs Clare Nisbet Mrs Kim Pike Mrs Sam Robinson	Mrs Caroline Dougall Mrs Wendy O'Connor Mrs Pam Carvell Mrs Helen Perry Mrs Rosa Primmer Mrs Nancy Allen Mrs Emma Lynch Mrs Emma Langridge Miss Georgina Lawrence Mrs Zowie Squires Mrs Rebecca Sims Mrs Christine Lund Ms Sue Lewis
Lunchtime Assistants	Mrs Clare Renfrew (Senior SMSA) Mrs Nancy Allen Mrs Carol Bann Miss Shannon Rawlings Mrs Helen Young Miss Georgina Lawrence Miss Kayanne Williams	Mrs Lauren London Mrs Emma Langridge Mrs Emma Lynch Mrs Louise Wheeler Mrs Wendy Weedon Mrs Caroline Dougall Ms Sue Lewis Miss Christina Bone
School Business Manager	Mrs Denise Morgan	
Administration Team	Miss Louise Chapman Mrs Sandra Philips Mrs Katie Spillane	Mrs Michelle Cooke Miss Chloe Salmon
Librarian	Mrs Michelle Cooke	
Caretaker	Mr Peter Morgan	



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End of Year Results 2022

Year R Attainment and Progress:

- **71% of children made expected Good Level of Development [GLD]** in the 3 prime areas and literacy and maths compared to 65% nationally



Year 1 Phonics Screening Results

Marks scored:	2022 School	National 2022
32+	75	76

Year 2 Attainment Profile

The table below shows the percentages of children **'working at the expected standard'** at the end of Key Stage 1.

Reading		Writing		Maths	
National	School	National	School	National	School
2022	2022	2022	2022	2022	2022
67	66	58	59	68	74

Year 6 Attainment Profile

The table below shows the percentages of children **'working at the expected standard'** at the end of Key Stage 2.

Reading		Writing		Maths		Combined	
National	School	National	School	National	School	National	School
2022	2022	2022	2022	2022	2022	2022	2022
74	71	70	76	71	79	59	58

* All numbers in tables above are percentages.



The Bishopswood Schools Federation

Governing Body Vision and Mission Statement

Vision

The Bishopswood Schools Federation Governing Body is committed to delivering friendly, nurturing, happy schools, working together and with the wider community to enable each individual to maximize their potential so we can all be proud of our schools.

Mission Statement

By:

- encouraging all members of the Federation to be motivated, independent lifelong learners through a variety of creative and stimulating learning experiences
- providing excellent teaching and learning opportunities
- providing an open environment and strong home/school partnership in a team where challenges are faced up to and solved
- promoting and valuing self-worth and self-discipline, good behaviour and co-operation
- effective use of technology
- creating and promoting outdoor learning opportunities
- providing vibrant extra curriculum activities to broaden horizons
- provide an environment where staff have fulfilling and challenging roles while protecting work life balance.



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Is your child eligible for pupil premium funding?

All children in Foundation and Key Stage 1 are now eligible for free school meals. But, if your financial situation meets specific criteria your child could be eligible for Pupil Premium funding.



The criteria include:

- Income Support
- income-based Job Seekers' Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by Her Majesty's Revenue and Customs (Parents who are made redundant or start working less than 16 hours per week, may find their children are entitled to free meals for a limited period.)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)

These funds come directly to the school and are used to support your child's learning, provide enrichment experiences and can be used to subsidise school trips for up to 6 years.

The application process takes only a short amount of time and can be completed online. The process is discreet and confidential and only the following information is required:

- Name, home address and email address
- National Insurance Number or National Asylum Support Service reference number
- Child or student's name, date of birth and school/college



Please use the link below to complete the application form:

<https://www.cloudforedu.org.uk/ofsm/hants>

If you have any questions please visit the Hampshire County Council Website using the link below or speak to a member of our school admin team who will be happy to help.

<https://www.hants.gov.uk/educationandlearning/freeschoolmeals/juniorsecondary>