



Ewelme CE (Voluntary
Aided) Primary School.

School Information
September 2011

Welcome to Ewelme CE (Voluntary Aided) Primary School.

I hope that you will enjoy finding out more about our school and the community we serve.

Choosing a school for your child is a difficult decision and many prospective parents ask the question

'What makes Ewelme School different from other schools?'

I believe the answer lies in our commitment to working together with children, parents, the local church and other partners, to improve the quality of learning and teaching, and the breadth and depth of the curriculum we offer.

We want the very best for the children in our care and aim to offer a stimulating and supportive learning environment where children's talents and gifts are nurtured and developed within a strong Christian ethos.

As a Church of England school, we work closely with St Mary's Church, Ewelme to provide an additional dimension to our children's education. Our core values therefore reflect this commitment to developing each individual child in a culture based on respect, trust, kindness and care for one another.

The Governors play an important role in developing the school. Their most recent projects of developing the School House as part of the learning space of the school and extending the school playing field demonstrate their commitment to improving the learning environment for the future.

Together, we are committed to providing the best possible learning environment for our children through a well resourced, inclusive and enriched curriculum.

So how does this impact on the standards that our children achieve? Our SATs results are consistently high and place us as one of the top performing primary schools in Oxfordshire for attainment at the end of Key Stage 2. Our 'value-added' scores also demonstrate the excellent progress made by our pupils from their starting point with us.

The best advertisement for our school is the children and their achievements, and we encourage and welcome visits so you can see the school at work and play.

I look forward to meeting and welcoming you in the near future.

Margery Slatter
Headteacher

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www.ewelme.oxon.sch.uk

Ewelme CE (Voluntary Aided) Primary School

Core Values

‘We believe that all members of our school community - staff, pupils, parents and governors - should show:

Care for each other and their school

Courtesy and respect towards all people

Consideration of others in everything that they do

Co-operation in successfully learning and working together

Celebration of the achievements of all

Citizenship which appreciates the different values and cultural differences that make up our world.’

Christian Values

In order to further strengthen the children's understanding and support their spiritual and moral development, the school follows a cycle of Christian Values.

Year 1

Respect; Responsibility; Tolerance; Thoughtfulness; Friendship; Love; Courage; Appreciation; Understanding; Honesty; Cooperation.

Year 2

Quality; Unity; Peace; Happiness; Hope; Patience; Caring; Humility; Simplicity; Trust; Freedom.

School's Mission Statement

To develop happy, caring, confident, enquiring individuals who are excited by learning and well prepared for the future.

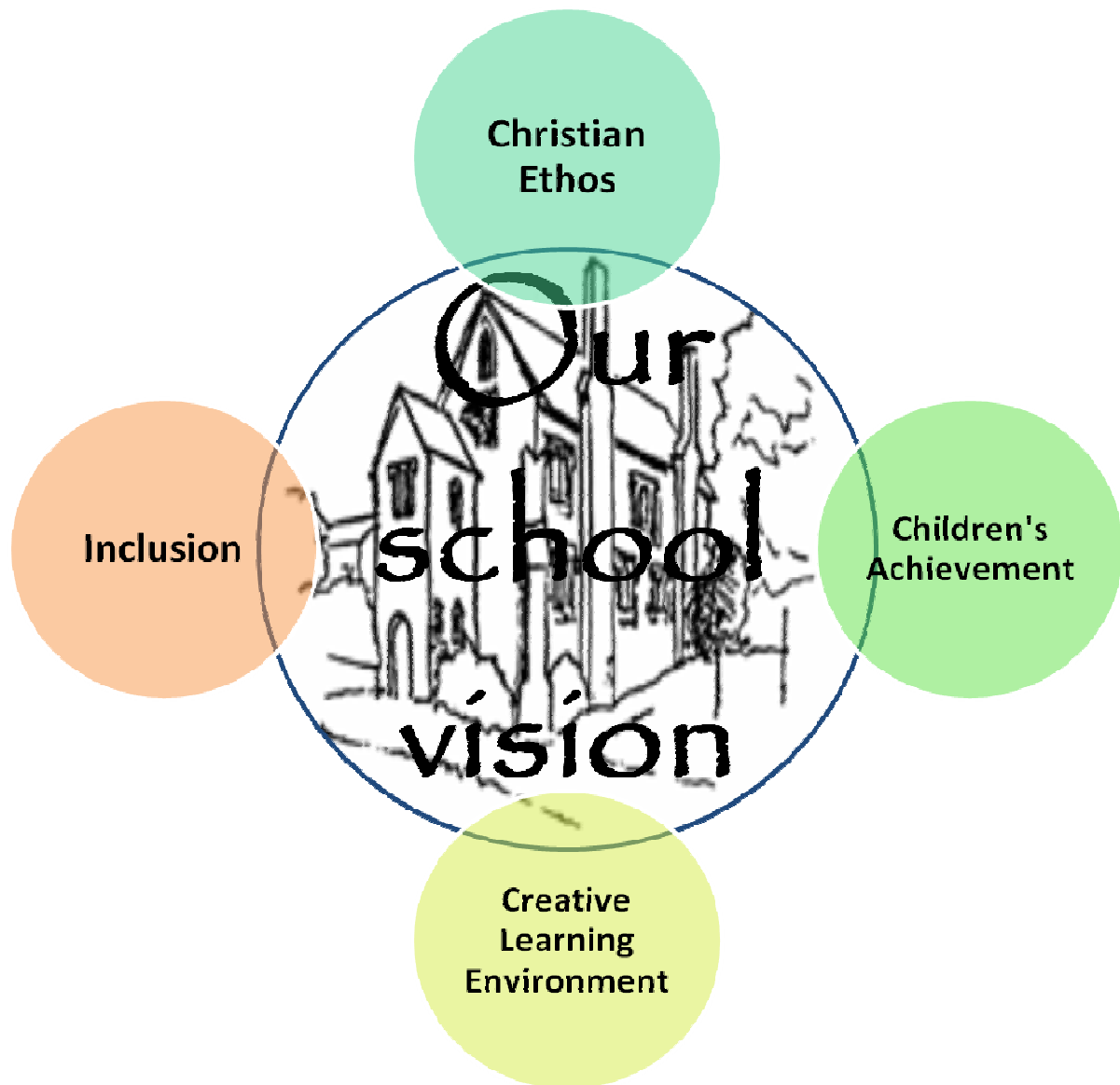
Children's Statement

We are good at caring and learning as we grow up. We always try to think carefully. We are prepared for any challenge thrown at us and good at finding out information about our world.

Our School Vision

At the heart of Ewelme community, our school is a place where children can feel secure, happy and enthusiastic in their personal pursuit of learning. It is a place that nurtures trust and respect for all within a Christian ethos. It is a place where children have ownership of their learning, empowered by adults dedicated to facilitating successful, motivating and fun activity.

Ewelme School expects exemplary behaviour, confidence to take academic risks and enjoyment of learning within an enriched curriculum. Our school strives for high levels of attainment in all learning. Individuals resolve to achieve their best, and all successes are celebrated. Needs, interests and talents are valued and supported at every level. Learning is extended within the local community to provide the tools for a successful future in a dynamic and technological world. Ewelme Primary School blends its historical setting with an inclusive and far reaching curriculum.



Sapere Aude - Dare to be Wise

There are lots of different sorts of children at Ewelme. Everyone is good at something and we all encourage each other to improve on the things we are not so good at.

OFSTED Report

Our last Ofsted inspection, carried out in October 2007, concluded that Ewelme is a good school with many outstanding features. Inspectors also commented that “standards in English, mathematics and science are exceptionally high” and that pupils leave this school “extremely well prepared for secondary school and the world beyond.”

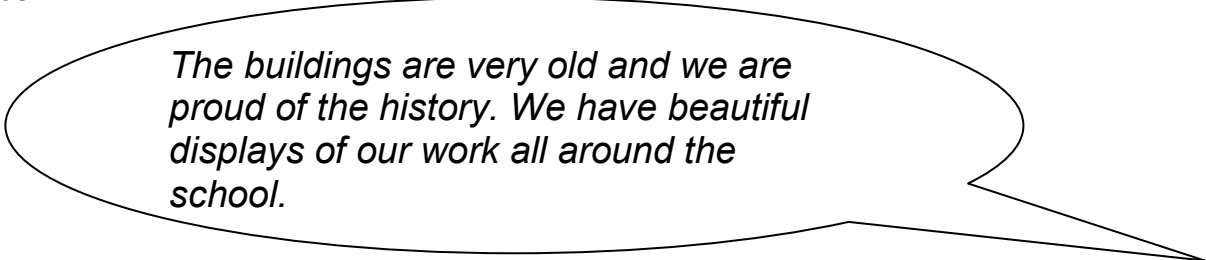
For the full text of the report, please follow the link on the school website at

www.ewelme.oxon.sch.uk

The History of our School and its Buildings

The Duchess of Suffolk, Alice Chaucer (granddaughter of the poet Geoffrey Chaucer) built and founded Ewelme School in 1437 as a place for high quality education.

The school forms part of a complex of medieval buildings, which includes the church and almshouses. This is the oldest functioning maintained school building in the country. Class 4 is taught in the original school building, which also houses the school hall. The school has been adapted and extended to provide a modern workspace for today’s learning needs, including a new building for Class 1, sympathetically added in 1999, courtesy of the Ewelme Trust. Classes 2 and 3 are taught in self contained classrooms. The central courtyard is used by Class 1 for educational play. The school has an enclosed rubber surfaced playground and a sports field with climbing apparatus.



The buildings are very old and we are proud of the history. We have beautiful displays of our work all around the school.

Starting School

It is important that your child settles quickly into a happy and stable environment. During the term before your child is due to start school, they will be invited to spend two sessions in school, helping to familiarise them with others in their class and allowing both parents and child to get to know the teacher and other children at the school. A new parents’ meeting is also held before your child is due to start so that you can ask any questions and gather information.

What a Child Needs, at a glance.....

- Draw string bag (not a rucksack) containing PE kit
- Book bag for reading books
- Packed lunch in a lunch box or bag if attending for a full day
- A coat and wellies

It would help your child to settle in if he/she can.....

- Read/write his/her name
- Count to 10
- Dress and undress by themselves
- Use a hanky
- Go to the toilet independently
- Take turns in games and activities

You can find answers to any questions you may have by.....

- Asking the class teacher
- Asking in the School Office
- Watching out for information on notice boards and in Newsletters and emails
- Asking a Governor

School Organisation

The children at Ewelme range in age from Early Years Foundation Stage to Year 6 (Rising 5 to 11 years old). The school normally accommodates a maximum of 84 pupils. For the academic year 2010/11, we have 81 pupils on roll.

There are 4 classes:

Class 1 – EYFS and Year 1 (24 children) with a Teacher and full time Teaching Assistant/Nursery Nurse

Class 2 – Year 2 (12 children) with a full time Teacher

Class 3 – Year 3 and 4 (24 children) with a Teacher and Teaching Assistant

Class 4 – Year 5 and 6 (24 children) with a Teacher and Teaching Assistant

In Foundation, children normally start school in September but can opt for part time attendance.

Teaching Assistants play a very valuable role within the life of our school. They support the whole class or group teaching, giving extra time to children who need it. This includes the support of children with special educational needs, the more able or boosting the mid-range children.

The children progress seamlessly through 3 learning stages:

Foundation stage ~ EYFS 1

Key Stage 1 ~ Years 1 & 2

Key stage 2 ~ Years 3, 4, 5 & 6

Attendance and Absence

Good attendance is crucial for all children if they are to make the progress we expect. As a minimum we expect all our children to attain 95% attendance across the whole year. A 5% absence represents 2 weeks of missed learning. Children who take holidays during term time are unlikely to achieve this. There is no 'allowance' for holidays during term time – authorisation is entirely at the Headteacher's discretion.

All absence from school must be authorised – you must let the school know by using the absence form if your child is going to be away from school for any reason. Most parents telephone the Office if their child is ill. Otherwise we use a 'first day response' system – when a child is absent and we have had no contact from parents, we will attempt to contact you.

Medical, dental or other health-related appointments should be made for times outside the school day. Where this is impossible, a later morning or later afternoon appointment is preferred so that your child can be registered for the session. Children should be signed in and out of school using the book in the School Office.

We are supported in maintaining and monitoring good attendance by the local authority's Attendance and Engagement Officer.

SATs Information

SATs are the national curriculum assessments at the end of Key Stage 1 and Key Stage 2.

At age seven (KS1), children are assessed in English and Maths and at age eleven (KS2), they are tested and assessed in English and Maths. The tests take place during May and June. They are marked in school by teacher assessment (KS1 and KS2) and sent away for external marking (KS2).

Children develop at different rates, but National Curriculum levels can give you an idea of how your child's progress compares to what is typical for their age. For example, by the end of Key Stage 1, most children will have reached level 2, and by the end of Key Stage 2, most will be at level 4. For more information, see the DirectGov website.

Latest SATs results

Our children regularly achieve above the national average in the SATs tests. These are our latest results:

KS2 English Results

2008: L4+ 100% L5 50%

2009: L4+ 92% L5 58%

2010: L4+ 100% L5 64%

2011: L4+ 100% L5 30%

KS2 Maths Results

2008: L4+ 100% L5 58%

2009: L4+ 92% L5 67%

2010: L4+ 100% L5 36%

2011: L4+ 100% L5 30%

Curriculum

At Ewelme we aim for an engaging, innovative curriculum and link subjects where this will extend learning.

Art

During key stage 1, pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

During key stage 2, pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Design Technology

During key stage 1, pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on

their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They

learn how to design and make safely and could start to use ICT as part of their designing and making.

During key stage 2, pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

Geography

During key stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During key stage 2, pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry

inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

History

During key stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

During key stage 2, pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

ICT

During key stage 1, pupils explore ICT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work. They become familiar with hardware and software.

During key stage 2, pupils use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

Literacy

In English, during key stage 1, pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

In English, during key stage 2, pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

Modern Foreign Languages

Learning a foreign language in primary school provides

a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. The learning of a foreign language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects. The school has Silver Accreditation for Primary Languages.

The Global Curriculum - Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. An international dimension is carefully planned throughout the curriculum.

We have strong and active links to schools in Kampala, Uganda; Buenos Aires, Argentina and Ewelme's twin town, Nolay, in France and hold the International Schools Award.

Music

During key stage 1, pupils 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. They explore and enjoy how sounds and silence can create different moods and effects.

During key stage 2, pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Numeracy

During key stage 1, pupils develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They 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.

During key stage 2, pupils use the number system more confidently. They move from counting reliably to calculating fluently with all four number operations.

They always try to tackle a problem with mental methods before using any other approach. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

PE

During key stage 1, pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

During key stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

RE

Throughout key stage 1, pupils explore Christianity and at least two other principal religions. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of

specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

Science

During key stage 1, pupils observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

During key stage 2, pupils learn about a wider range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

Health Education

The school has Healthy Schools Status. We pride ourselves on a rigorous programme of attention to healthiness. We encourage children to eat fruit and healthy snacks. House group meetings for the whole school often discuss health issues. Many aspects of looking after ourselves are covered in the school's curriculum as well as the programmes of study in the Science National Curriculum Framework. We aim to give pupils a greater understanding of themselves by covering aspects of diet, hygiene and exercise.

Clubs

We pride ourselves on a large and diverse range of extra-curricular activities, such as Finger Spelling, Sewing, Archery, Darts, Chess, Sports, Drama and Film. There are usually 3 or 4 clubs on during the week. Some activities continue all year round while others take place during specific times of the year.

The staff are kind and helpful and most of the time they have a good sense of humour. They are very good at teaching and help us whenever we have problems.

Secondary Transfer

At the end of Year 6, pupils transfer to a variety of secondary schools. The local authority now deals with all admissions to maintained schools and makes information available about the process to parents, via the school, early in the Autumn. It is the parents' responsibility to ensure that the registration is made by the published deadline.

Partnership Links

Our school is part of the Watlington partnership, comprising 5 primary schools and the secondary school, Icknield. The Partnership helps to ensure the sharing of good practice and expertise in learning and teaching methods. Additionally, the partnership organises various joint activities and initiatives such as music festivals, sports days and writing workshops.

Homework

From the earliest days at school, children will be set homework. To begin with it will consist of daily reading and weekly phonics; then spelling; and later, Maths and English work each week.

Visits and Visitors

Children gain a lot from making educational visits and we plan a variety of these throughout the year according to topics being studied and the age of the children. Years 5 and 6 have the opportunity to go on a residential visit each year.

We encourage a range of visiting artists, poets, authors, sports specialists and members of local groups to come to school and talk about their experiences.

We are always delighted to welcome parents, grandparents and friends of the school to come and help. If you are interested in this, please talk to a member of staff.

In order to ensure the safety and well being of all children, we are now legally required to carry out criminal record checks on the background of all volunteer helpers.

FOES (The PTA)

FOES are actually the **F**riends of Ewelme School! They are extremely supportive of the school, preparing many events either as fundraisers or just for social benefit. FOES organises and delivers events such as Sunday Teas during the spring and summer months, Christmas Bazaars, Operas, Auctions, BBQs and School Discos.

Governors

As a governing body, we are very proud indeed of what has been achieved at Ewelme School in recent years. We are well aware that a school is a dynamic place, constantly needing to respond and develop according to changing pupil needs and the local and national agenda. As the governing body, school improvement is our key responsibility and is at the forefront of all that we do.

What we do

Working closely with our Headteacher and staff, we are involved in a variety of duties. We agree and monitor the strategic aims of the school and help to formulate and review the school development plan. We also shape long-term policy. We agree the budget and oversee its use, are responsible for choosing the senior staff and dealing with a wide range of personnel issues. In addition, we look after the buildings.

We are also responsible for agreeing and maintaining a framework of policies and procedures within which the school operates. As governors of a church school, we take very seriously our responsibility to protect the ethos of the school, and work hard to regularly review the views of our key stakeholders. However, while the collective governing body sets the overall policy, the day-to-day management of the school is the responsibility of the Headteacher and the staff.

How we are structured

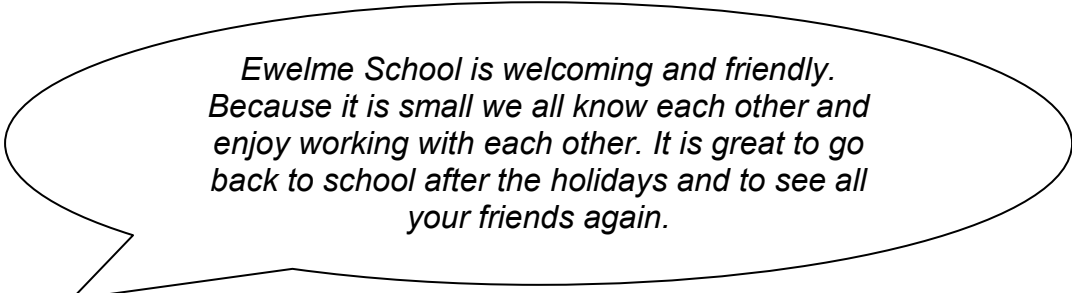
The governing body at Ewelme is made up of 10 governors representing the community served by our school. These include the church, members of staff, the LEA and the parents. The Headteacher is also a member. (Further details of the governors and the offices we hold can be found below).

As a full governing body, we meet once a term (6x per year). However the day-to-day work is carried out in smaller committees each with specific areas of responsibility. These are Curriculum, Resources and Premises. These committees meet more regularly and report back to the governing body.

Governors can be contacted through the school office.

Governing Body

Mrs Margery Slatter	Staff (Headteacher)
Mr Paul Stillaway	Parent Governor
Miss Nina Talbot	Staff
Mr Martin Spence	PCC, Foundation
Mr Ken Ritchie	LA
Mrs Mary Taylor-Lane	Trust, Foundation (Chair)
Mrs Sarah Fenn	Diocese, Foundation
Mr Alex Nichols	Trust, Foundation
Ms Sara Malek	Sponsor
Rev Jonathan Meyer	Ex Officio, Foundation
Mrs Sue Vaughan	LA
Ms Lesley McKie	Diocese, Foundation



Ewelme School is welcoming and friendly. Because it is small we all know each other and enjoy working with each other. It is great to go back to school after the holidays and to see all your friends again.

An Inclusive School

Ewelme is an inclusive community where equal opportunities are promoted. The school has well developed policies in respect of Race, Gender and Disability Equality; Attendance; Behaviour; Looked After Children. These are all available in the school office.

All pupils have the right to an enriched, creative curriculum, in order to achieve their full potential academically, socially and spiritually during their time at Ewelme School. We aim to provide rich educational opportunities at every level. We pay special attention to thinking skills and the enthusiasm for life-long learning

More Able Pupils

Ewelme School is aware of the needs of all its pupils and this includes those of higher ability than the rest of their peer group. We are committed to providing a curriculum that helps to develop these gifts and talents, intellectually and socially, enabling children to attain their potential levels of achievement. We follow a whole school policy and timetable which focuses on and harnesses the potential of more able students.

Pupils with Special Educational Needs

We recognise that every child has individual educational needs. Every teacher is a teacher of Special Needs. All children are assessed regularly to ensure that they are making expected progress in their learning. Where a concern is raised, teachers will talk with parents and our Special Needs Coordinator in order to plan the most appropriate way forward for a child. This might include extra support or a programme of planned intervention delivered during school time in the classroom. Occasionally, the help of local authority specialists may be sought in order to supplement the school's provision. A child may be placed on the Special Needs Register and have an agreed plan of targets to meet, called an Individual Education Plan, which is designed especially for them. Once support has been effective, a child may no longer need to remain on the register. Teaching Assistants often help with extra provision by working across the school to focus support directly on those children who need it. Further information about Special Needs and the policies that refer to this are accessible in the school office.

School Communication

The school stays in touch with its community and parents in many ways. The most prominent way is by newsletter and class letter whenever necessary. Our website and email systems are a more efficient and speedy way of relaying information. Parents submit their email as a further way of receiving communication. The front page of the website is the first place any urgent information is posted. The website notices are up-dated in real time in the school office.

The school undertakes surveys of the children and parents whenever appropriate and makes use of the results to improve and develop various aspects of school life.

The teachers make themselves available to parents everyday by being available on the playground as their class leaves. Appointments to meet with class teachers or the Headteacher can be made through the office at any time.

Formal reports are provided once a year in April. There are 2 formal opportunities to meet with your child's teacher during the year, and information sessions and assemblies open to all parents on a regular basis.

Staff

Headteacher	Office Staff	Teaching Staff Class / Year	
Margery Slatter (part time teaching)	Sandra Denton Jenny Priscott	Sue Armstrong Class 1 - FS/Year 1 Mary Holliday Class 2 - Year 2 Janet Hill Class 3 - Years 3/4 Nina Talbot Class 4 - Years 5/6	
Specialist staff	Teaching Assistants	Midday Supervisor	Fire Officer
Deirdre Bryson (P.E. specialist)	Julie Bowden (NNEB) Helen Howgego Janet Hickmore Sarah Lowman	Marjorie Luker Sylvia Gammon	Andrew Walker
SENCo	Child Protection Officer	Chair of Governors	Chair of FOES
Mary Holliday	Margery Slatter	Mary Taylor Lane	Danny Moore

Pupil Responsibilities
School Council: Y1 Rep/ Y2 Rep/Henry/Elizabeth/Jack/Secretary (to be appointed from Y6)
Sports Captains: Megan/ Vacancy
Eco Council/Fair Trade: Hannah /Oliver/Amy/Annabella/Y2 Rep/Y4 Rep

The Eco-council helps to raise awareness about environmental issues and works on the school's travel plan and energy saving projects. We try to help make the school aware of global warming and promote reducing, reusing and recycling. We also aim to make sure that the school is always aware of fair trade issues. We always ask children to eat fair trade fruit at playtimes to help the producers make more money. The school has a healthy snacks policy, so eating fruit is good. Foundation and Year 1 children get free fruit every day.

We have a church service every Tuesday with the Chaplin. On Friday afternoon we have an assembly where the whole school hears about children's achievements and house points are announced and we all clap each other. Parents can come to this assembly each week. We have six houses; Roet, Gaunt, Chaucer, Montagu, De La Pole and Burghersh. The House Groups meet frequently to discuss projects and themes for the school.

School Uniform

Please ensure that all school uniform is clearly marked. You can only order uniform marked with an * online from the school's suppliers (please see the school website for details, or ask at the office for information). Other items are available from the suppliers, or can be purchased on the high street.

PE kit should be kept in school at all times along with wellington boots for use on the (often wet) field.

All children require a *school book bag in FS and Years 1, 2, 3 and 4.

Uniform	In warm weather..	PE and Swimming
Wellington Boots for the field.	Wellington Boots for the field.	* Pale blue Ewelme School T-shirt or polo shirt
Grey skirt or pinafore dress	Blue and white checked or striped dress, or grey skirt/pinafore dress	Navy blue shorts
Grey school trousers	Grey trousers or shorts	Trainers (non-marking soles)
White polo shirt	White polo shirt	Navy/royal blue jogging trousers without logos or decoration.
* Ewelme School sweatshirt, cardigan or fleece	* Ewelme School sweatshirt or cardigan	Navy or royal blue PE sweatshirt or jumper (school logo or none)
Socks in white, navy, grey or black	Socks in white, navy, grey or black	Socks for wearing with trainers
Black/blue sensible shoes	Blue/black sensible shoes or sandals	Roomy draw string kit bag
A warm waterproof coat with hood (any colour).	*Ewelme School cap or hat (sun protection) A waterproof coat with hood.	Swimming: Sensible one piece swimming costume or 'Speedo-style' close fitting trunks, swimming hat and towel in a separate, roomy drawstring bag. Goggles may only be worn once a request letter, stating the medical reason for need , has been received by the school.

- A small amount of second hand uniform may be available. Please ask the school secretary for details.
- For safety, earrings and watches are not allowed to be worn during PE.
- Shoulder length hair (girls and boys) should be tied back at all times with sober coloured hair ties.

Policy for Admissions for children entering in 2011 / 2012

Admission to Ewelme C.E. (VA) Primary school for the academic year 2011 / 2012 is made in accordance with the co-ordinated admissions scheme for Oxfordshire. It is intended that the Admissions policy should comply with all relevant legislation. Ewelme School will conform to the timetable set out in the co-ordinated scheme for admissions both for the admission process and the dates for each stage. Parents who wish to enroll their children at Ewelme School are welcome to visit the school by appointment to look around and to complete and return the application form together with the Supplementary Information sheet (attached). Completion of the Supplementary Information Sheet is particularly important if you are applying under criteria 4 and 5. Parents may also apply online through the Local Authority admissions system.

Decisions on which children are to be offered a place will be made by the Admissions Committee of the school and are based on the School Admissions Code 2009. Offers of places will be made, on behalf of the Governors, by the Local Authority.

In Year applications and late applications for places at Ewelme C.E (A) Primary School must be made through the Local Authority.

The Governors will accord with the Local Authority's revised 2010/11 In Year Admissions Scheme for Oxfordshire.

Children are offered a full-time place at Ewelme School in the September preceding their fifth birthday.

Parents of 'Autumn born' children (i.e. children born between 1 September and 31 December) have the right to defer a place until the next following January provided they do so in writing to the school. Parents of 'Spring born' children (i.e. children with birthdays between 1 January and 31 March) have the right to defer a place until April provided they do so in writing to the school.

Parents of 'Summer born' children (i.e. children with birthdays between 1 April and 31 August) may not defer their child's place. They may however decide not to start their child at school until the September following the child's fifth birthday but in these circumstances they must reapply for a year 1 place if there is one available.

All pupils are invited to attend three half-day sessions at school during the term before they are due to start. For the year 2011 / 2012 we will be admitting twelve children (12) into the Foundation Stage year group.

Children with a statement of special educational need, naming Ewelme School will always be admitted to the school.

In the event of there being a greater demand for admission than there are available places, the Admissions panel of the Governing body will award places in accordance with the following criteria;

1). Looked after Children.

2). A child who lives (*1) within the boundaries of Ewelme [The boundaries of Ewelme were defined by the Governors in February 2007 and are available for inspection in the school office, a copy may also be obtained by post on request].

In the event of over-subscription in this category, places will be allocated to those living nearest to the school. This is calculated by reference to the nearest designated public route as defined on the Directorate for Children, Young People & Families' Geographic Information system.

3). A child who will have siblings (*2) attending the School at the time that he/she actually starts school – preference being given to those children whose brothers and sisters already at school are closest to them in age.

In the event of over-subscription in this category, places will be allocated to those living nearest to the school. This is calculated by reference to the nearest designated public route as defined on the Directorate for Children, Young People and Families' Geographic Information system. (i.e Children are ranked according to the difference in age between them and their sibling and then distance used as a tie breaker.)

4) A child who lives in the parishes of Brightwell Baldwin or Cuxham with Easington and whose parent (*3) is an active member of the Church or any other Christian Church which is a member of Churches Together in Britain and wishes them to receive a Church of England education. 'Active' is defined as having attended Church on a regular basis (at least once a month) in the twelve months prior to the date of this application. Your application must be supported by a completed Supplementary Information sheet (available from school) and signed, as indicated, by the Rector or his deputy.

In the event of over-subscription in this category, places will be allocated to those living nearest to the school. This is calculated by reference to the nearest designated public route as defined on the Directorate for Children, Young People and Families' Geographic Information system.

5). A child who lives outside the parishes united with Ewelme and whose parent (*3) is an active member of the Church or any other Christian Church which is a member of Churches Together in Britain and wishes them to receive a Church of England education. . 'Active' is defined as having attended Church on a regular basis (at least once a month) in the twelve months prior to the date of this application. Your application must be supported by a completed Supplementary Information sheet (available from school) and signed, as indicated, by the local clergyman.

In the event of over-subscription in this category, places will be allocated to those living nearest to the school. This is calculated by reference to the nearest designated public route as defined on the Directorate for Children, Young People and Families' Geographic Information system.

6) A child who is attending the Ewelme village pre-school.

In the event of over-subscription in this category, places will be allocated to those living nearest to the school. This is calculated by reference to the nearest designated public route as defined on the Directorate for Children, Young People and Families' Geographic Information system.

7). Any other child.

In the event of over-subscription in this category, places will be allocated to those living nearest to the school. This is calculated by reference to the nearest designated public route as defined on the Directorate for Children, Young People and Families' Geographic Information system.

Multiple Births.

Where fewer places can be offered at Ewelme C.E. (A) Primary School than there are children from multiple births living at a single address, the places will be randomly allocated.

In Year and Late Applications

In year applications and late applications for places at Ewelme C.E (A) Primary School must be made through the Local Authority. Such applications will be considered in accordance with the admissions policy and parents will be informed in writing whether their application has been successful or not.

As we are often oversubscribed, some children will not be offered a place at Ewelme School.

For the academic year 2010 / 2011, the following places were offered and refused. These statistics reflect a trend over the last five years:

	Offered	Refused
Children living in Ewelme	4	0
Children with Siblings	6	0
Attends Church in Benefice	1	0
Regular Church attender	1	4
Attends Ewelme Pre-School	0	6
Any other child	0	37
Total	12	47

Total applications received for 2010 / 2011 was 59.
1st preference 26 (12 offered 14 refused).

There are established procedures for non-admission. If your child is not offered a place you have the right to appeal against this decision. In the first instance the appeal should be made in writing to the Chair of Governors:

Mrs Mary Taylor-Lane
7 Chaucer Court
Ewelme
Oxfordshire
OX10 6HW

It should be noted that in the event of an unsuccessful appeal against non-admission to school, you may not make a further appeal for your child to join in the same academic year (1 September – 31 August) unless there is a significant change in the circumstances surrounding the case. You may appeal for your child to join in subsequent years.

The school maintains a continued interest list. If you are unsuccessful at appeal and wish your child to be placed on the continued interest list, you should advise the school in writing. The order of priority on the continued interest list is the same as the list of criteria for over-subscription. No account is taken of length of time on the continued interest list. Parents need to renew their continuing interest each academic year.

If parents wish to discuss further their right of appeal, they should write to the Admissions and Appeals Officer, Oxford Diocesan Board of Education, Church House, North Hinksey Oxford OX2 0NB.

Notes

The Governors reserve the right to check the validity of any information supplied in support of an application for a place.

*1 by 'lives' we mean the permanent address of the child at the time you make your application. If you are moving into the catchment area, we will ask for evidence of your move before considering the application. The school reserves the right to check the validity of any address given

*2 Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent / carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling. Where applications are made for children of identical age (i.e. multiple births), priority order will be established by reference to the alphabetical listing of the children's first name (where 'a' is higher priority than 'z'.)

*3 A parent is any person who has parental responsibility for or is the legal guardian of the child. Where admission arrangements refer to 'parents attendance at church' it is sufficient for just one parent to attend. 'Family members' include only parents, as defined above, and siblings.

Further information may be obtained from:

The School Secretary.
Ewelme CE (VA) Primary School
Burrows Hill
Ewelme
Oxfordshire
OX10 6HU

01491 839240
Email: office.3752@ewelme.oxon.sch.uk

Application Form and Supplementary Information Form – please enquire via School Secretary or see Oxfordshire County Council Website (Admissions)