

Prospectus for Parents

2006 - 2007

Queen Eleanor Primary School
Galley Hill
Stony Stratford
Milton Keynes
MK11 1PA



Chair of Governors:
Brin Carstens

Headteacher:
Brian Kite

Aims of our School

- To ensure we meet the needs of each child and help them to develop to the full extent of his/ her potential
- To ensure each child
 - Is literate
 - Is numerate
 - has a knowledge of science
 - has knowledge of their place in the world and their origins
 - has a knowledge and appreciation of art
 - has a knowledge and appreciation of music and drama
 - has an appropriate range of behaviour patterns
 - appreciates the value of a healthy body
- To value each child and foster mutual care
- To engender respect for all people
- To ensure our school is, a safe and happy place to work and learn
- To ensure there is equality of opportunity for all



VALUING CHILDREN ACHIEVING RESULTS

GENERAL INFORMATION

Queen Eleanor Primary School opened in September 2001 to cater for children aged 3+ to 11+. The school serves families living in the North West of Milton Keynes. Specifically our area includes the Fullers Slade and Galley Hill estates and that part of Stony Stratford south east of a line from the junction of Calverton Road and Augustus Road across London Road to the Loop Road and including the Limes, Coronation Road and Hale Avenue.

Parents of children living out of the area, who may wish their children to join us, should contact us to make arrangements to visit the school. Full details of the procedures are given in the Information Booklet issued by the Education Authority; these are available from the school office.

ADMISSION TO NURSERY



We have a 39 place nursery at the school that caters for children from 3+ years. The nursery is organised as an integral part of the school so that the transition into full-time education is smooth and stress free. Details of applications for admission to the nursery are available from the school office. Places are allocated according to the following criteria, in order of priority.

1. Children for whom the nursery class is the first preference
2. Children with Special Education Needs identified in a statement of special education needs or special education needs assessment
3. Children with exceptional medical or social needs, supported by written evidence, from a doctor, social worker, education welfare officer or other appropriate person
4. Children living in the area normally served by the school.
5. In the event of under-subscription, remaining places will be allocated to children living nearest to the school measured by the nearest available route (walking or roadway). This is measured from the front door of the child's home to the nearest gate of the school.

Staff visit the child and parents at home in the days immediately before the start of term. There is a staggered start over the first two weeks of the term so that the staff have time to spend with the new children and their parents.

Parents are expected to stay with their children until they are confident enough to be left with the staff. This can vary from child to child, and parents should not feel anxious if they have to stay for a few sessions. Some children take longer to settle than others. Children in the Nursery Department have a 2¹/₂ hour session in the morning.

VALUING CHILDREN ACHIEVING RESULTS

Those children who are four during the school year ie born between **1st September 2003** and **31st August 2004** will be admitted to Nursery in **September 2007**. Children who are three during the school year ie born between **1st September 2004** and **31st August 2005** may be admitted during the year on a 'top up' basis.

ADMISSION TO FULL TIME SCHOOL

Milton Keynes Council has a policy of one point of entry. This means all children who are four during the school year ie born between **1st September 2001** and **31st August 2002** will be admitted to school in **September 2007**.

The admission number for the year **2007** is **45** at 5 years. At the present time the number on roll is 170. In the event of the school being oversubscribed, after reserving places for the children living in the area served by the school, priority will be given to children with brothers and sisters already attending the school. After that Governors will consider each case on its merits.

GENERAL FACILITIES



The school is set in large and attractive grounds.

Outside, the facilities include a large tarmac playground and extensive fields and shrub areas. One of the fields is to be redeveloped as an extensive environmental area.

The Foundation Stage, that is, Nursery and Reception Classes, have their own separate enclosed area with a covered, tarmac playground, ideal for large play equipment, and a grassed area. This space also includes a memorial garden.



Queen Eleanor Primary School is a member of the Radcliffe Community of Schools. We work closely with the Radcliffe School and neighbouring Primary Schools to ensure consistency and continuity of the National Curriculum.

We are an open, friendly school and value the partnership which exists between children, parents and staff. Please talk to us about any matter, large or small, at any time. We welcome parents in school, to help in the classroom, library or with after-school clubs.

VALUING CHILDREN ACHIEVING RESULTS

TIMES OF THE SCHOOL DAY

A breakfast club is available from 08.00. This provides children with toast and cereal.

Gates and doors open at	08.35
School starts at	08.45
Lunch time (Reception only)	12.00 to 1.15
Lunch time	12.15 to 1.15
School closes	3.00

It is strongly recommended that parents of Foundation Stage and Key Stage 1 children should collect their children at the end of the day, or inform the school if such arrangements cannot be made. The school should be notified of any changes in such arrangements as soon as possible.

Children should not bring toys into school as they may be lost or broken. This inevitably leads to upsets. The exception to this is items for playground play i.e. balls, skipping ropes etc.

Children should not bring mobile phones into school.

TEACHING ARRANGEMENTS

Our children are taught in classes according to their year group.

In most classes there are around 20 children - much smaller than found in similar schools. Class teachers have additional support from teaching assistants to ensure that children get the maximum individual attention. The Nursery, staffed by fully qualified personnel, caters for 39 children in one daily session. Teachers use a balance of teaching methods, including 'whole-class' teaching, group and individual work.

YOUR CHILD'S LEARNING

Our curriculum aims to offer all our children high-quality learning experiences that are balanced, challenging and enjoyable. Our teaching is carefully planned to ensure that we cover all subjects of the National Curriculum and take account of the full range of our children's abilities.



VALUING CHILDREN ACHIEVING RESULTS

FOUNDATION STAGE

The Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills such as listening, speaking, concentrating, persistence and learning to work and co-operate with others.

The six areas of learning that make up the Foundation Stage curriculum are:

- ☺ Personal and social development
- ☺ Communication, language and literacy
- ☺ Mathematical development
- ☺ Knowledge and understanding of the world
- ☺ Physical development
- ☺ Creative development



KEY STAGE 1 (ages 5 to 6); KEY STAGE 2 (ages 7 to 11)

The core curriculum at Key Stages 1 and 2 comprises:

- ☺ English
- ☺ Mathematics
- ☺ Science
- ☺ Information Communication Technology (ICT)

Children study the following foundation subjects:

- ☺ Art and Design
- ☺ Design Technology (DT)
- ☺ History
- ☺ Geography
- ☺ Music
- ☺ Physical Education



Children are also taught Personal, Social, Health and Citizenship Education.

RELIGIOUS EDUCATION AND DAILY ACT OF WORSHIP

All children take part in Religious Education unless their parent specifically requests that children be excluded from lessons. This can only be in consultation with the Headteacher and parents should make arrangements for their children to be supervised during these lessons.

VALUING CHILDREN ACHIEVING RESULTS

TEACHING METHODS



We use a wide variety of teaching methods according to the needs of the children and the nature of the activity. They include whole class, small group and individual teaching. Children will usually be grouped according to ability and experience. The groups may be different for each subject and will be continually assessed.

INDIVIDUAL TARGETS

From the earliest stages of education we will set individual targets each year for all children and carefully monitor their progress to ensure continuity and smooth progression. These are prepared in close liaison with the teachers in your child's previous and current year group and are discussed at the first parents' meeting of the school year.

SPECIAL EDUCATIONAL NEEDS

Children's progress is constantly monitored and assessed and careful records are kept. Occasionally we find that a child does not make the progress we expect. In this case parents are consulted and appropriate steps are taken to support the child.

Specialists may be called upon for extra support. After further consultation with parents the Local Authority (LA) may have to make a statutory assessment based on specialist advice. The LEA may then draw up a Statement of Special Educational Needs. This describes all of the child's needs and all the special help that should be provided. Parents will always be consulted and kept fully informed at every stage once we have identified that their child could benefit from some extra help. This could be for educational, personal or social needs.

Our assessment procedures will identify children of very high academic ability and work will be planned to meet the learning requirements of these children.

The school has full disabled access.

HEALTH EDUCATION (including SEX EDUCATION) and CITIZENSHIP

Personal, Social and Health Education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Specific sex education is part of our curriculum as appropriate in all year groups. Issues related to the use of drugs, including tobacco and alcohol, are discussed in all our year groups.

VALUING CHILDREN ACHIEVING RESULTS

SPORT



Swimming for children in Years 4 and 5 takes place in the indoor pool within our school campus.

We have regular coaching sessions led by MK Dons Football Club and Northampton Saints Rugby Football Club. We also have links with the National Badminton Centre and MK Lightning Ice Hockey Team.

We join in the local schools' badminton, cross country, rugby, rounders and athletics matches.

EXCELLENCE CLUSTER

As a member of the Milton Keynes Excellence Cluster the school is able to devote time and attention to specific groups of children. We have appointed a Gifted and Talented Co-ordinator who ensures children receive appropriate provision to enable them to develop their special skills. We also benefit from Learning Mentors who are responsible for settling children new to our school and also encouraging good attendance.



VALUING CHILDREN ACHIEVING RESULTS

CONTACTS

QUEEN ELEANOR PRIMARY SCHOOL

Galley Hill, Stony Stratford, Milton Keynes, MK11 1PA

Headteacher: Mr Brian Kite

Deputy Head: Ms. E Lockhart

Tel: 01908 562955

Fax: 01908 569889

E-mail: Queen.Eleanor.School @milton-keynes.gov.uk

Website: www.qeps.org.uk

GOVERNING BODY

Brin Carstens	(Chair) (MKC)
Cathy Carmichael	(vice chair) (MKC)
Brian Kite	(Headteacher)
Liz Lockhart	(teaching staff)
Marion Corbetta	(non teaching staff)
Sam Brewer	(Community Governor)
Matthew Hodgson	(parent)
Valerie McKoy	(parent)
Amanda Pecqueur	(parent)
Vicky Wiginton	(Community Governor)
Emmeline Willis	(parent)

Queen Eleanor Primary School is part of Milton Keynes Council's Education Service and is a member of the Radcliffe Community of Schools

Strategic Director - Learning and Development:

Vanessa Gwynn

Milton Keynes Council, Saxon Court, 502 Avebury Boulevard, MK9 311S

Tel: 01908 253254

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If you would like any further information about Queen Eleanor Primary School or would like to arrange a visit, please contact the Headteacher.

While the information in this booklet is correct at the time of printing (September 2005), staffing and financial policies could alter and affect the curriculum provided at the school.

VALUING CHILDREN ACHIEVING RESULTS

ADDITIONAL INFORMATION

The following information will be given to parents on registration or is available on request.

Daily routines

Breakfast Club

Lunchtime arrangements

Homework and Home Learning

Documents available in school

Health and Safety

Complaints Procedure

Charging and Remissions Policy

Illness and accidents at school

Behaviour Policy

Medicines

Child Protection

School Milk

Clothing including Uniform and Jewellery

VALUING CHILDREN ACHIEVING RESULTS

ATTENDANCE AND ABSENCE

It is the right of all children to attend school regularly and punctually and the duty of parents to ensure that this takes place. Parents of children who are absent are expected to notify the school on the first day of absence. Reasons for absence will be recorded in the register. In order to discourage casual absence the school will contact parents of children absent without notification, during the morning of the first absence. Please help us by phoning us before we phone you!

In cases of repeated absence, or those cases which cause concern, the Headteacher will contact the Education Welfare Officer.

Children who are leaving school during the day must be signed out in the school office. A note is necessary if a child needs to be excused from PE or swimming for any medical reason.

In the school year 2005 / 2006 to 26th May 2006 there were:

Full Time Children on Roll	139	
Total Possible attendances	38800	
Number of authorised absences	2011	5.2%
Number of Unauthorised absences	562	1.4%

Holiday Dates for 2006 / 2007

	Open on the morning of:	Close at the end of afternoon school on:
AUTUMN TERM	Monday 6 th September	Friday 20 th October
	Tuesday 31 st October	Thursday 21 st December
SPRING TERM	Monday 8 th January	Friday 9 th February
	Monday 19 th February	Friday 30 th March
SUMMER TERM	Monday 16 th April	Thursday 24 th May
	Tuesday 5 th June	Friday 20 th July

In addition school will be closed on Monday 7th May for the Bank Holiday.

VALUING CHILDREN ACHIEVING RESULTS

SAT RESULTS

KEY STAGE 1 2006

KEY STAGE 1 SCHOOL RESULTS 2006

These tables show the percentage of eligible children at the end of key stage 1 achieving each level in the school in 2006.

The number of eligible children is: 18

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening*		9	82				9		
Reading	14	5		27	14	14	14		
Writing	14	9		41	5	23	5		
Mathematics	9	5		27	27	5	18		
Science*	5	9	64				14		

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

Results for speaking and listening and science are based on teacher assessment only

KEY STAGE 1 NATIONAL RESULTS 2005

This table shows the percentage of eligible children achieving each level at the end of key stage 1 in 2005.

RESULTS OF TEACHER ASSESSMENT 2005									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening	2	10	65				23	0	0
Reading	3	11		13	23	23	27	0	0
Writing	5	12		21	26	20	15	0	0
Mathematics	2	7		17	24	27	23	0	0
Science	2	8	65				25		0

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

VALUING CHILDREN ACHIEVING RESULTS

KEY STAGE 2 2006

KEY STAGE 2 SCHOOL RESULTS 2006

These tables show the percentage of pupils at the end of key stage 2 achieving each level in the school in 2006.

The number of pupils at the end of key stage 2: 17

Figures may not total 100 per cent because of rounding.

TEST RESULTS						
	Percentage at each level					
	Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	17	29	47	6		
Reading	23	12	56	13		
Writing	11	47	40	0		
Mathematics	17	23	53	12		
Science	0	23	53	29		

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

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them.

KEY STAGE 2 NATIONAL RESULTS 2006

These tables show the percentage of year 6 pupils achieving each level nationally in 2005.

Figures may not total 100 per cent because of rounding.

TEST RESULTS						
	Percentage at each level					
	Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	6	14	52	27	0	1
Reading	7	7	42	43	0	1
Writing	7	29	48	15	0	1
Mathematics	6	18	44	31	0	1
Science	3	10	40	47	0	1