

**WELCOME TO**

**HEADINGTON QUARRY  
FOUNDATION STAGE SCHOOL**

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## **WELCOME TO HEADINGTON QUARRY FOUNDATION STAGE SCHOOL**

Dear Parents and Families

We welcome you and your family to our school and hope that your child will have a happy time here. Children's earliest experiences of learning lay the foundations not only for later learning in school but also for their self-confidence and belief in themselves as learners for their whole lives.

We believe that parents are the first and most important educators of their children, and we look forward to a close and successful partnership with you during the coming terms.

This prospectus gives information about the school, its aims and curriculum. If there is anything else you would like to know, please do not hesitate to ask, we will be happy to help.

Lesley Carrington  
Headteacher

## **HEADINGTON QUARRY FOUNDATION STAGE SCHOOL**

Headington Quarry Foundation Stage School is an Oxfordshire County Council maintained Nursery School, which also houses St. Andrew's Church of England Primary School Reception Class.

We offer education places of 15 hours over 5 days per week, term time only for 40 morning and 40 afternoon children. This free place may be added to by paid wraparound daycare from 8.00-6.00 each day and during the school holidays.

We are part of The Slade and Headington Children's Centre and as such can signpost parents for support and advice as required. We run regular classes and groups in our community room to which all parents are invited.

The school accepts children aged 3-5 years, admitting children in the term after their third birthday.

If you would like your child to attend Headington Quarry Foundation Stage School, you should register his/her name on the Admission Waiting List as soon as possible after he/she is two years old by contacting the school office.

We follow the Local Authority advised Nursery admissions' policy which is available for reading on the school website or paper copy from the school office. We prioritise local children and those with special educational needs, social needs and other Local Authority agreed criteria. Children and families at Headington Quarry School are from a very wide range of social, cultural, economic, linguistic and racial backgrounds. The children include those who may have special educational needs. We respect and value this diversity and much of our curriculum springs from this richness. We believe that all children should grow up together learning to enjoy and accept other people's differences.

You will need to apply separately for a Primary School place in the academic year in which your child turns 4 years old, in order for your child to begin Primary school (F1/ Reception Class) in the academic year in which they turn 5 year. Each parent will need to collect the admissions booklet from their local Primary school by October in the year of application.

## HISTORY OF THE SCHOOL

Headington Nursery School was originally in Beech Road in Headington and moved to the William Kimber site in 1958. In July 2003 we were fortunate to be able to move into Headington Quarry C of E school site here in Quarry School Place. This school was built in 1864 for primary aged children and quickly became a central part of Quarry area life. However pupil numbers fell and when the school was closed in 2003 it became an ideal opportunity for Headington Nursery School to be relocated. It is a beautiful light and airy building which successfully manages to accommodate young children.

## SCHOOL ORGANISATION

We have places for 40 children in the morning session and 40 different children in the afternoon session.

We aim to give children at least three terms here before they go to Primary school – this gives children a good opportunity to make relationships with adults and children, to become established members of the school community and to have plenty of time to build on their learning.

## SESSION TIMES

**Morning session** 9.10 a.m. - 11.40 a.m.

Children's lunch time 11.40 a.m- 1.00 p.m

**Afternoon session** 1.00 p.m. - 3.30 p.m.

If you are unavoidably held up and cannot arrive in time, please telephone to let us know so we can warn your child and avoid distress.

If you are late arriving to school for either session we will ask you to wait until the group time has finished as this would disrupt the group-teaching time.

## **Daycare/wrap-around**

Our daycare is open from 8.a.m until 6.00p.m and information about costs are available from the school office. We also run holiday day-care during the school holidays, apart from 2 weeks in the summer and we survey parents about the Christmas and New Year period.

## THE SCHOOL DAY

When children start school they join a group of children with a Key Person, either an early- years trained teacher or nursery nurse. The children remain with the same Key Person during their time in the Nursery to support their emotional security and to help staff get to know families better.

At the beginning of each session the children join their Key Person for registration and a short group-time session. The key person then explains the activities available for that day and talks to the children about what they could do .

There is always a variety of activities on offer to cover all six areas of the Early Years Foundation Stage Curriculum. The large outdoor area is as important a classroom as the inside area, and children are encouraged to try activities from all areas of the curriculum outside as well as in and the children have access to indoor and outdoor activities most of the time .

Towards the end of the session, children help to tidy up and then rejoin their Key Group for story, singing, music or discussion.

We follow Oxfordshire school term dates and have 5 In-service training days for staff (INSET days) during the year. These are determined on an annual basis and you will receive prior notice of term dates.

## DAY CARE & WRAP-AROUND

We are pleased to be able to offer extended times which families can pay for, to give their child extra time in school. HQFSS Daycare offers a caring, happy , stimulating and well equipped childcare facility, led by dedicated and qualified staff .The extended services include lunchtime, before and after school care, and an additional session (for instance if your child has a morning school place, the afternoon session). Our intention is to make these additional hours as flexible as possible for parents. We operate a weekly booking system and payment must be made at the time of booking on the preceding Thursday. Daycare is also available during the school holidays.

A table of charges for these additional times is available from the office along with details of how working parents can apply for some of their childcare costs with childcare voucher schemes etc.

## ADULTS IN SCHOOL

### TEACHERS

Headington Quarry Foundation Stage School has a Headteacher, a full-time teacher in Rainbow Class and three part-time teachers in Nursery. Teachers in maintained Nursery schools have the same level of teaching qualification as their primary and secondary colleagues, and are required to have a specialism in Early Years education

### NURSERY NURSES

Five nursery nurses, work with the teaching staff . They have all completed the training required to obtain the NNEB or NVQ 3 certificate, a two-year qualification which encompasses child development, health and education of babies and children up to seven.

NVQ 3 and 2 qualified staff work in our daycare: staff and children in daycare work/play with the nursery staff and children in an integrated way for most of the day.

#### TEACHING ASSISTANTS

Several teaching assistants are employed in school, usually to support particular children with particular needs. Teaching assistants undertake Local Authority training and take part in school in-service training and planning.

#### SUPPORT STAFF

Teaching staff depend on the hard work of the school secretary, daycare administrator, cleaner-in-charge, cook and lunch-time supervisors to keep the school working efficiently in all areas .

#### STUDENTS

We have strong links with Oxford Brookes and regularly have teaching students on placement here. We also have students of NVQ2 and 3 courses at times. We agree with local secondary schools the placement of school students for short periods of work experience during the year. The school benefits from these different skills and backgrounds whilst providing important training for all students alongside experienced staff. We often receive requests for research to be carried out with the children but you will always be asked for your permission for this to take place.

#### GOVERNORS

The School Governors play an important part in the life of the school. They work closely with the Headteacher and have a general responsibility for overview of every aspect of the school, its activities and its welfare. They meet regularly to discuss the curriculum and other issues concerning the management of the school, and to appoint staff when necessary.

Elected Parent Governors offer parents an important channel of communication and the opportunity to take part in the running of the school. Parent Governors generally serve for four years but may stand down when their child goes on to primary school if they so wish. Please use the parent governors for any support or advice about the school. The names and photo's of these are in the reception area of the school and names are updated on the web-site.

#### PARENT TEACHER ASSOCIATION

The school PTA has organised a wide range of celebrations and entertainments all to raise funds for the school and to develop opportunities for parents and families to socialise. The Governors prepare an annual report to parents during the summer term.

## HOW YOUNG CHILDREN LEARN

The Early Years Foundation Stage came into place in September 2008 and is used in all early years settings for children from Birth to 5years.

We believe that children learn best through play by active investigation and exploration with time to discover, wonder and use their senses to find out about the world around them.

We provide a broad curriculum which supports all aspects of the child's development- social, emotional, creative, physical, intellectual and linguistic. It includes the early stages of reading and writing, maths, science, physical development and humanities, and wide variety of creative skills.

Promotion of equal opportunities, and inclusion of children whatever their abilities and needs, is central to all our work.

Each term we develop plans based on observations of children's interests and needs which provide a focus for the resources and experiences. There is a wide range of ongoing school experiences: cookery, visual and other arts, sand and water, construction, role-play, outdoor play activities and a great deal more. We believe that children need to be happy in order to learn, confident to try out ideas and encourage learning dispositions such as curiosity, perseverance and problem-solving. We provide lots of hands-on and real-life experiences such as vegetable gardening, growing

We are always grateful for offers of help from parents to support every day and special activities in school. Children love to see their parents and carers here-it strengthens the links between us and supports their learning. Male as well as female parents, grandparents and carers are very welcome.

Through our provision, we hope to ensure that children gain the skills, knowledge and attitudes that they need to make sense of the world around them. We promote learning methods that encourage success and help the child to develop independence in decision making. For children, learning is an integrated process (i.e. not compartmentalised into subject areas):adults in school have worked hard on different ways of supporting children's learning.

The four themes of the Early Years Foundation Stage are firmly embedded into our practice and daily planning:

**A Unique Child** :based on the principle that every child is a competent learner from birth who can be resilient, capable, confident and self-assured

**Positive Relationships**: children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person

**Enabling Environments**: the environment plays a key role in supporting and extending children's development and learning

**Learning and Development**: children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

There are six areas of the curriculum at the basis of our planning which we develop from the ongoing observations of the children. These outlines of each area of the curriculum describe what many children will be achieving when they are five to five and a half years old: some may achieve all of it sooner, others may need longer.

### **Personal, Social and Emotional Development**

*Is made up of the following Aspects:*

- ◆ **Dispositions and Attitudes:** how children become interested, excited and motivated about their learning
- ◆ **Self-confidence and self esteem** –children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people’s lives
- ◆ **Making Relationships-** the importance of children forming good relationships with others and working alongside others companionably
- ◆ **Behaviour and Self Control** –how children develop a growing understanding of what is right and wrong and why, together with learning about the impact of their words and actions on themselves and others
- ◆ **Self-Care** –how children gain a sense of self-respect and concern for their own personal hygiene and care and how they develop independence
- ◆ **Sense of Community-** how children understand and respect their own needs, views, cultures and beliefs and those of other people

### **Communication, Language and Literacy**

*Is made up of the following Aspects:*

- ◆ **Language for Communication** –how children become communicators. Learning to listen and speak emerges out of non-verbal communication, and these skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes
- ◆ **Language for Thinking-** how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about
- ◆ **Linking Sounds and Letters** –how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending
- ◆ **Reading** –children understanding and enjoying stories, books and rhymes, recognising that print carries meaning, both fiction and fact and reading a range of familiar words and simple sentences
- ◆ **Writing-** how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes
- ◆ **Handwriting-** the ways in which children’s random marks, lines and drawings develop and form the basis of recognisable letters

### **Knowledge and Understanding of the World**

*Is made up of the following aspects:*

- ◆ **Exploration and Investigation** –how children investigate objects and materials and their properties, learn about change and patterns, similarities and differences, and question how and why things work
- ◆ **Designing and making** –the ways in which children learn about the construction process and the tools and techniques that can be used to assemble materials creatively and safely
- ◆ **Information and communication technology** –how children find out about and learn how to use appropriate technology such as computers and programmable toys that support their learning
- ◆ **Time** –how children find out about past and present events relevant to their own lives or those of their families
- ◆ **Place** –how children become aware of and interested in the natural world, and find out about their local area, knowing what they like and dislike about it
- ◆ **Communities** –how children begin to know about their own and other people’s cultures in order to understand and celebrate the similarities and differences between them in a diverse society

### **Creative Development**

*is made up of the following Aspects:*

- ◆ **Being Creative- Responding to Experiences, Expressing and Communicating Ideas** –how children respond in a variety of ways to what they see, hear, smell, touch or feel and how as a result of these encounters they express and communicate their own ideas and feelings
- ◆ **Exploring Media and Materials** –children’s independent and guided explorations of and engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in 2D and 3 D
- ◆ **Creating Music and Dance** –children’s independent and guided explorations of sound, movement and music. Focusing on how sounds can be made and changed and how sounds can be recognised and repeated from a pattern, it includes ways of exploring movement, matching movements to music and singing simple songs from memory
- ◆ **Developing Imagination and Imaginative Play** –how children are supported to develop and build their imaginations through stories, role-plays, imaginative play, dance, music, design and art

### **Problem – Solving, Reasoning and Numeracy**

*is made up of the following Aspects:*

- ◆ **Numbers as Labels and for Counting-** how children gradually know and use numbers and counting in play and eventually recognise and use numbers reliably, to develop mathematical ideas and to solve problems
- ◆ **Calculating-** how children develop an awareness of the relationship between numbers and amounts and know that numbers can be combined to be added together and separated by taking away and that two or more amounts can be compared
- ◆ **Shape, Space and Measures** –how through talking about shapes and quantities, and developing appropriate vocabulary, children use their knowledge to develop ideas and to solve mathematical problems

### **Physical Development**

*is made up of the following Aspects:*

- ◆ **Movement and Space-** how children learn to move with confidence, imagination and safety, with an awareness of space, themselves and others
- ◆ **Health and Bodily Awareness-** how children learn the importance of keeping healthy and the factors that contribute to maintaining their health
- ◆ **Using Equipment and Materials-**the ways in which children use a range of small and large equipment

## SCHOOL POLICIES

### SEX EDUCATION

Sex education is not taught as a separate subject, but is dealt with as it arises e.g. answering children's questions following the birth of a younger brother or sister, or during a theme about 'Ourselves'.

We place a firm emphasis on sexual equality e.g. boys are encouraged to play in the home-corner, use dressing up clothes, help with tidying up; girls are encouraged to use construction equipment, woodwork, wheeled toys. We choose books that show men and women in a variety of roles, rather than those that are stereotyped e.g. only women doing housework, being nurses or only men mending things or going out to work.

### INCLUSION AND SPECIAL EDUCATIONAL NEEDS

The School welcomes and supports children who need special provision to enhance and develop their learning e.g. children with behaviour or learning difficulties, children with health problems, children with physical disabilities, children who are particularly able. These children may be supported through work in small groups, or individual time with an adult. The school is fully accessible to children or adults who use wheel-chairs.

We have strong links with our advisory service and other external agencies, e.g. health visitors, school psychologist, pre-school counsellors. If, following discussions with parents, we feel their advice would be helpful, they are always happy for us to call on their services. We have a named Special Educational Needs Co-ordinator who ensures differentiation is accurately planned to support each child. There is a named governor who is available to speak with parents as well.

Parents of children who are considered to have special educational needs will always be included in making arrangements to meet those special needs. Please talk to the head-teacher or key person if you have a particular concern about your child. Please ask for a full copy of our Special Educational Needs Policy or look on the web-site.

### RACIAL EQUALITY AND ANTI-RACISM

Headington Quarry Foundation Stage School is committed to promoting racial equality and to minimising the effects of harmful stereotypes by encouraging children to learn about the similarities and differences between us all. We use books and other resources which reflect our wide cultural community and deal with incidents of racial abuse by discussing concerns with parents. Please ask if you would like to see our policy on racial equality, or look on the website. Our school has many children who speak languages other than English and the professional understanding of the staff supports their development. Some children take time to settle in and feel able to attempt speaking in English- they may be watching and listening as their confidence grows.

## SAFEGUARDING CHILDREN & CHILD-PROTECTION

Our whole school community has a duty to safeguard and promote the care and welfare of children. We have a policy and procedures are in place and all staff are regularly trained in the most current Safeguarding approaches.

The school is committed to work in partnership with Oxfordshire Safeguarding Children Board and other agencies on child-protection issues. The needs and safety of the child are always at the centre of our thinking. We believe that children have the right to feel safe and protected from any form of abuse and aim to provide a caring environment which nurtures children's self-esteem and autonomy.

Investigation is the responsibility of the Children & Families Assessment team and police, not the school. If a child who has a child protection plan leaves our school information will be forwarded to the new school immediately and child's social worker will be informed.

We strongly encourage partnership between parents and other agencies if support is needed. All our staff and volunteers have to undergo an enhanced Criminal Record Bureau check and are fully trained in safeguarding procedures. We adhere to Local Authority Safe Recruitment guidelines.

The Safeguarding Children Policy is on the school website and is available from the school office. Please come and see the head-teacher about any concerns in this area.

### **Change of address/telephone numbers**

Your child's Key Person will fill in an admission form and individual information about your child with you when she/he first starts at school. Please make sure that we have a telephone number for use if we are unable to contact you at home in an emergency. It is important to let us know if either your address or phone number changes, or if someone other than you will be bringing/collecting your child.

***We do not release children to unknown adults and require written permission for someone else to collect your child except for extreme circumstances. Each Key Group has a communication book in which written permission should be recorded by the parent.***

## CHILDREN'S RECORDS and ASSESSMENT

Parents, together with your child's Key Person, complete a form when children make an initial visit to school. This gives an opportunity to explain about each child's interests and talents and anything which parents feel might be a concern.

During their time in school, each child's key person keeps detailed observational profiles on the children in their groups and contribute to records on all children. They also have regular discussions with parents to check that their impressions of children's progress are borne out by parents' observations. Close observation of children enables teachers to plan appropriately for their next steps.

When your child leaves the Nursery you will receive a report summarising his/her achievements in all areas of the curriculum as well as their 'Special book' which is a record of their experiences at our school. The school profile for each child will be forwarded to the next school/setting which your child will attend with a copy of our report.

## CONTINUITY and MOVING ON TO PRIMARY SCHOOL

We have established very successful links with all our local schools. The teachers from most of these schools visit children here before they start in the F1/ Reception or Year One classes. Visits are arranged for you to take your child to their new school

by  
the primary school.

From September 2004, St Andrew's C.E. Primary School (on London Road) has placed its first class, (Reception class or F1, )on our school site.

Children who are going to go to St. Andrew's for their primary education will therefore have the opportunity to spend up to eight terms here, gradually progressing through the Foundation Stage in one setting.

Please talk to the Headteacher at St. Andrew's Primary School or at Headington Quarry Foundation Stage School if you would like to know more details about this arrangement. Having a place at Headington Quarry School does not automatically entitle your child admission to St. Andrew's Primary School

Parents will have to apply for Primary school places in the Autumn term of the year in which your child turns 4 years old as they will be able to start primary school from Autumn in the year in which they turn 5 years. Parents have the right to defer the place and thereby keep the child at Nursery ,also fulltime until you want to take up the offer of the primary school place.

If you require further information e.g. on age of entry for your child to school, call

- Oxfordshire County Council's Early Years Information Line on 01865-815630
  - Oxfordshire's Family Information Service : 882288.

## PARENTS/CARERS IN THE SCHOOL

You are most welcome to spend time in School with your child, and it is helpful for all the children if we have extra adults to get involved with them in their play. We usually find that it works best if you come in after your child's first term, so that they are securely established on their own before your visits.

You may like to stay and do a specific job, e.g. cooking, helping with woodwork, etc. We always need extra people to read books to children in the book-corner. If you would like to do this please talk to your child's group leader. (Grandparents, Aunts or Uncles are welcome too!). Please let us know your skills, enthusiasms and talents- more or less any interest will be something children will enjoy sharing.

If you are happy to help on a regular basis you will be very welcome. We will need to obtain Criminal Record Bureau clearance for you if you are helping regularly.

Parents are their child's first educators and we believe that parents and staff are partners in children's education and close home/school links are vital. We have an "open door" policy, so that parents can spend time with their children while they are here. We send regular newsletters so that parents are kept informed about all that is going on.

Please let us know if you have any concerns, large or small, about your children's progress or happiness. Staff are available briefly at the beginning of each session but it is usually easier to talk to your child's key person at the end of the session. Either the key person or the headteacher will always try to be available on the same day on which you wish to speak to them

## BEHAVIOUR IN SCHOOL AND SCHOOL RULES

An important (arguably *the* most important ) aspect of learning for three-five year old children is that of Personal, Social and Emotional Development. It is in mixing with lots of other children and adults that children gain confidence, begin to learn about themselves, and to feel part of a community away from home for the first time.

Part of this learning is about the needs and feelings of other people: most children need help to start with to understand that others feel as they do and that similar things hurt them or make them happy. We aim to help children to understand and to talk about their feelings, and at the same time to realise that some actions are not acceptable.

At the beginning of each term we talk to children about the need to have rules 'so that everyone can be happy', and discuss with them what they should be. We frame the rules positively, i.e. talking about what we *do* rather than what we *don't* do; usually each term's rules look quite similar and will be along the lines of "We are kind to each other", "We walk in school", "We help to tidy up" etc.

If children are finding it difficult to play cooperatively and have been reminded about our rules once or twice, they will leave the activity/area for a short time until they feel able to continue. If we are finding that a child is having significant difficulties with behaviour our first action will be to discuss the problem with parents. We have an escalation procedure which will be supported by external agencies such as the Local Authority Educational Psychologist, Behaviour Support team and Home- School Link team.

## MEETING STAFF

Please feel free to discuss your child's progress with your child's key person . The staff are available at the end of each session , or by appointment at other times during the week. Please come to talk with the Headteacher about anything urgent at any other time as well. We offer termly parent consultations where you can meet with your Key person as well.

## HEALTH AND SAFETY AND FIRST AID PROCEDURES

If your child is going to be absent, please ring school to let us know when she/he is likely to return.

Children who are ill with sickness/diarrhoea should be kept at home for forty eight hours after the symptoms cease.

If your child is unwell please keep him/her at home even if she/he asks to go to school. Your child is much better off at home where they can sit quietly and not spread infection to other children. Please let us know about any infectious diseases especially if anyone has German Measles (Rubella). There are clear guidelines for infectious conditions produced by the Health Protection Agency which we are obliged to abide by for the health and safety of all children and staff.

HQFSS provides a stimulating and challenging learning environment for young children. Alongside these physical opportunities there will inevitably be accidents. We have many paediatric trained First Aiders and all staff are vigilant for potential dangers in the environment. We record all accidents/incidents on a form which we share with parents and ask to be signed which we then keep to analyse the pattern of accidents . In the event of more serious injuries we contact parents, who take the child to a doctor or hospital as appropriate. If we are unable to contact a child's parents a member of staff will do this. In the event of major injury or illness which clearly requires immediate hospital treatment, the emergency services will be contacted and the arrangements for transfer to hospital carried out before contacting the family.

## MEDICINES

We have a full Medicine Policy which is on the website or available in hard copy on request. We will only give children prescribed medicine and have permission procedures to administer them. We recommend that any medicine is given to children before and after school hours in order to eliminate the need for this.

## HEALTHY SCHOOL AND HEALTHY EATING

We receive free milk and fruit/vegetables for each child, which we offer to them at snack time. Children are free to join a table where a selection of fruit/vegetables, milk or water is available so that children can choose when they wish to participate. Staff support with hygiene, sharing and good manners as well as using this informal group for general talk.

Our school lunches are cooked on site by a cook trained in cooking healthy , balanced diets for young children. There is always a vegetarian option and the meals reflect a range of children's cultures. Children are encouraged to try food but never made to eat.

Meals are seen as social occasions as children sit in family groups with an adult so

learning about being in a group other than their family and use of appropriate skills socially etc. We make place mats with each child with their photo and name to help with their sense of belonging to that group. We grow fruit and vegetables in our thriving vegetable garden which helps children understand the growing process as well as helping to encourage them to try more fresh food. Please speak to your child's key person or to the secretary if you do not wish your child to have milk or any other dietary requirements.

Lunchtime places are available on request as part of our daycare/wraparound provision. The cost for this is made up of two parts: the meal (a hot meal prepared on site by our cook), and the care element for the extra hour and a half.

If you choose to leave your child with us until the term in which they are five, they become entitled to a free full time place and there is then only a charge for the meal element.

There is always a choice of vegetarian and individual dietary requirements are catered for. The menu's are posted on our school web-site and on school notice-boards. As meals are organised through 'Food for Thought' for all of Oxfordshire schools, our cook adapts and amends some of the choices and menus to suit our age range.

### CHARGING FOR ACTIVITIES

There is no charge for day-to-day activities in school.

If we go on trips we ask for voluntary contributions to cover the costs or trips may have to be cancelled if the contributions received do not cover the cost of the trip. (The school will support cases of hardship and will allow payments in instalments by prior arrangement.)

The Governors' policy on charging is available at from the office.

### CLOTHING

It is helpful if you send your child to school in comfortable, loose clothing which can be undone easily when he/she goes to the toilet. Aprons are provided for paint, gluing activities etc. but accidents can still happen, so it is best if the clothes are washable and not too 'special'. Please name all clothing clearly. A marker pen can be used in the office and forms for name labels are also available.

We consider outdoor play to be an important part of our curriculum and, as long as the ground surface is safe, we go out in all weathers. Your child needs a warm coat, suitable boots/shoes, gloves and hat so that he/she can enjoy the outdoors without getting cold. Equally in summer months we ask parents to put sun-cream onto children or agree for us to do so. We also encourage children to wear hats and longer sleeved tops when hot for maximum protection.

Please encourage your child to be independent about putting coats on and off - we have lots of children to help!

### BOOKS AND STORY- SACKS

We have an excellent range of books and story sacks which you are encouraged to borrow, take home and share with your child . We ask you to sign for them and just let us know if anything happens to them!

### USEFUL THINGS

We can always make use of the following items:

'Junk' for modelling, e.g. empty boxes, cartons, yoghurt pots, bottle tops, corks, kitchen roll tubes, egg boxes, etc.

Wool, fabric scraps, string.

Any paper suitable for drawing or writing, coloured paper.

Card, birthday/Christmas cards, scraps for collage work, large newspapers

### FOREST SCHOOL

Forest School is an opportunity for a group of children to visit a safe local area of woodland once a week.

They walk to the site with their trained Forest School leader (CathTattersell) and 2 Teaching assistants: once there they are able to move around by themselves, play independently and explore the environment.

There are lots of interesting things to look at (including lots of bugs!) and the children have a real opportunity to engage with the natural world which this helps to develop their self-confidence and knowledge and understanding of their world

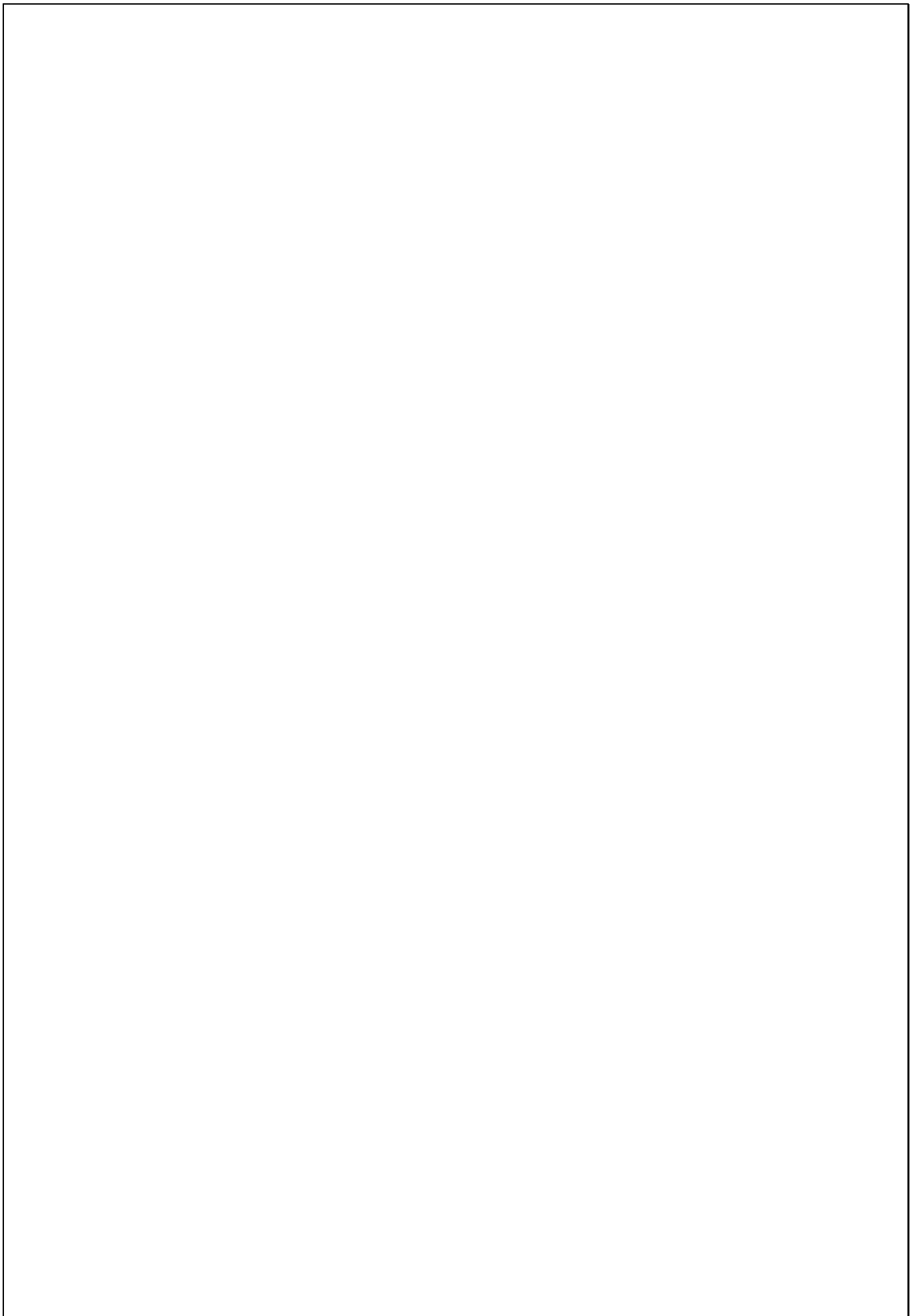
Please see the link on our web-site for more information or see Cath Tattersell

### COMPLAINTS PROCEDURES

If you are unhappy about any aspect of the school, it is helpful if you discuss this with the Headteacher first of all. If you feel, following this discussion, that you wish to make a formal complaint, please see our complaints policy.

### INFORMATION AVAILABLE IN SCHOOL

The following documents are available in school and on the website- Admissions Policy; Health and Safety Policy; Special Educational Needs Policy; Equal Opportunities Policy; Safeguarding Children Policy ;Behaviour Policy.  
Governors Annual Report to Parents  
OFSTED Inspection Report June 2009.



## Privacy Notice - Data Protection Act 1998

We at Headington Quarry Foundation Stage School are the Data Controller for the purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to:

- support your teaching and learning;
- monitor and report on your progress;
- provide appropriate pastoral care, and
- assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information <sup>A</sup>, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it.

We are required by law to pass some of your information to the Local Authority (LA), and the Department for Children, Schools and Families (DCSF).

If you want to see a copy of the information we hold and share about you then please contact Jo Eadle.

If you require more information about how the LA and/or DCSF store and use this data please go to the following websites:

- <http://www.oxfordshire.gov.uk/plink/publicsite/contactus/W/Internet/Contact+us/Web+site+information/CD+-+Help+-+privacy+notice+school+data> and [http://www.teachernet.gov.uk/\\_doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc](http://www.teachernet.gov.uk/_doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc)

If you are unable to access these websites, please contact the LA or the DCSF as follows:

- Data Protection Officer  
Commissioning, Performance & Quality Assurance  
Children, Young People & Families  
**Oxfordshire County Council**  
County Hall  
New Road  
Oxford OX1 1ND  
email: david.spark@oxfordshire.gov.uk
- Public Communications Unit  
**Department for Children, Schools and Families**  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
website: [www.dcsf.gov.uk](http://www.dcsf.gov.uk)  
email: [info@dcsf.gsi.gov.uk](mailto:info@dcsf.gsi.gov.uk)  
tel: 0870 000 2288.

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<sup>A</sup> Attendance information is not collected for pupils under 5 at Early Years Settings or Maintained Schools

## **Ofsted Inspections**

Headington Quarry Foundation Stage School is regulated by Ofsted who carry out a full school inspection for all aspects of the school.

In July 2009 we were last inspected by Ofsted: the reports are available from the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)) –if you have no Internet access please ask in school for a copy.

There are four categories for OFSTED inspections: ‘Outstanding’, ‘Good’, ‘Satisfactory’ and ‘Inadequate’. The school was judged to be overall a good school with ten outstanding judgements.

**“This is a good school with some outstanding features. These include very high standards of welfare, excellent partnerships to promote children’s well-being and very successful personal development”**

**“Parents rightly report that the school has the individual child at the centre of its practice. It is immensely popular with the overwhelming majority of parents”**

**“Not just an educational establishment but a community one”**

**“ Outstanding school where children forge good relationships”**