

# LINDEN PRIMARY SCHOOL

(A Community Primary School For Pupils Aged 4-11)



## PROSPECTUS

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# CONTENTS

	<b>Page Number</b>
<b>Welcome and Introduction</b>	<b>3</b>
<b>Ethos and Mission Statements</b>	<b>4</b>
<b>Governors</b>	<b>5</b>
<b>Community Links</b>	<b>5</b>
☐ Children’s Centre	5
<b>Curriculum</b>	<b>6</b>
☐ Linden Creative Curriculum	6
☐ Early Years	7
☐ ICT, PE, Collective Worship and RE	8
☐ Sex Education, Special Education Needs, Extra Curricular Activities	9
<b>Partnership with Parents</b>	<b>10</b>
☐ Communication with Parents	10
☐ Discipline	11
☐ Parents at School, PTA	12
<b>Administrative Matters and Legal Requirements</b>	<b>13</b>
☐ Admissions, Transfer to Secondary School, Absence and Attendance	13
☐ Health & Safety, Charging, SATs And Attendance Data, Policies	14
☐ The School Day	14
<b>APPENDICES:</b>	
<b>Staff</b>	
<b>School Uniform</b>	
<b>Notes For Parents</b>	
<b>Key Stage 1 And 2 SAT Results And Attendance Data</b>	
<b>RETURNS PACK:</b>	
<b>Pupil Information Sheet</b>	
<b>Home School Agreement</b>	
<b>Photograph Consent Form</b>	
<b>Internet Consent Form</b>	
<b>Free School Dinner / Milk Registration Forms</b>	

# **Welcome to Linden Primary School**

The school works towards creating a happy purposeful community where responsibility, mutual trust and respect have high priority. We endeavour to promote an atmosphere of care, trust and security.

Within a positive environment we aim to provide a wide range of experience to enable each child to attain his/her potential by promoting academic, physical, aesthetic, cultural and religious experience. We aim to promote confidence and self-discipline, as well as knowledge to equip children for life in an ever-changing society.

Angela Jarvis  
Headteacher

## **INTRODUCTION**

Linden Primary School was built in 1902, the original building is still in use with a significant number of classes housed in new purpose built accommodation. The school serves the area Linden in the centre of Gloucester. The school is organised into the Foundation Stage, Key Stage One (three classes) and Key Stage Two (eight classes). A new Children's Centre opened on the site in Autumn 2006 which provides pre-school education and care.

At the time of printing (January 2007) we have 309 children on roll.

## **FURTHER INFORMATION**

The school profile is available on-line at [schoolprofile.parentscentre.gov.uk](http://schoolprofile.parentscentre.gov.uk) then follow the links to Linden Primary School.

## **ETHOS STATEMENT**

Linden is a community school reflecting and addressing the educational needs of local people, welcoming all. It provides a safe stimulating environment where everyone is equally valued and can develop to their full potential academically, physically, creatively, spiritually and emotionally. We work in partnership with parents to develop lifelong learners.

*This statement was put together at a meeting of staff and governors with written input from children and parents.*

## **MISSION STATEMENT**

The school seeks to

- Promote strong links between home, school and organisations within the whole community
- Promote attitudes of mutual respect, responsibility and care to all its members.
- Encourage all pupils to develop to their full potential
- Provide a broad and balanced curriculum within an attractive, welcoming and stimulating environment
- Foster in the children a sense of self-esteem and develop the ability to function as contributing members of society
- Manage all its resources effectively and efficiently to provide an education of the highest quality for all its pupils

## **Equality of Opportunity**

It is our intention that all members of the school community receive their legal and moral entitlement to equality of opportunity irrespective of their age, creed, gender, ethnic origin, physical or intellectual status. It is further our intention to encourage and develop in all members of our school community the values of respect, tolerance and understanding both for each other and for the greater community.

## GOVERNORS

The aim of a governing body is to maintain and improve the standards of education for the children at the school.

The governing body is somewhat similar to a Board of Directors; it works with the chief executive, the Headteacher, to manage the business of the school. The Head is responsible for the school management on a daily basis. Strategic long term targets and policies are agreed with the governors. The School Improvement Plan provides a mechanism whereby these aims can be matched to the financial budgets, and in turn it allows a basis for monitoring of results.

Linden School has seventeen governors bringing a wide span of skills and experience together for the benefit of the school. They are elected or nominated by various groups to maintain this breadth of expertise. These individual governors do not directly represent their sponsoring bodies they are all of equal status and work together under the corporate authority of the full governing body.

Full governing body meetings are held at least once a term. The approved minutes are held in the school office for anyone who wishes to read them.

Joanne Fay  
Chair of the Governors

## COMMUNITY LINKS

### CHILDREN'S CENTRE AND NURSERY

The Lighthouse Children's Centre is located adjacent to the school and enjoys a very close liaison with the school. It is under the day-to-day direction of a Manager with full and part-time assistants. There are many services available including a Young and Pregnant/Parent Group, Breastfeeding Support Group as well as an opportunity to see a Midwife (appointments only) and also attend a Well Baby Clinic for an opportunity to have your baby weighed and to discuss day-to-day care and routines. There is also an outreach service for families with children under five in the Linden area, you can find out more about this service by contacting the Centre on **01452-872290**. The school's links with the centre enables both the parents and children to get to know us and us to know them before children start school.

Parents wishing to find out more about the activities should contact the Manager, Mrs Cheryl Rhodes, on **Gloucester 872290**.

A pre-school class (Pebbles Nursery) is attached to the Centre providing daily classes for children due to start school the following September, for details please telephone **Gloucester 872299**.

# **CURRICULUM**

The Curriculum offered at Linden School is broad and balanced. The intellectual, social, emotional, moral, physical and spiritual development of each child is covered along with the acquisition of essential skills.

The Reception class follows the Foundation Stage Early Learning Goals.

From Year 1, children follow the National Curriculum as required by the DFES. It is divided into the core subjects:

English  
Maths  
Science  
Religious Education  
Information and Communication Technology

and the foundation subjects:

Music  
Art and Design  
Geography  
History  
Physical Education.  
We also teach Personal and Social Development.

A co-ordinator is responsible for overseeing each subject within the school.

## **LINDEN CREATIVE CURRICULUM**

Our curriculum is unique to Linden and has been designed to provide exciting and innovative learning experiences for our children with a specific focus on creative arts and experiential learning. It was designed using National Curriculum objectives and rigorous systems were applied to ensure full legal coverage whilst ensuring that learning takes place in context through cross curricular links rather than subjects being taught in isolation.

There is a focus on the progression of the basic skills of Literacy, Numeracy and ICT. Where strong links cannot be made subjects are taught discretely, for instance most, but not all, maths is taught discretely. Literacy has been re-designed to fit with the new creative curriculum. National Literacy Strategy objectives are still taught but a critical pathway has been designed and implemented to ensure that Literacy skills can be developed in conjunction with and/ or through other subjects. Not all Literacy is linked to the theme. In order to ensure breadth of literary experience some Literacy units are taught in isolation. Science is taught discretely as well as through the themes and there is a much greater emphasis placed on investigation and experiments.

The thematic approach is driven by termly foci; history, geography and science. These subjects are enhanced using art, D.T. and dance. Emphasis is placed on developing children's skills as learners and skill ladders are used to ensure progression and to nurture increasing independence across the primary phase. We strive for quality not quantity and to do 'less, better'. Children are immersed in their learning so through content coverage, skills based learning, support where needed and independence being encouraged children become experts in their field.

The Creative Curriculum, at Linden, is built on a philosophy, which embraces four key elements; environment, teaching, learning and creativity. Our Curriculum Development Plan focuses on this vision.

### **Environment**

We believe that the school environment, as a whole, has a great impact upon our children's learning. We are committed to creating an organised and stimulating environment where the enjoyment of teaching and learning takes place. High quality displays with strong visual impact support learning and celebrate children's achievement.

### **Teaching**

Teaching is guided by our children's prior knowledge and experiences. With clear objectives and high, yet achievable expectations, we aim to fulfil the learning potential of all pupils, regardless of ability.

### **Learning**

We recognise that children learn best through a variety of learning styles (visual, auditory and kinaesthetic), and through meaningful contexts and experiential opportunities, including visits. This takes place when children are motivated, challenged and actively involved in their own learning.

### **Creativity**

Creativity enriches all aspects of our children's curriculum, thinking and learning. It inspires the children to be curious, imaginative and take risks in order to achieve their full potential.

The Curriculum is well supported by SEAL (social and emotional aspects of learning) systems that allow for calm, well-managed classes, where learning can take place.

## **EARLY YEARS**

In our Reception Classes Linden Primary School promotes the six Early Learning Goals: communication; language and literacy; mathematical development; physical development; creative development; personal, social and emotional development; and knowledge and understanding of the world. The curriculum is well structured in which play is seen as a valuable learning tool. The atmosphere is busy yet relaxed and provides a secure environment for the children to extend their learning and make progress.

Liaising with the Children's Centre which includes the Lighthouse and Pebbles Nursery is essential for continuity during the Foundation Stage, which runs from the age of three to the end of the Reception year. The Reception teacher visits children at the Nursery and the children are invited into the reception classroom in the Summer Term. These links are very important in helping the children to make the change to full-time education with confidence.

At the beginning of the school year, the Reception children build up their attendance over their first few weeks. Typically children initially will attend school either each morning or afternoon, this is then extended to cover the lunch hour and then children will start full time. This allows them to get used to the routines of the school day in a relaxed way, whilst building up their stamina ready for a full day at school. The staff at Linden Primary School aim to develop a partnership with parents, and are always happy to discuss any issues that may arise. In particular, when dealing with such very young children we would encourage parents to discuss **any** concerns they may have with the class teacher.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Pupils within Linden School have opportunities to explore ICT both in their own classroom and in a purpose built ICT suite. All classrooms have at least one PC, enabling children to develop their ideas and record their creative work in all areas of the curriculum, with a particular focus on the core subjects of English, Maths and Science. All classrooms are equipped with an electronic whiteboard running a wide range of software for both KS1 and KS2, which we continue to update with new developments. Each Year group has access to a digital camera.

All classes have timetabled access to our ICT suite which gives pupils a chance to apply their skills, and learn new ones, in a whole class situation. The teaching and learning within this suite benefits from wider ranging ICT tools such as an interactive whiteboard, which allows software to be clearly demonstrated to a group of children. All computers within the suite allow controlled access to the Internet and enable pupils to send and exchange ideas via e-mail.

## **PHYSICAL EDUCATION**

Physical Education provides an important part of every child's education. It plays an active role in both children's physical and social development.

Our main aim in PE is for the children to acquire the skills necessary to perform a variety of physical activity and to value physical activity and its contribution to a healthy lifestyle. To meet these aims our children are involved in a wide range of activities including gymnastics, dance, games, athletics and swimming. We work within these areas to ensure all children meet their individual potentials stressing the need for fair play and enjoyment.

We offer a variety of extra curricular sporting activities, and presently compete against other local schools in football, netball, cricket and rounders. We are also lucky to have strong links with the Gloucester City School Sports Partnership.

## **COLLECTIVE WORSHIP AND RE**

There are two separate legal requirements for Worship and RE and whilst the links between them are acknowledged, so too are their different emphases which complement and supplement each other. Worship can be a time for praise and joy or for reflection, RE is a curriculum area requiring and developing skills of questioning, inquiry, empathy, sensitivity, thought and response.

All our children bring a variety of experiences, which provide the foundations upon which we build. Children are encouraged to think of others and are actively involved in supporting charities throughout the year.

The children meet together daily for an assembly. Though all children are expected to show respect for all faiths, no child is expected to participate in anything that they do not personally feel comfortable with. Parents have the legal right to withdraw their children from collective worship or RE lessons. An appointment should be made with the Headteacher to discuss withdrawing their children from worship or RE and to discuss alternative arrangements.

## **SEX EDUCATION**

Sex education is seen as part of a continuous theme in the health education that runs throughout the school. Children's questions that arise naturally will be answered clearly and truthfully, bearing in mind the age of the particular child.

Sex education will normally be part of the Science Curriculum and taught as appropriate at the various levels. Each year Year 6 children are shown videos on this subject made for primary school children. Follow-up sessions are held for boys and girls separately to provide the opportunity for questions and more detailed discussions. Parents will be informed in advance that these films are to be shown, and will be given the opportunity to view the films themselves before they are shown to the children.

Any parent who wishes to withdraw their child from sex education should contact the Headteacher.

## **SPECIAL EDUCATION NEEDS**

Many children, at some time in their school career, will have special educational needs of some kind. Most children's needs will be met by their ordinary (mainstream) school, sometimes with the help of outside specialists. In a few cases, the local authority (LA) will have to make a statutory assessment based on specialist advice. The LA may then draw up a Statement of Special Educational Needs – usually called a 'statement'. This describes all the child's needs and all the special help that he or she needs.

Linden School follows the SEN Code of Practice, which recommends that children's needs should be dealt with on a step-by-step basis, matching the level of help to the needs of the child. If the school feels that your child needs special help, we will discuss this with you and together we will decide what action is best for your child. A plan will then be drawn up detailing the steps to be taken to help your child. In most cases, special help at an early stage will allow your child to make good progress and he or she will not need to move on to the next stage. If it is felt that a child needs a particular kind of special help, perhaps from an outside specialist, he or she would not have to go through the early stages of the Code but would receive help at the appropriate level straight away.

*What can I do if I think my child has a learning difficulty at school?*

Make an appointment to talk to your child's teacher or our SEN Co-ordinator, Mrs Pegram. Many problems can be sorted out easily, especially if they are dealt with quickly. In some cases, the school - with the permission of the child's parents - may call in outside specialists to help ensure that the child's needs are fully understood so that appropriate help may be given.

Please note that the Governor with particular responsibility for Special Education at Linden School is Mrs Sarah Allen.

## **EXTRA CURRICULAR ACTIVITIES**

There is a wide variety of extra curricular provision, which is used to enrich the quality of education received. Clubs are well attended and include cooking, drama, art, textiles, netball, French, football, recorders, reading circle, homework club and school council, where class representatives are elected by their peers. We are delighted to welcome parents and friends of the school who are prepared to offer expertise so that we can broaden the opportunities available.

# **PARTNERSHIP WITH PARENTS**

We aim to develop good working relationships with our parents and encourage them to come to school as often as possible.

## **COMMUNICATION WITH PARENTS**

### **Consultation**

Whilst your child is at the Linden School there are a number of opportunities for teachers and parents to discuss the best ways in which your child can be helped with their development, whether academically or socially.

Parents Evenings are held regularly to discuss your child's progress. Teachers are available after school to answer quick questions; longer meetings to discuss areas of concern or other issues can be arranged with either the Head or your child's class teacher. Information on the topics covered by each year group are sent home on a termly basis.

Special meetings are organised during the year to inform parents about specific areas of the curriculum, for example Literacy and Numeracy, and how you can help your child at home.

### **Reports**

During their time at Linden School, children will be assessed on their progress. You will receive a written report at the end of each academic year together with information about their progress in the National Curriculum. The latter is formally communicated to you at the end of Year 2 and Year 6, when results of SATs tests are available. A summary of our results appears at the end of this prospectus.

### **Home School Agreement**

The Home School Agreement is produced on an annual basis and provides a means for the school and parents to renew their partnership in the education of the children.

### **General Information**

Regular Newsletters giving information on forthcoming events are sent home by pupil post and can be found on the school's website

### **What do I do if I have a problem or complaint?**

We believe that most problems and complaints are the results of misunderstanding or a lack of communication. In the majority of cases you should arrange to see your child's class teacher to discuss the problem, however if your complaint is of a serious nature it should be brought to the attention of the Headteacher. When you make an appointment to see either the class teacher or Headteacher please explain what you wish to discuss; this will allow preliminary work to take place before the meeting so that everyone involved is better prepared and informed. Should any action agreed in your meeting be ineffective, please make another appointment so that a solution can be reached.

We work hard at developing and maintaining good relationships between home and school. We believe that if the relationship is positive then complaints will be:

- made politely,
- received sympathetically,
- dealt with speedily to the satisfaction of all.

If you still remain unhappy you can contact any of the school Governors who will consult with the Headteacher before reporting back to you. In extreme cases, you should contact Shire Hall, Gloucester and ask for the Education Department.

## **DISCIPLINE**

At Linden School we are striving for a happy, working, caring, safe environment for all. To achieve this all members of the School community should treat each other with respect, using appropriate language at all times and never inflicting any physical harm to one another. The classrooms should be lively places where children can learn in a calm and pleasant atmosphere.

At Linden we will recognise 'good behaviour' and will acknowledge it with Team Points for well-mannered children, hard working children, caring children and those who consistently do as they are asked. Once a week, 'Sharing' Assemblies are held where the Team with the most points is awarded the Team Cup.

Unfortunately, there will be times when some children will need certain rules underlining, in order to help them learn how to be a respected member of the Linden School community. In the majority of cases sanctions will be instant and not terribly serious. These sanctions will include:

- reprimands
- loss of Golden Time
- missing play times
- being asked to write a letter of apology.

If a child continues to misbehave, more serious sanctions will be required. At this point parents would become involved and the School's Behaviour Policy would be followed.

Parents are part of our school community and we need your support in order to achieve the standards we all desire. Your children reflect your attitude to school. We all want the best possible education for your children; together we can achieve it.

## **Bullying**

We are aware that incidents of bullying can occasionally arise. Linden operates a zero tolerance policy towards any form of bullying. All instances of bullying reported will be investigated and responded to appropriately. Staff on duty monitor playground behaviour but, should you feel that an incident has gone unnoticed, please contact the class teacher.

## **PARENTS AT SCHOOL**

Parents are always welcome at Linden Primary School and we go out of our way to encourage parents to work with us. If you would like to get involved, please ask your child's class teacher.

Ways in which parents and friends of the School contribute to school life include:-

- talking to children about specific interests
- demonstrating particular talents
- sharing skills and experiences
- talking to children about their work
- working with small groups of children in an activity
- hearing children read
- assisting with classroom organisation
- assisting with trips and visits
- running or assisting with after school clubs

All this helps us to make learning stimulating and interesting for the children. If you have any good ideas or suggestions, please tell us as we would love to hear from you.

## **PARENT TEACHER ASSOCIATION (PTA)**

We have a lively Parent Teacher Association at Linden, parents or guardians of pupils at the school and members of staff have automatic membership of the association. There are two groups that meet regularly and raise funds to provide valuable equipment and support for the school. One meets regularly on a Wednesday morning, the other meets monthly in the evening.

# **ADMINISTRATIVE MATTERS AND LEGAL REQUIREMENTS**

## **ADMISSIONS**

Children are normally admitted at the beginning of the academic year in which they reach their fifth birthday. Children are initially admitted on a part-time basis until they are ready to cope with all aspects of the whole school day. Full-time attendance is at the discretion of the class teacher in consultation with parents.

The school co-operates with the Local Authority in co-ordinating the admission of pupils to schools in the area. The aim of this is to ensure that as far as possible, parents obtain the school of their choice.

Where applications exceed the number of places available, an Admissions Committee will decide on which pupils to admit. This committee consists of Governors and the Headteacher.

The following criteria will be applied in making any such decisions and priority given to:

- a) Children who have a brother or sister already attending the school
- b) Children with a proven need to attend Linden on medical grounds
- c) Children who live in closest proximity to the school, as measured by the nearest suitable road or footpath.

If a child is not offered a place by the Admissions Committee, parents may appeal to the School's Appeals Committee. This will be made up of two independent members plus one Governor. The number of intended admissions and our standard admissions number is 60.

## **TRANSFER TO SECONDARY SCHOOL**

At the end of Year 6, all children transfer to secondary school. Parents are informed of the procedures to follow, given information and details of the options available to their children in the Autumn Term prior to their child's transfer, and are given the opportunity to visit the various local secondary schools. Children may take tests in November for grammar school places, should their parents wish them to. All parents are notified of the places offered to their children on March 1<sup>st</sup> in the school year before they change schools. If they are unhappy with the places offered there is an appeals procedure set up the LA.

## **ABSENCE AND ATTENDANCE**

The school is legally required to publish attendance information (see attached sheet). In order to do this we need to be informed when your child is unable to attend school and the reason why. If a child is persistently absent, or the school is not informed of the reason for an absence, we will have to look into the problem. If you intend to take your children out of school for any reason other than illness or medical appointments, please fill in an 'Absence Request Form' available from the school office. The school is able to authorise up to two weeks absence in any one year (ie ten school days), if further absence is intended this will be recorded an unauthorised absence in returns to the Department of Education.

## **HEALTH AND SAFETY**

The school has a Health and Safety Policy, which is available for inspection in the office. Governors meet regularly and inspect the school to ensure that there are no problems.

## **CHARGING**

The school runs a highly successful policy of asking parents for a voluntary contribution towards trips. Should parents be unable to afford to contribute towards the cost of a trip please contact the school office.

## **KEY STAGE 1 AND 2 SAT RESULTS AND ATTENDANCE DATA**

All schools are legally required to publish their SAT results and their attendance data. This information can be found in the appendices to the Prospectus.

## **SCHOOL POLICIES**

All policies are available for parents to inspect through the school office.

## **THE SCHOOL DAY**

School commences at 8.55am and ends at 3.10pm for Key Stage 1 and Reception and 3.15pm for Key Stage 2. In Key Stage 1 and Reception children have a ten minute milk and fruit break at 10.00am, playtime from 11.00 to 11.15am, lunch from 12.00 to 1pm and afternoon break at 2.30-2.45pm. In Key Stage 2 milk and fruit break is at 10.00am, playtime from 11.10 to 11.25am and lunch from 12.30 to 1.15pm.

Pupils should not arrive at school before 8.45am and are asked to wait in the playground unless it is wet when they may enter the building. A member of staff will be on duty to supervise the playground from 8.45am.

In line with the school's caring ethos parents are asked to consider the environment when deciding how to travel to school. We encourage families to consider walking, cycling or sharing lifts to reduce the amount of traffic on the roads. There is limited parking available at the school, and parents are asked to park sensibly if they do choose to drive.

### **Breaks and Lunch Times**

At milk and fruit break the children can have a third of a pint of milk (for which there is a small termly charge) or bring in a water bottle – no fizzy drinks are permitted in school. Children may also have a piece of fruit (this is provided free in Key Stage 1).

Children may bring in a packed lunch to eat at school, have a hot school dinner or may go home for lunch.