

St Paul's School Prospectus



2024-2025

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Welcome to St Paul's Church of England Combined School



This prospectus is designed to give you a flavour of what life is like at St Paul's. It includes information on our curriculum and policies, as well as a sense of our ethos as a place of learning.

Our school is a Voluntary Aided school linked to the Diocese of Oxford. The foundation of Church of England schools is to educate children to help them flourish regardless of their background or starting point and as such, is fully inclusive. The school is single form entry, from Reception class to Year 6. The school also has a Nursery.

Please do also visit our school website: www.stpaulsschool.co.uk

I hope the information contained here supports you in finding out more about our school.

We are committed to developing an effective home-school partnership and are keen to receive feedback from parents. Please let us know if there is any information you feel should be included in this prospectus.

Charlotte Dennis
Headteacher



Vision & Values



St Paul's Vision Statement

We rejoice in trials and problems as these produce endurance and endurance, character and character, hope.

Our school community will be a compassionate place of enjoyment, respect and hope, where courage is valued and skills developed for all to thrive in a diverse world; growing in strength, wisdom and faith.

St Paul's School Values

Courage

Respect

Hope

Enjoyment

Community





Vision & Values



St Paul's School Values

Respect

Tolerance
Integrity
Self-respect
Environment & nature
Thankfulness
Safety

Community

Caring
Belonging
Support
Togetherness
Security
Acceptance
Friendship
Tolerance
Diversity

Courage

Bravery
Commitment
Facing challenges
Standing up
Ambition
Aspiration
Resilience
Honesty

Hope

Positivity
Optimism
High expectations
The hope of the
Christian faith

Enjoyment

Having fun
Seeing the funny side
Investigating & finding out
Asking questions
Being curious
Learning through play



Our School Values have been defined in consultation with children, parents, staff and governors at St Paul's.

They have been chosen as umbrella terms and encompass a range of principles and shared beliefs which are explored through collective worship, class activities, PSHE lessons and beyond.

These values are evident in these areas but not least in the way that all of us interact in school.

These values are based on Christian values but are wholly inclusive of those of different faiths and none.

Children are taught not just to tolerate, but to celebrate diversity and difference in school and in wider society.



Visiting the School



Prospective parents can visit the school by appointment. Parent Tour dates are published on the school website. Please call to book a tour. We welcome parents to see the school on a normal working day. If parents wish to they may also add on a visit to the Nursery, if appropriate.



St Paul's C of E Combined School



Open Events for School Intake September 2025

Come and visit us on one of our open days to see what life at St Paul's is like.
A great chance to hear a presentation about the school and take a tour.

Date	Time
Wednesday 9 th October	1:30pm
Tuesday 22 nd October	10:30am
Thursday 7 th November	10:30pm
Monday 18 th November	1:30am
Wednesday 4 th December	1:30pm
Tuesday 14 th January	10:30am

To book your place call: 01628 521553
Website: www.stpaulsschool.co.uk



History



The original St. Paul's School was completed in 1852.

The Rev F.B. Ashley was the driving force behind the project seeking to provide education for the children of the community in the context of Christian values.

There were 320 children on roll, though it was probably fortunate that they didn't all attend regularly!

The existing school building was built in two phases and was officially opened in October 1974 by the Duchess of Kent, continuing the tradition of providing high quality education in a caring Christian environment.





Information



Headteacher:
Charlotte Dennis

Co-Chairs of Governors:
Ed Arnold & Laura Willis

c/o St Paul's Church of England Combined School
Stratford Drive
Wooburn Green
Bucks HP10 0QH

Head of Service, Achievement and Learning:
Gareth Drawmer

Buckinghamshire Council
County Hall
Aylesbury
Bucks
HP20 1UA

01296 395000



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Information



Early Years Foundation - 3+ to 4 years (YN – Nursery)
The Nursery school offers both Universal Free Education (UFE), of 15 hours per week, and Extended Free Education (EFE), of an additional 15 hours per week where the family is eligible. The maximum capacity is for 39 children in either morning or afternoon sessions.

Early Years Foundation - 4+ to 5 years (Year R – Reception)
Key Stage 1 - 5+ to 7+ years (Year 1, Year 2)
Key Stage 2 - 7+ to 11+ years (Year 3, Year 4, Year 5, Year 6)

The school has capacity for 218 children.
Class sizes of 30 in Reception and Key Stage 1 (Year 1 and Year 2), and 32 in
Class size of 32 in Key Stage 2 (Year 3, Year 4, Year 5, Year 6).
The school is a single form entry school.

School Hours:

Whole school & nursery – soft start 8:35-8:45am
Nursery 8.45am – 11.45am and 12.15pm - 3.15pm
Reception 8.45am – 12.00pm and 1.00pm - 3.15pm
Key Stage 1 8.45am – 12.00pm and 1.00pm - 3.15pm
Key Stage 2 8.45am – 12.00pm and 1.00pm - 3.15pm

Teaching Hours:

Foundation Curriculum - Nursery 15-30 hours per week
Foundation Curriculum - Reception 26 hours 15minutes per week
Key Stage 1 26 hours 15minutes per week
Key Stage 2 26 hours 15minutes per week

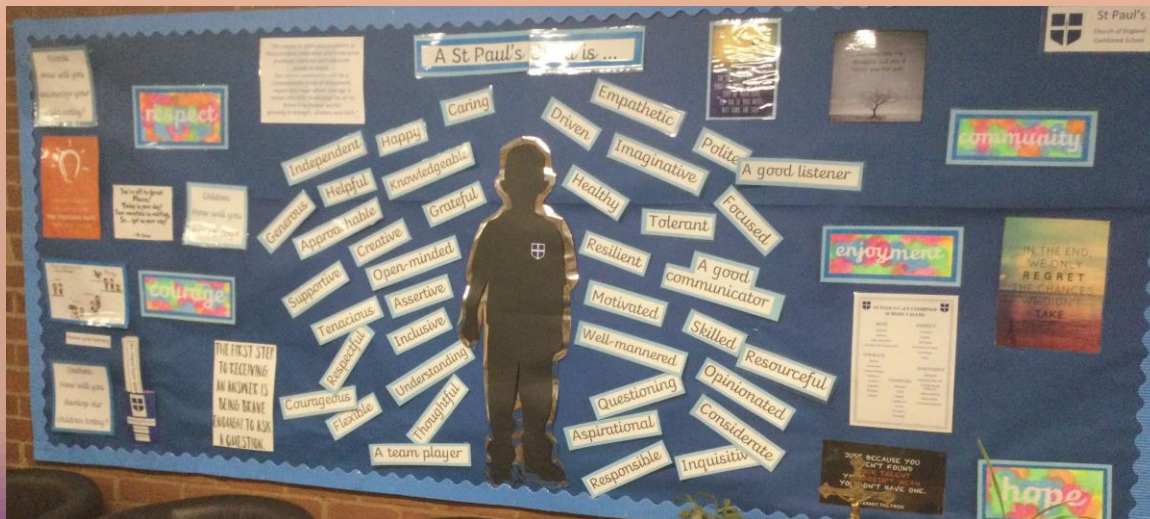


Aims



At St. Paul's School our aim is to ensure that children:

- Have a life-long love of learning
- Are guided and supported on their learning journey
- Are useful and valued members of society
- Are spiritually aware and reflective
- Understand the School Values and demonstrate them
- Have a sound sense of worth
- Have a broad knowledge base and the wisdom to select and use that knowledge constructively
- Are independent
- Are physically fit
- Have the skills and enthusiasm to embrace new technology
- Demonstrate a growth mindset approach to learning





Achieving Our Aims

We hope to achieve this by:

1. Creating a safe and secure environment for children to learn.
2. Putting citizenship at the core of our curriculum to help children develop tolerance, understanding, responsibility and moral values.
3. Offering children a wide range of experiences beyond the formal curriculum including community involvement and charitable work.
4. Providing a broad and balanced curriculum, which ensures children have the basic skills and knowledge to be useful members of society.
5. Developing children's spirituality to allow them to appreciate the wonders of the world and to be reflective and thoughtful in their lives.
6. Ensuring that children have the opportunity to learn about other faiths and cultures to help them develop tolerance and understanding.
7. Allowing children to learn from first hand experience whenever possible.
8. Encouraging children to be active learners, questioning and investigating what they see and hear, and thinking for themselves.
9. Offering a wide range of sporting activities and encouraging everyone to take part so that children are physically fit and learn to compete individually and as part of a team.
10. Providing the most up to date technology and high quality teaching of the skills needed to use IT.
11. Encouraging children to be self-motivated, self disciplined students who concentrate on the task in hand and have the commitment to see things through.
12. Allowing children to take acceptable risks in a safe environment where the difficulties they encounter will be learning experiences.
13. Developing an awareness of the wider world, acknowledging our responsibility to maintain and preserve it for future generations.
14. Creating a Christian environment in the school where children will be able to see faith in action as well as benefiting from the teachings of the Church. Through this we would seek to give children a sound sense of worth where they appreciate what is most important in life.
15. Encouraging children to keep abreast of world current affairs and the effects that the actions of people have on others.
16. Developing aesthetic awareness, which will allow them to take pleasure in art, music, dance and drama throughout their lives.
17. Introducing children to practical life skills that will help them look after themselves when they are adults.
18. Celebrating everyone's achievements.
19. Ensuring that, whatever the external pressures, we will try to make learning fun.
20. Encouraging children to express their own ideas and feelings.



Safeguarding



All schools have a responsibility to protect children. Safeguarding training is provided for staff and governors. We have a whole school policy that clearly outlines procedures where there are concerns. The safety and well being of the children is our first consideration at all times and our actions are guided by this. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school. We will work in partnership with parents to support children in their learning and make a positive contribution to society.

On rare occasions our concerns about a child may mean that we have to consult other agencies before contacting parents. The Governing Body is committed to the operation of safe procedures which have been laid down by the local authority, and the school has adopted a Safeguarding Policy in line with this for the safety of all. The procedures also relate to recruitment of staff, which means that Disclosure and Barring Service (DBS) checks are carried out on each staff member and governor.

St Paul's School



Our School Values
Courage, Respect, Hope, Enjoyment and Community



Our School Vision Statement
We rejoice in trials and problems as these produce endurance and endurance produces character and character produces hope.

Our school community will be a compassionate place of enjoyment, respect and hope, where courage is valued and skills developed for all to thrive in a diverse world; growing in strength, wisdom and faith.

Designated Safeguarding Leads

The role of a DSL is to provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The Designated Safeguarding Lead (and deputies) are more likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

If in doubt, report it on CPOMS or speak to a DSL **immediately**.

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

DSL Miss Jones Deputy Head	Deputy DSL Mrs. Dennis Headteacher	Deputy DSL Mrs. Robinson SENDCo	Deputy DSL Miss Sims Assistant Head
			



Equal Opportunities

The philosophy of St. Paul's School talks of valuing the individuality of all our pupils. We are committed to giving our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disabilism), racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination and promote equal opportunities and good relations between and amongst all.

We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school's admissions policy is open to pupils of all groups.

Within the context of the school, we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and wider society and ensure that the education we offer celebrates and values different backgrounds, lifestyles and identities.

We believe that these commitments are as, if not more, important in the context of a school with limited ethnic diversity. Our current equality objectives can be viewed on the school website.



Equality Objectives



To promote cultural understanding through a rich range of experiences.

The issue of developing a deeper awareness of diversity remains a challenge in our largely mono-cultural school. The links with other cultures we have are exploited fully and enrich many aspects of school life including PE lessons, assemblies, class trips and music experiences.

To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.

We encourage positive attitudes to learning and the notion of 'growth mindset'. Children are encouraged to see struggle as part of learning and develop perseverance and determination.





St Paul's – A True Learning Environment

As a school we set and expect high standards of pupils and staff alike. We celebrate success, but value mistakes too as an essential part of learning. We recognise that a school is much more than a place for academic learning; it is a community of learners.

We have excellent facilities including a computer network and iPads with internet access for all pupils, a Woodlands area, a quiet garden, a purpose built area for food technology, a large and well-stocked library and good provision for a wide range of sports.

Our classrooms are light and airy all benefitting from access to outside learning areas and are arranged to allow for whole class and group teaching, including collaborative learning.

•Quotes from our OFSTED (2019) & SIAMS (2017) Reports

“The school is outstanding in meeting the needs of all learners...Pupils simply blossom because everyone associated with St Paul's expects the best from them...Children at this school benefit from a fabulous start...St Paul's has an outstanding Christian and inclusive family ethos...Leaders' emphasis on developing pupils individually is first rate (and) all staff are committed to pupils' wider development...Pupils at this school love to be challenged.”

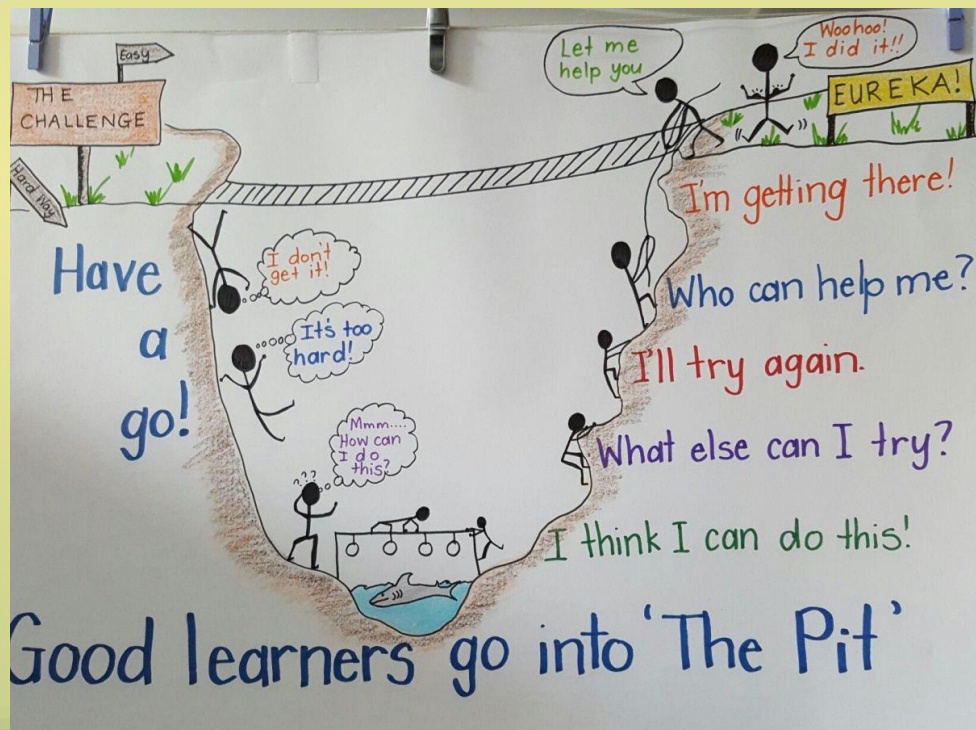




Growth Mindset



Having a positive growth mindset and attitude is a vital part of learning. Each half term we focus on developing specific learning skills which will help the children at St Paul's to be fantastic lifelong learners at secondary school and on into their careers.



CHANGE YOUR WORDS CHANGE YOUR MINDSET

FIXED	GROWTH
I'M JUST NOT GOOD AT THIS!	I'LL USE SOME OF THE STRATEGIES I'VE LEARNED!
I GIVE UP!	I CAN ALWAYS IMPROVE. I'LL KEEP TRYING!
I'll never be as smart!	THIS may take some time and effort!
THIS IS TOO HARD!	I NEED TO FIGURE OUT WHAT I DID WRONG AND GET SOME HELP!
I'm never going to get this!	I'M ON THE RIGHT TRACK!
I CAN'T MAKE THIS ANY BETTER!	WHAT AM I MISSING?



Effective Learning Dinosaurs

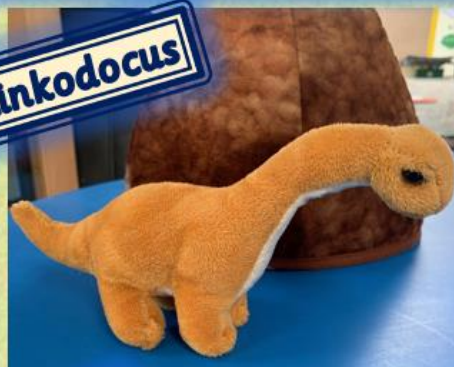
YN, YR, Y1, Y2

Our Effective Learning Dinosaurs!

Tryatops



Thinkodocus



Stickosaurus



Solveosaurus



Explorosaur



Pretendasaur



In Nursery, Reception, Year 1 and Year 2, we use effective learning dinosaurs to help the children learn.



Effective Learning Behaviours

Y3, Y4, Y5, Y6

St Paul's Learning Behaviours

We are...

- Risk Takers
- Patient
- Confident
- Independent
- Challenging ourselves
- Enquiring
- Resourceful
- Positive
- Listening well
- Critical thinkers (Reflective)
- Self-motivated
- Effective communicators
- Open minded
- Supportive of everyone (showing humility)
- Determined



In Year 3, Year 4, Year 5 and Year 6, we use effective learning behaviours to help the children learn.

You have **BRAINS** in your **HEAD**!
You have **FEET** in your **SHOES**.
You can **STEER** yourself any
DIRECTION you **CHOOSE**.
~ Dr. Seuss

The capacity to learn is
a *gift*; the ability to
learn is a *skill*; the
willingness to learn is a
choice.

Brian Herbert



Art of Brilliance

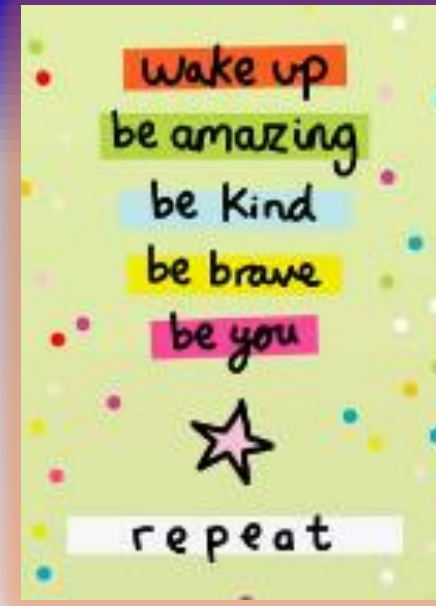


Art of Brilliance!

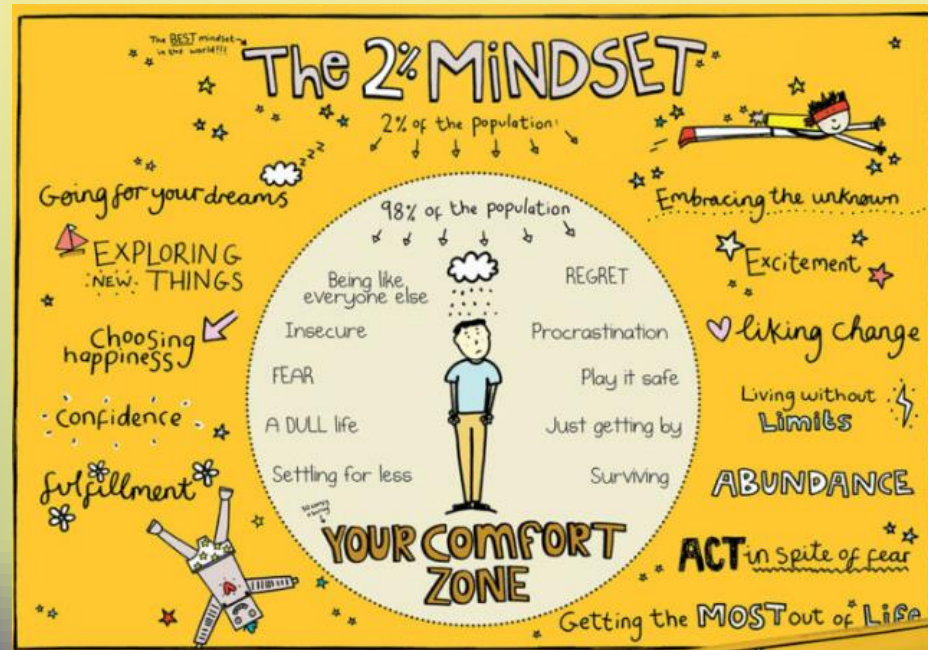
We introduced the concepts which Art of Brilliance promotes in 2023. There was a positive impact from the Art of Brilliance training on pupils, staff and parents. We continue to use these approaches in our teaching throughout the year.

Some of the training we had talked about “2%ers”...

The “2%ers” stand out a mile. They are enthusiastic, optimistic, energetic, effervescent and possess a ‘can-do’ mentality. Research shows that they live longer, are more productive and raise the happiness levels of the people around them.

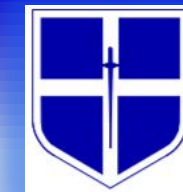


We also learnt about being the best learner we can and making sure we are ready to learn. We need to have the ‘5 Rs’ to be able to learn effectively. Each of the ‘5 Rs’ is equally important. We will continue to focus on being a ‘5 R’ learner in lessons this term.



The 5 R's of Learning – Be the Best Learner You Can

Receptive	Risk	Retain	Refine	Redefine
I'm ready to learn, listening well & actively thinking.	I'm going to try all parts of the lesson even if I am not sure.	I'm going to focus and push myself to keep going & do my very best.	I'm going to see what else I can do to make my work even better – challenge.	I want to learn more – I am going to share my learning & make the connections stronger.



Values, Learning Behaviours, British Values & Art of Brilliance

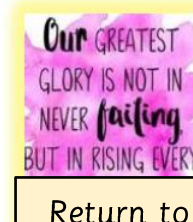
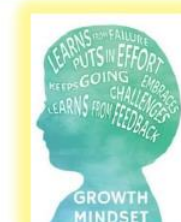
We have made links between the concepts below to support the children's learning:

School Values, Learning Behaviours, Art of Brilliance and British Values



School Value	EYFS & KS1 Effective Learning Dinosaurs	KS2 Effective Learning Behaviours	Art of Brilliance	British Values
Courage	Tryatops	Risk Takers Independent Challenging Ourselves Positive Self-Motivated Open Minded	Inside Out thinking Pathways – comfort zones	Mutual Respect Rule of Law Individual Liberty Democracy Tolerance
Respect	Thinkodocus	Risk Takers Patient Positive Listening Well Critical Thinkers Effective Communicators	Choice – Perspective Resilience Open Doors – Resilience	Mutual Respect Rule of Law Individual Liberty Democracy Tolerance
Enjoyment	Explorosaur	Enquiring Resourceful Positive Listening Well Supportive of Everyone Effective Communicators	Being the best 5 A Day Thinking Find your floss 2%ers Gratitude Happy Mondaus	Mutual Respect Rule of Law Individual Liberty Democracy Tolerance

Hope	Stickosaurus	Confident Enquiring Positive Self-Motivated Determined Supportive of Everyone	5 R Learning 90/10 – Perspective HUGGS – Huge Unbelievable Great Goals!	Mutual Respect Rule of Law Individual Liberty Democracy Tolerance
Community	Solveosaurus	Confident Challenging Ourselves Positive Critical Thinkers Effective Communicators Determined	Happy Families – Making others say wow! Social Animals	Mutual Respect Rule of Law Individual Liberty Democracy Tolerance
Community	Pretendasaurus	Enquiring Resourceful Listening Well Open Minded Support of Everyone Patient	Change for Good Random Acts of Kindness	Mutual Respect Rule of Law Individual Liberty Democracy Tolerance



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Experiences



In so far as we are able to do so we want to ensure that during their time at St. Paul's our pupils will have the opportunity to:

- Take part in a variety of performances within school e.g. class assemblies and school concerts.
- Take part in local and national initiatives that increase environmental awareness and raise charitable funds to demonstrate their positive impact on the world.
- Celebrate significant national and international events.
- Have the responsibility for a role in school for which they must apply in order to sustain classroom or school organisation.
- Learn basic life skills that contribute to family and community life through PSHE.
- Make regular visits and trips to a range of sites and establishments to extend and enrich their learning.
- Go on a residential trip involving at least two nights away from home.
- Visit St. Paul's Church and celebrate major festivals.
- Represent the school in a competitive event or public occasion.





Moral, Spiritual, Social and Cultural Development



We see the moral, spiritual, social and cultural development of the pupils as an important part of our role as a school, whilst recognising that parents must be the primary influence in these areas. Our policies for Religious Education, Behaviour and PSHE are closely linked to ensure that children receive the appropriate support and guidance to make informed personal decisions. We foster self-discipline and respect for others and ourselves. We encourage children to be responsible, kind and generous.

Our School Values, defined after consultation with pupils, parents and staff are: COURAGE, RESPECT, HOPE, ENJOYMENT and FAMILY/UNITY/COMMUNITY. These School Values are based upon Christian values but are reflective of shared human values and as such, are inclusive of those of other faiths and none. A commitment to developing children's spirituality is embedded in our school aims and policies.

We actively promote involvement in and appreciation of a wide range of arts from our own and other cultures. This forms part of both our formal and informal curriculum and is embedded in our provision which guarantees all children access to many extra-curricular experiences in their time at the school.





Behaviour



We believe in the concept of self-discipline and encourage the children to be responsible, well behaved, courteous and helpful. Our school rules are simple and clear, developed each year with the children so that they have a real understanding of why the rules exist and a commitment to following them. Wherever possible these encourage positive behaviours rather than penalising negative ones. In addition each year group has its own code of conduct for behaviour in class, which again, is mutually agreed. Our behaviour policy reflects our Christian foundation and therefore includes forgiveness and reconciliation.

In the event of children misbehaving, the class teacher, teacher on duty or lunchtime supervisor will, in the first instance, speak with them. We always seek to understand the reasons for behaviour and listen to all sides of the argument. More serious misbehaviour will result in them being sent to the Headteacher or Deputy Headteacher. Children will normally be disciplined by loss of privilege.

A culture of on-going dialogue between teachers and parents ensures that teachers can discuss behaviour issues on an informal basis when appropriate, with a view to supporting the child to make the right decisions with regard to their behaviour. Where the Headteacher is concerned about the underlying causes or there are persistent problems parents will be contacted to discuss the matter further and monitoring procedures introduced where appropriate.





Collective Worship



At St. Paul's the principles of the Church of England are followed in both Religious Education and Collective Worship. Collective Worship is held daily.

Collective Worship is led by the Vicar of St Paul's Church, the Headteacher, other faith leaders, teachers or children.

Collective Worship is based on Christian values and is broadly Christian in content. Respect for other religions is integral to this. The Bible stories are used in Collective Worship but secular stories and stories from other faiths are also shared.

In acts of worship we exemplify how we can live our lives based upon Christian principles and encourage understanding and respect for people of other faiths and none, for their customs and their traditions.

Parents are invited to class assemblies which usually are held on Fridays.





Curriculum



All pupils are taught a broad and balanced curriculum that includes:

Core Subjects:

- English
- Maths
- Science

And the following non-Core Subjects:

- Computing
- History
- Geography
- Music
- Design Technology
- Art
- Physical Education
- Personal, Social, Health and Economic Education
- Modern Foreign Languages (Key Stage 2)

Additional Subjects:

- Religious Education
-

Pupils are taught all subjects by their class teacher though from time to time teachers will work in other classes in order to maximise the expertise we have in the school.

In general pupils are taught by subject. All classes have a structured timetable which meets the requirements of the St Paul's curriculum design.

Subjects may be taught in blocks, or learning may occur in a cross-curricular manner, to deeper learning and encourage creativity and transference of skills.



English



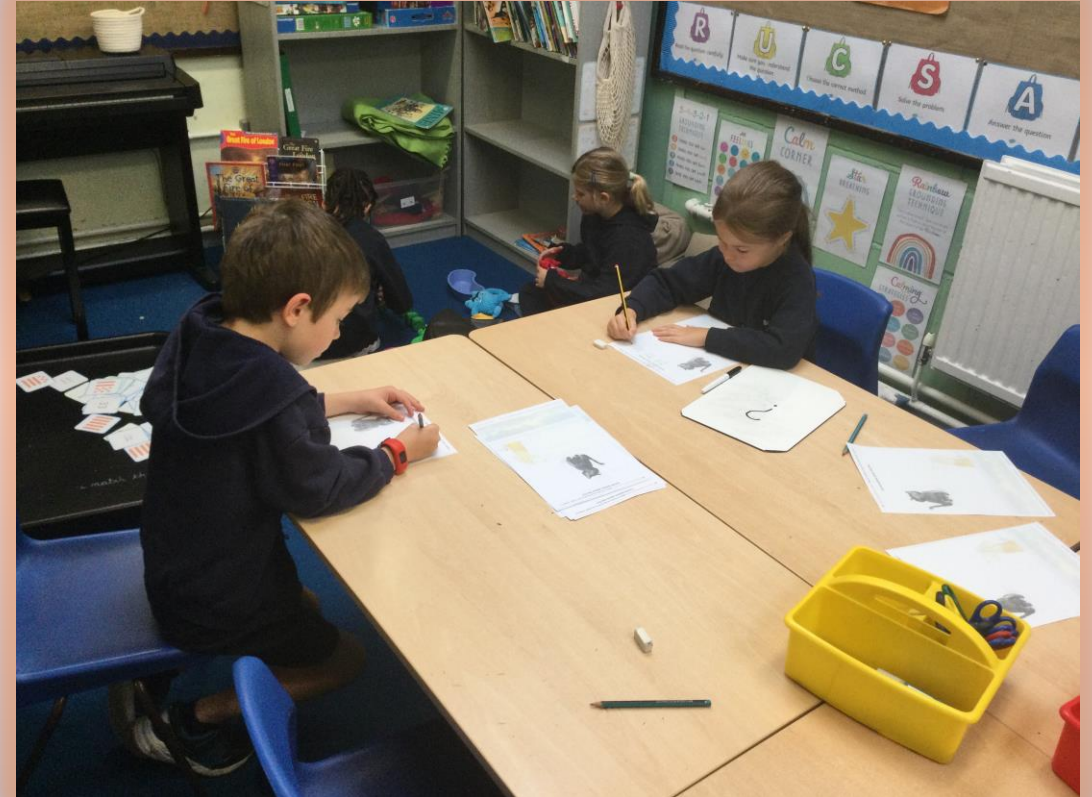
Our aim at St Paul's is to give children the skills to communicate their ideas and opinions in creative and imaginative ways. The ability to communicate verbally and in writing lies at the heart of all we do in school. English – reading, writing, speaking and listening – is taught across all subject areas and as a distinct subject itself.

In Early Years, Year 1 and Year 2, children are taught phonics and encouraged to communicate their ideas through emergent writing. Throughout the school, teachers model writing and reading with the whole class. Children work on activities independently, in pairs and as part of a group.

We seek to nurture a love of literature from the outset including good quality modern fiction, classic texts, stories from other cultures, poetry, plays and a range of non-fiction sources. We aim to develop children's understanding of how language is used in different contexts.

We encourage children to develop speaking and listening skills through open discussion and questioning, group interaction, drama and formal presentation.

Children are taught to develop a good handwriting style and to use joined handwriting from Reception. This fosters greater accuracy in spelling and a pride in the presentation of their work. Children are given the opportunity to present their work in a variety of ways, including the use of ICT, for a range of audiences.





Maths



All classes from Year 1 have one hour of Maths each day. Each lesson starts with a warm-up which often involves developing problem-solving and reasoning skills.

This is followed by a teacher led whole class session, which will either be introducing a new skill or concept or be consolidating on previous learning. Though the teacher leads the session it is interactive, involving open-ended questioning, discussion, practical work and explanation.

At some point in the lesson, the children will work on an independent or group activity. During this time, the teachers and LSAs will support groups or live mark the work and address errors & misconceptions. At the end of the session the children will come together to share what they have learnt and revise key concepts.

Children are encouraged to develop a wide range of informal strategies before moving on to use formal methods of recording. They are given many opportunities to explain what they have done and why they did it. This helps them to develop their problem-solving skills.

We intend that their work in Maths will be a firm foundation for future learning, develop skills they can use in other subjects, increase their problem-solving abilities and allow them to use and apply their skills and knowledge throughout their lives.





Science



From Early Years onwards we believe the best route to understanding and exploring Science is to develop the child's enquiring mind and natural curiosity about their surroundings by providing planned first-hand experiences. We encourage the development of the skills of enquiry, careful and accurate observation by the use of all the senses, prediction and drawing logical conclusions from what they see.

We encourage children to pose questions which they can then investigate, developing the skills of problem solving, making and testing hypotheses, designing and carrying out experiments competently and safely, drawing inferences from evidence, communicating conclusions and applying these to new situations.

Pupils follow the scientific method of hypothesising, planning and reporting an investigation and drawing conclusions.

Direct links are made with other subjects. For instance, mathematics e.g. producing bar charts and line graphs and ICT skills e.g. using the internet for research.

Good use is also made of the local environment to investigate life cycles and living things. Science workshops and visits are held to foster children's awareness of and involvement with science in a wider context. We believe that children need to understand the contribution science makes to society.





Computing



The pace of change in technology and the growth of its use in all aspects of life means that the teaching of the appropriate skills has become an essential part of a child's education.

All children from Reception class upwards have regular access to the school's computer suite which allows them to develop their ICT skills and apply those skills in other areas of the curriculum.

In addition, children have access to computers and iPads in the classrooms to be used for personal research, learning activities and word processing as required. We also have interactive whiteboards that are used in classrooms to develop learning across all subjects using ICT as a stimulus.

All children have access to their own work folders and the Internet. This access is closely monitored to screen out inappropriate material. We ask all children and parents to sign a contract to promote sensible use of technology.



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History



We introduce children to the rich heritage of the past and seek to stimulate a keen interest in and love for the subject. We provide opportunities for first hand studies of historical artefacts, personal and family histories and visits to sites of historical importance. Stories of people and events from the past provide exciting and enriching experiences that help children enter imaginatively into other times and places.

As the children mature, we ask them to consider the nature of evidence which is central to historical study. We ask them to collect and record evidence and learn to recognise the variety of types of evidence and to question its validity, testing for bias and inaccuracy.

We cover a broad historical curriculum including the study of the recent and ancient past and the history of this and other countries as well as thematic history across eras.

We believe that history is intrinsic to our understanding of societies today. In considering how the past influences the present, pupils are able to understand more about themselves as individuals and members of society.



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Geography



We encourage the children to enquire about the world around them. Initially we base the children's learning on direct experiences and on the exploration of their locality. We encourage children to record their observations in order to develop their understanding and knowledge of people and places and then to look more widely to appreciate different lifestyles, climates and landscapes.

We use a wide variety of resources including maps, photographs, books and the internet to bring this learning to life, as well as visits to sites and from people in the community. ICT is used in geographical research and to present results of investigations. The internet links pupils to information and places throughout the world.

We explore the interdependence of countries, regions and peoples to foster empathy with others. We seek to develop the geographical skills of map making and reading, identifying different geographical features and using instruments for measuring and recording. Work in Geography is linked to work in Maths, Science, ICT, History and PSHE.





The Arts



We value the arts and recognise that for many people it will be a source of great pleasure throughout their lives. It also offers a unique opportunity for children to express themselves and how they feel, to make sense of the world around them and enjoy success. It often involves working collaboratively with others but also develops concentration and perseverance.

As well as our teaching of Music, Dance, Drama and the visual arts within the formal curriculum, we have a wide range of extracurricular activities including after school clubs, professional workshops, themed weeks and visits to galleries, theatres and concert halls.

In Art, pupils are taught to use a wide range of media and to work in two and three dimensions. Work is displayed throughout the school.

In Music pupils listen to music from our own and other cultures, sing a variety of songs, compose and perform their own work using a wide range of instruments. All children learn the recorder in Year 2 in preparation for choosing to take up other instruments from Year 3 onwards when parents can pay for children to have lessons in school time for Brass, Woodwind, Strings, Guitar, Drums and Piano. Children have the opportunity to perform in school on many occasions through the school year. In Year 4 and 5, children learn to play the ukulele.

There is a musical concert in the Spring Term, and KS1 and KS2 have musical productions at Christmas and in the summer.

Dance forms part of our PE curriculum and children are encouraged to develop a sense of rhythm and movement from the earliest age. Children learn traditional dances from other cultures as well as developing their own expressive dance sequences.

Drama is part of the English curriculum and is developed through play reading and writing, formal and informal performances and regular assemblies.





Design Technology



Through our design technology curriculum, we aim to promote confidence in our children to identify, examine and solve practical problems using a variety of methods, materials and scientific principles.

Cookery sessions have proved very popular and have helped to reinforce our healthy eating principles. We frame activities to help develop observation, enquiry, application of concepts and skills learned and evaluation of the results achieved.

We encourage children to use their own ideas to solve a problem but also to use examples from real life. We try to ensure that all children understand and use safe working practices. DT skills are taught and developed alongside ICT.





Physical Education



We promote an understanding of the human body, its aesthetic movement and how we use it. We seek to develop physical competence and participation in worthwhile physical activities both now and for the future by promoting the value of sustained physical activity throughout life. We believe that physical education can help to promote self-esteem, co-operation and competitive endeavour. We celebrate success and see enjoyment as a major benefit of participation.

Physical activities in the hall, on the field and on the playground are broad based and designed to develop children's co-ordination, their ability to handle a variety of apparatus and equipment, and the skills specific to a wide range of sports. We teach gymnastics, dance and athletics throughout the school and all children have the opportunity to swim during their time at St Paul's.

All pupils have two hours of PE each week. We invest Sports Premium funding in professional coaches who enrich and extend our provision, as well as providing on-going Professional Development for our teachers.

We take part in local competitions for netball, boys' and girls' football and athletics as well as inter-house matches on a termly basis. We have school clubs for netball, football, fencing, judo and dance. We encourage children to join clubs outside school.

In classrooms, we encourage the use of 'brain breaks' and physical activities using 'Jumpstart Johnny', 'Go Noodle' and 'Wake Up Shake Up'. We also encourage the use of active classrooms techniques to engage pupils.

Each year we have a Fit For Life Week in the Summer term where children have the opportunity to increase their fitness levels by establishing a daily routine of activities designed to raise heart rates and improve suppleness. It also encompasses a wider healthy message through nutrition sessions and mental health activities. A competitive sports day also takes place.





PSHE



PSHE is a cross-curricular subject that covers many areas of learning and links closely to many other aspects of school life. It is specifically linked with our teaching in RE and our School Behaviour Policy. Essentially its aim is to help children to develop into thoughtful, considerate, confident and valuable citizens.

It includes:

Health Education

Environmental Awareness

Political Awareness

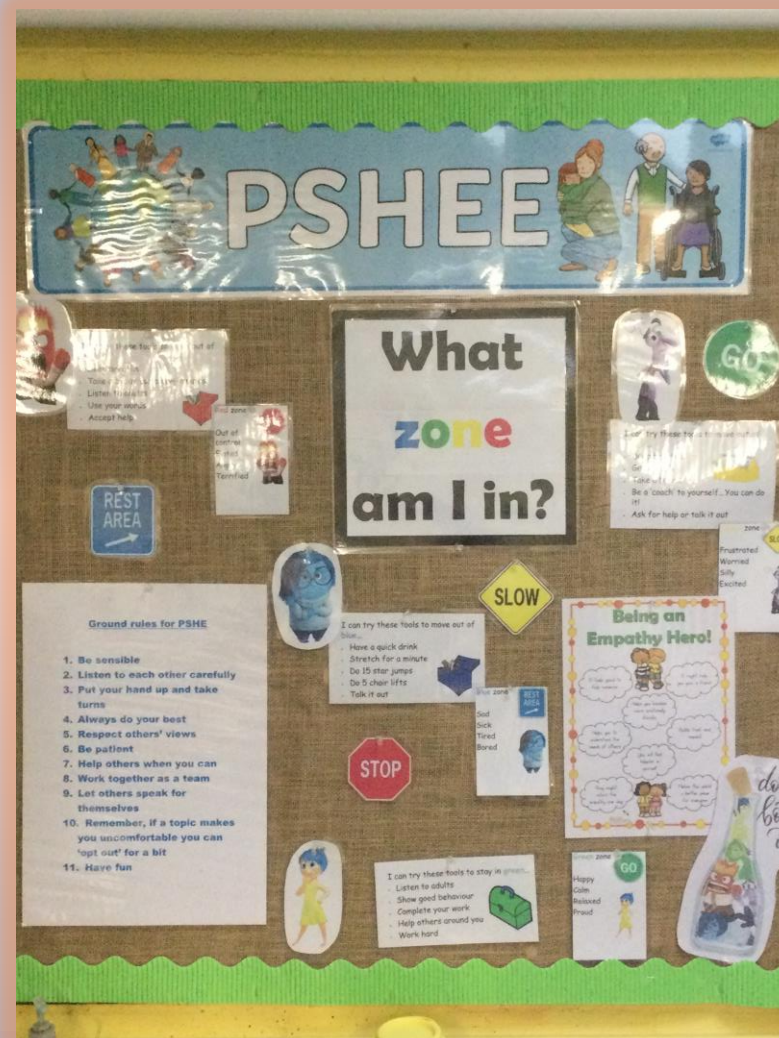
Personal Education

Economic Awareness

Social Education

Children are encouraged to consider and discuss all aspects of our society and their role as citizens. They become aware of the need to make informed choices and how their actions affect others. Through the use of Circle Time, they explore their own feelings and learn to listen to the views of others. They are taught the importance of school, British and Christian values and the need to be self-disciplined and self-motivated.

The lessons taught are reflected in the way we run the school and in the way people behave towards one another, so that as a school we are a model for a better society.





Modern Foreign Languages



All children in Key Stage 2 (Year 3, Year 4, Year 5 and Year 6) have the opportunity to learn French.

In this subject we aim to:

- To develop an interest in learning other languages through a creative curriculum that is enjoyable and interesting.
- To embed the skills of listening, speaking, reading and writing necessary for the children to use and apply their learning of French in a variety of ways.
- To lay the foundations for future language learning.
- To ensure appropriate progression throughout year groups so that the children have a varied and interesting experience of the French language and culture throughout their time at St Pauls.





Religious Education



Religious Education is taught according to the Buckinghamshire Agreed Syllabus and Oxford Diocesan Board of Education Scheme.

In the Foundation Stage children have the opportunities for spiritual and moral dimensions through the Early Learning Goals. Their learning can be through both separate and cross-curricular themes which include:

Myself	Other People	How I live
How other people live	Belonging	Important Experiences
Important things	Expressing our feelings	Feelings
Celebrations	Exploring belief	Religious stories & meanings

At Key Stage 1 pupils will study Christianity and Judaism in depth. Other religions will be referred to. Themes include:

Belonging	Special Places	Relations	Special People
Special Things	Special Occasions	Stories	The Natural World

Pupils will have opportunities to enhance their own spiritual and moral development

At Key Stage 2 pupils will continue to study Christianity, Hinduism, Sikhism and Islam in depth. Other religions may be referred to as they arise through units of study as appropriate to concepts which are being explored.

Themes covered include:

Beliefs about God	Celebration	Communication
Founders & Prophets	Holy Books	Leaders
Places of Worship	Religion in the community	
Right and Wrong	Rites of Passage	
The Natural World	Thinking and Being	

RE is provided for all pupils, and is inclusive and broad minded. Parents do have the right to withdraw pupils from RE. The school does not support selective withdrawal from RE.





Relationships Education



We help children gain an understanding of their own and others emotions, the importance of family and friends and the Christian values of family life. We do of course deal with issues and concerns in a caring and sensitive way as they arise. Where appropriate we will talk to children individually if their concerns or questions are inappropriate for a whole group discussion. Pupils currently may be withdrawn from areas of Relationships and Sex Education which do not form part of the National Curriculum provision.

Sex education is part of our curriculum for PSHE, which encompasses aspects of healthy living as well as looking at social and moral issues. In Years 5 and 6 the children will have discussions about puberty and growing-up. It is also taught in a factual way as part of the National Curriculum for Science. Children will encounter elements of this teaching in each year group while learning about plants, animals and humans.





Environmental Education



We are very fortunate to have a fantastic outdoor space, featuring an environmental area, quiet garden and nature trail.

We hope to instil in all pupils an interest in and respect for their natural environment. Environmental education forms part of our curriculum for Science and Geography and links with our programme for PSHE.

We encourage pupils to be aware of local, national and global issues and to become involved in projects which will benefit the community.





School Council



We have a school council that meets each half-term. The council is made up of two representatives from each class and the headteacher.

An agenda is set which can include a range of issues, such as teaching and learning, the school's Christian distinctiveness, playtime rules and the appointment of new staff.

Representatives lead class discussions and then issues that arise are brought to the school council meetings.

The council helps to develop the school community encouraging the children to become partners in their own education and make a positive contribution to the school ethos and environment.

We demonstrate the school values:

Courage by to stand up for what is right and speak in front of others, by being aspirational in our discussions and dreams for the school

Respect by listening to each other and respecting everyone's opinions

Hope by being positive and having high expectations of ourselves and for the school

Enjoyment by asking questions, being curious and having fun together in our meetings as a school council and in our class council meetings

Family/Unity/Community by embracing the ethos of the school and being ambassadors for the supporting everyone in our school community. By showing acceptance and togetherness as a school council and a school



We demonstrate the British values:

Democracy by ensuring everything we do & discuss in meetings and within our class council meetings is conducted in a fair way; listening to everyone

The rule of law by modelling and being role models for the school's rules, value and learning behaviours

Individual liberty by listening to everyone's view and opinions in a respectful manner; allowing everyone a chance to speak and express their ideas

Mutual respect by listening to each other and respecting everyone's opinions

Tolerance of those of different faiths and beliefs by being considerate of all different faiths & beliefs





Home Learning

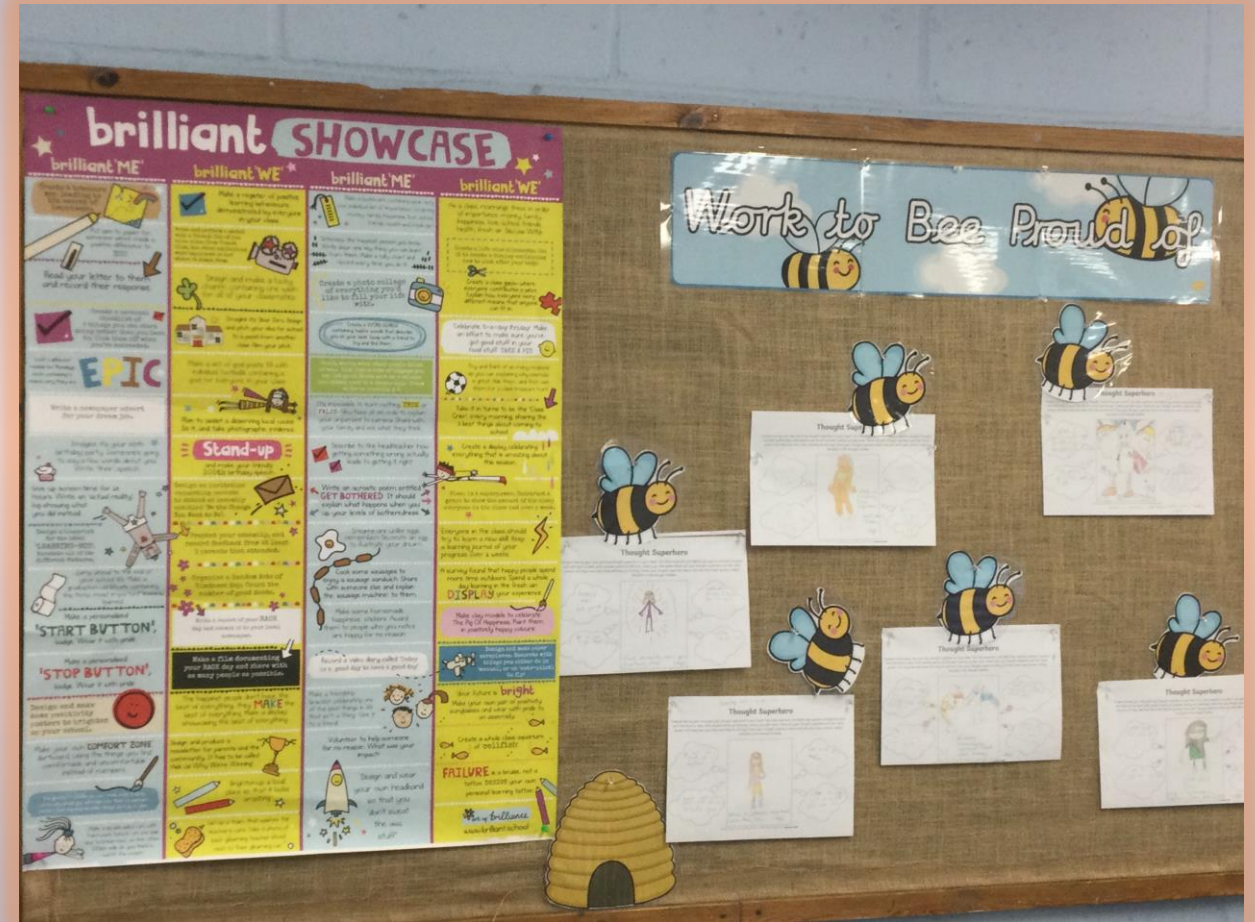


There is a Home Learning programme throughout the school. A letter is sent out by the class teacher at the beginning of each term which includes an outline of the home learning activities.

Pupils need time to consolidate their learning, opportunities to do their learning in real life situations and to develop the self-discipline needed to work independently.

Home Learning also allows parents to see what their child is learning and understand their achievements and next steps as learners.

We recognise the value of parents reading with their children on a daily basis. In school we focus on teaching the skills of reading. All children have a profile on Boom Reader so parents can record what children have read and any comments they feel will be helpful to the teacher.





Assessment

The children are taught in line with the expectations of the National Curriculum. Pupils' progress is regularly monitored and tracked. This progress is shared with parents through parent consultations and written reports.

During the Reception Year children are assessed using the Foundation Stage Profile which is closely linked to the Early Years Curriculum. From Year 1 to Year 6, children are assessed against the National Curriculum. From these assessments, teachers plan to address next steps in learning.

In Year 1 and Year 2, teachers assess against the National Curriculum objectives. In Year 2, they use the optional SATs paper to give information to support teacher assessment.

In Year 6 pupils take national tests known as SATs (Standard Assessment Tests), in Maths and English and results are reported to parents. Years 3 to 5 take have optional papers they use to support teacher assessment.

In addition to this pupils undertake a range of informal and formal assessments. These assessments are designed to measure progress term by term. It also gives valuable diagnostic information which can help both parents and teachers support the children in their learning.





SEND (Special Needs and Disabilities)



The team from the Intensive Learning Unit (ILU) supports those children who would benefit from individualised learning and monitors the progress of all children including high achievers. This team consists of a Special Needs and Disabilities Co-ordinator (SENDCo) and a team of Learning Support Assistants (LSAs), Special Support Assistants (SSAs) and Higher Level Teaching Assistants (HLTAs). The team is trained to work with all the children.

Learning Support Assistants (LSAs) support either in a single class or across classes as directed. Special Support Assistants (SSAs) support individual children for whom an Educational Health Care Plan is in place. Higher Level Teaching Assistants are qualified to teach a whole class. All support assistants are trained to use a wide range of resources to support pupil learning.

As children move through the school their progress is carefully monitored and where necessary additional support is given. The SENDCo will discuss strategies with the class teacher and plan interventions. Sometimes this will be a short programme to overcome a specific problem; other children may need a level of support throughout their time at school. Each child who is on SEN support has an Individual Educational Plan (IEP)/Pupil Passport and parents are invited to meet the co-ordinator to discuss this at the outset and to monitor progress.

Our aim is for children who experience learning difficulties to take responsibility for their own learning by carrying out home learning tasks and trying their best at all times. Where parents have any concerns about their child's progress, we hope that they will inform us as soon as possible so we can ascertain the nature and level of the problem and implement an appropriate programme. Teachers plan learning to ensure that all children are challenged regardless of where their attainment is within the class or nationally.

In line with the Special Needs Code of Practice we use a graduated approach of action and intervention:-

- Tier 1: Universal support — Personalised and differentiated approaches available to all children.
- Tier 2: Early SEND support — Some children will require more focussed and targeted support or intervention.
- Tier 3: Continuing SEND support — Relatively few children will need a much higher level of support and intervention.

Looked after children (children in social care) - As with all pupils, looked after children are monitored to ensure that the school curriculum is relevant to their needs.



Activities and Visits



All class trips are planned to enrich learning and give children valuable memories outside the classroom. Visits are planned to comply with Buckinghamshire Educational Visits Policy and Guidance.

Parents will be notified of a proposed visit and asked if they would make a voluntary contribution to help cover the cost. Charges for these will be based on the actual cost of the activity. If sufficient numbers make this viable the visit will proceed. Should there be insufficient numbers the visit will be cancelled.

Occasionally professionals are brought into school to enrich learning. Parents may be asked to make a contribution toward this cost.

Music lessons in school:

Lessons are provided by either the Buckinghamshire Music Trust or by private teachers within the school day. Enquiries about lessons, prices and instruments should be made to the School Office.





Extra-Curricular Activities



There are a wide variety of clubs and activities at lunchtime and after school. Many are run on a voluntary basis by staff members. Others are run by external companies where there is a charge.

Children can take part in a range of sporting, creative and teambuilding clubs. The clubs vary seasonally.





Attendance



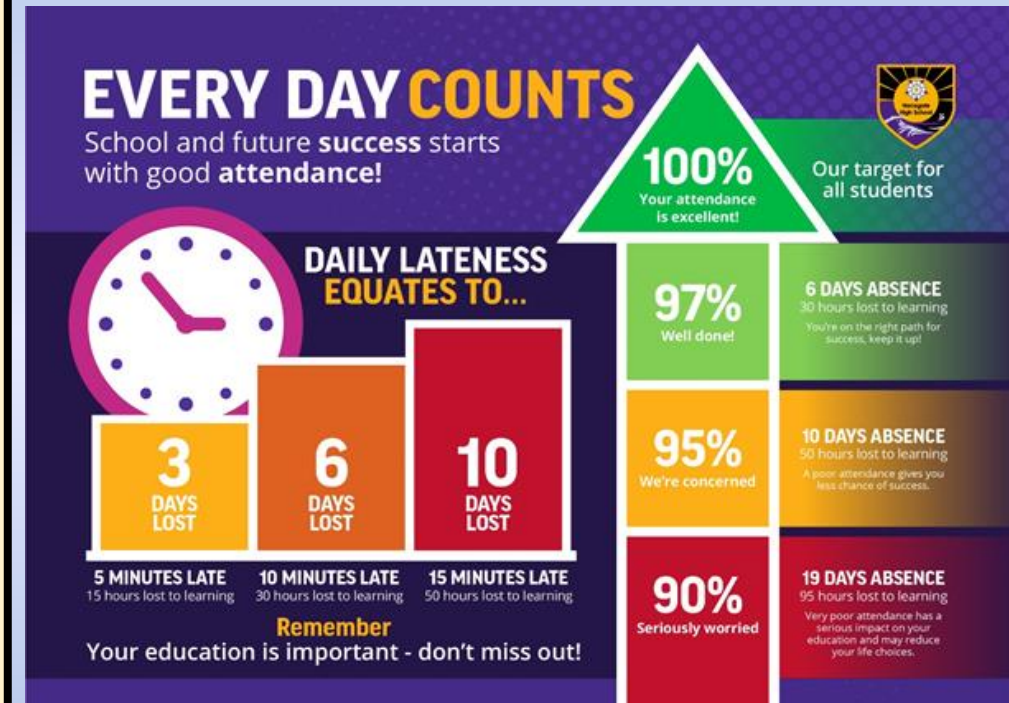
As parents you will understand the importance of regular and punctual attendance and your co-operation in this respect will be much appreciated. We ask all parents to ensure that:

1. Children do not arrive on site before 8.35am, as they will not be supervised on the playground. If they arrive after the registration period a parent must sign them in at the School Office. Persistent lateness will be monitored and strategies suggested to overcome the problem. Lateness will result in pupils missing vital instructions and cause disruption to others.

2. Pupils attend regularly – this is essential to ensure a good pace of learning. We do not want children in school if they are really poorly but we would ask parents to ensure that they are in school whenever possible. This applies equally to holidays. The dates of the school holidays are published two years in advance so that parents can make their arrangements within these dates. We will not grant leave of absence outside these dates unless there are exceptional circumstances—holidays are not exceptional circumstances.

3. A telephone call should be made to the school on each morning of absence, giving the reason and expected date of return. This is particularly important for those children who walk to school on their own. A letter giving the reason for absence should be sent to the teacher when the child returns to school.

4. Make doctor and dentist appointments outside school hours whenever possible or failing that at the beginning or end of the school day, or at lunchtime – please note that children taken out of school during lesson time must be signed out by their parents and signed back in on their return at the School Office.





The House System



We operate a system of houses within the school to encourage endeavour and team spirit. Each child is allocated to a house on entry to the school and we ensure that brothers and sisters are in the same house.

The houses are named:

- Wonderful willow
- Brilliant Birch
- Spectacular Sycamore
- Outstanding Oak

Children are awarded house points (dojos) for positive learning attitudes, good behaviour and demonstrating the School Values.

Year 6 House Captains keep regular score and the winning house is announced in assembly. We hold inter-house sports matches termly and pupils represent their house on sports day.

Courage, Respect, Hope
Enjoyment, Community

St Paul's House Teams



Wonderful Willows

Colour: Blue



Brilliant Birch

Colour: Yellow



Spectacular Sycamore

Colour: Red



Outstanding Oak

Colour: Green



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Professionals and Parents in Partnership



We aim to establish an informal and positive relationship with parents so that we can work together in the best interests of the children. We believe that parents are the primary educators in matters of discipline and behaviour and seek their support in these areas. We also believe that parents should be actively involved in children's learning. We keep parents informed of their children's progress through termly parent teacher meetings and an annual written report and also encourage parents to let us know if they have any concerns or issues as soon as they arise.

We rely on parents to support children with home learning and providing a suitable environment in which they can work. Parents have a key role to play in hearing their child read (preferably daily) and we use Home School Reading Record (Boom Reader) to allow the teacher and parent to exchange information and ideas about reading progress.

We try to keep parents up to date with school information through emails, monthly newsletters and regular information evenings. The school website is also a rich source of information. Parents are encouraged to play an active part in the life of the school including helping with a wide variety of activities, accompanying school trips and running extra. curricular clubs with staff.

This is in addition to supporting the very active PTA in their fundraising activities and coming to see their child perform in assemblies and concerts. We value parental help with the children in school and encourage parents to help in a wide variety of situations including hearing children read individually and in small groups, playing maths games, running the school library, cooking, sewing and doing practical subjects such as Art and DT.





School Uniform



School Uniform Policy

Our aim is to have a uniform which is both smart and practical and which encourages children to take a pride in their school and their own appearance. All children are asked to wear the uniform and adhere to the dress code in order to eliminate competitive fashion crazes. All uniform should be named.

List of School Uniform Items:

- Grey school trousers or grey school shorts from a school uniform range
- Navy or grey skirt & pinafore dresses - no more than 10cm above the knee, from a school uniform range
- White polo shirt
- Navy sweatshirt or cardigan with school logo*
- Pale blue checked dress or culottes-style dress in warm weather
- White, grey or blue ankle socks (not trainer socks)
- Grey tights (min 60 den)
- Flat black school shoes with laces, strap or buckle
- Sun hats should be worn when it is very sunny
- Coats should be worn when it is cold or wet

PE - PE kit should be worn on the two days when PE is timetabled.

- Plain navy shorts* (not cycling shorts) or tracksuit bottoms
- Navy t-shirt
- Navy sweatshirt with or without a school logo*. If you have a navy sweatshirt without the school logo it must be unbranded and completely plain.
- Trainers
- White socks (not trainer socks)

Swimming:

- Swimsuit or trunks
- Swimming hat
- Towel
- Goggles may only be worn if parents send a note giving permission

*available from school outfitters - School Days Direct, 652 Bath Road, Taplow, SL6 0NZ. Tel: 01628 665353 <https://www schooldaysdirect.co.uk/>

*If your child needs temporary or longer term amendments to be made to the school uniform policy, please make an appointment to discuss this with one of the leadership team.

Picture Page - Uniform Guidance

School Uniform - School trousers or shorts grey



School Uniform - Navy or grey skirt (no more than 10cm above the knee)



School Uniform - White polo shirt



School Uniform - Navy sweatshirt or cardigan with school logo



School Uniform - Pale blue checked dress or culottes-style dress



School Uniform - Flat black shoes with laces, strap or buckle



School Uniform - Grey tights



School Uniform & PE Kit - White, blue or grey ankle



PE Kit - Navy T-Shirt



PE Kit - Navy tracksuit bottoms



PE Kit - Plain navy shorts (not cycling shorts)



PE Kit - Navy sweatshirt with or without school logo



PE Kit - Skort (skirt with under shorts)



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School Uniform



Hair of shoulder length or longer should be tied back with a blue or dark hairband or Alice band. Tramlines, designs and unnatural colours are not acceptable.

Sun hats should be worn when it is very sunny. Sun hats with school logo are available from the School Office.

Jewellery is not permitted in school as it can be harmful to other children and frequently gets lost causing the child unnecessary distress.

Earrings are also not permitted.

Whilst watches are permitted, we recommend that children do not have expensive watches as they can be lost or damaged. Watches should also not have the capacity to send and receive messages or access the internet.

PE kit should be worn on PE days instead of school uniform. Children should wear PE kit that is appropriate to the weather.



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Stationary



Basic Stationery Kit:

(required by all pupils and needs to be restocked regularly)

- a pencil
- a handwriting pen (Y3 - Y6)
- a ruler
- a rubber
- a pencil sharpener
- a glue stick
- scissors
- colouring pencils

Children need a book bag for school (these can be purchased from the School Office).

Lost property will be retained for half a term and then disposed of. Enquire at the School Office.





Coming to School



We want all children to come to school safely and believe that walking to school is the best way to ensure this. Children who learn to be pedestrians at an early age are far safer and fitter than those who always travel by car.

Due to the location of the school, traffic around the area is always problematic at peak times. Where there is no choice but to drive to school, we would ask that you observe the informal one-way system, encourage your child to get out at the drop off point as soon as they feel confident to come into school alone, park with consideration for residents and other road users and allow sufficient time for your journey so that children do not arrive in an agitated state because they are worried about being late.

Children may cycle to school if accompanied by an adult. We have bike racks at both entrances to school, these are left at the owners' risk. If your child should walk to school on their own you must notify the School Office. In the winter months children should wear bright or reflective clothing so they can be easily seen. Hi-viz jackets are available free of charge from the School Office.

Should an adult responsible for meeting a child be unavoidably detained, we tell children always to come back into school and tell a teacher. We will keep them in the entrance hall and contact parents. If you can warn us by telephone or email when you are delayed, we will send children to the entrance hall to wait.

If you make a change to the normal arrangements, please make sure that you inform the School Office or class teacher directly, preferably in writing. Teachers will not send a child home with a different adult unless previously notified.





School Meals and Lunches



All children in Reception, Year 1 and Year 2 are entitled to a free hot school lunch (Universal Free School Meals). Years 3 to 6 are offered a hot school lunch at a charge. All children can bring a packed lunch into school if they choose. All children from each class eat their lunches together in the school hall. The children may have playtime before and/or after their lunch, depending on the rota. This is an important social opportunity for children.

Parents providing packed lunches should consider what sort of food their child enjoys and what can be safely put into a lunch box. Some children enjoy sandwiches while others prefer crackers or bread sticks. It is important that they have a balance of protein and carbohydrate as well as fruit or yoghurt and something to drink.

The lunch boxes are not refrigerated so they need to have an ice pack and it is not advisable to use things like cooked meat.

ST PAUL'S IS A NUT AND SESAME FREE SCHOOL. All foods brought in to school should be nut and sesame free.

Healthy Lunchboxes

As we return to the school routine, many parents will be facing the challenge of preparing packed lunches for their children. These links have some good ideas for delicious, healthy lunches. Please remember that children should not have sweets or chocolate bars in their lunchboxes.

Ideas for healthy lunchboxes:

<https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>

<https://www.bbcgoodfood.com/recipes/collection/lunchbox-recipes>

<https://www.healthylittlefoodies.com/healthy-lunchbox-ideas/>



Break and Lunch Time

Reception, Year 1 and Year 2 children also have a free fruit snack at morning break time. Children from Years 3 and 6 are encouraged to bring fruit or vegetables for their morning break snack too. Children should bring a water bottle with a 'sports' top so that they can drink water throughout the school day.

Children are encouraged to play games and enjoy these social times in schools.



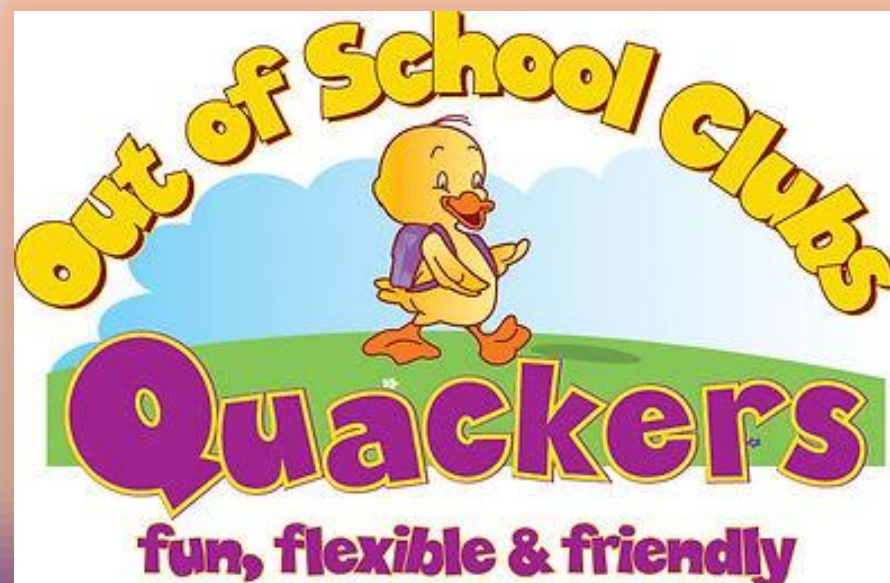




Wrap Around Childcare

Childcare before and after school is run on the school site by an external provider, Quackers from 7.30am –6pm.

<https://www.quackersoutofschoolclubs.co.uk/>





The Governing Body

The Governing Body of the school is responsible for formulating the vision and the aims of the school, leading the school's strategic direction. Whilst the day-to-day management of the school is delegated to the Headteacher, the governors monitor the school's performance and ensure the implementation of national and local policies. They are also responsible for monitoring the school's finances.

The constitution of the Governing Body is:

- 1 x Local Authority Governor
- 1 x Staff Governors plus Headteacher
- 1 x Co-opted Governor (reserved for a member of staff)
- 2 x Parent Governors
- 8 x Foundation Governors—Parish and Diocese-appointed (2 above all other Governor categories—to have overall control of the Governing Body)

The Full Governing Body meets half-termly and committees meet termly. Governors visit school regularly, attend functions and events and represent the school at educational conferences and forums. Governors stand for four years. Parent governors are elected by the parent body.



PTA – Parent Teacher Association



The PTA was founded in 1969 and all parents of children at St Paul's and staff are automatically members. The PTA committee consists of a chair, vice-chair, secretary / communications officer and a treasurer. Each class has one or two class representatives who are a fundamental link between the PTA committee and parents, and all parents are invited to the PTA meetings held the first Tuesday of every month. The Headteacher is the President of the association.

The PTA organise a range of activities throughout the school year to help raise funds and involve everyone and the local community in school life. Current activities include a school disco, quiz nights, cake sales and fetes. We are always open to new ideas and suggestions!

Most recently the PTA has raised funds for iPads for almost 3 classes' worth and have got several parents and organisations to donate their time and money into revamping the environmental garden to bring it back into use for the children to use as a sustainable and cost-effective learning resource.

All parents are strongly encouraged to support the PTA, whether through joining the committee; supporting in the organisation or running of events; or simply by engaging with us and attending our events! All monies raised are spent to improve a variety of aspects of school life – to improve facilities and resources for the children.

Please do email the PTA for further information: stpaulsptawooburngreen@gmail.com



Links with the Community



We endeavour to establish and maintain strong links with the wider community in a variety of ways including:

- Supporting local, national and international charities.
- Working in partnership with local companies to enhance learning—including sponsorship and the development of educational programmes.
- Publicising events and achievements in the local press.
- Working with the Parish and District Councils on community projects.
- Establishing links with local groups working in the community and supporting them with practical help.
- Collaborating with St Paul's Church and other local places of worship, and national Christian organisations such as iSingPOP.
- Working on environmental projects and getting involved with local issues that affect the community.
- Collaborating with other primary and secondary schools on curriculum projects



iSing
POP



School Development & Maintenance Fund



As a Church Aided School St Paul's receives much of its funding from the Local Authority, however, the Governing Body is responsible for many aspects of the maintenance of the school buildings that fall outside of the scope of this funding. The Governing Body has therefore established the School Development and Maintenance Fund which has charitable status under the 1994 Education Act and the Income and Corporation Taxes Act 1970.

The main aim of the fund is to cover the cost of subscribing to the Oxford Diocesan Building Maintenance Insurance Scheme, which covers the cost of arranging and carrying out the required external maintenance of the school. In recent years the school has been internally redecorated and new children's washrooms have been installed, total rewiring of the building and a new plumbing system has also been achieved. An additional use of the fund is to help finance projects that will enhance the school in a wider context than is normally provided for by the Local Authority.

Parents are asked to contribute to the fund at a minimum suggested annual rate of £25.00 per pupil (correct at time of publication). Parents are encouraged to pay under Gift Aid as the fund can obtain additional revenue through the recovery of tax, although parents may contribute by an annual or monthly cash sum, without covenanting, if they wish. Please enquire at the School Office.



Medical Information

If your child needs to receive medication during the school day there is a permission form for administering medicine by a member of staff with the appropriate training, which can be filled in at school.

If your child has an infectious illness there are set exclusion times and you need to contact the School Office and find out how long this is. If your child has had a bout of sickness and/or diarrhoea they need to remain at home for 48 hours after the last episode. If your child has headlice please inform the School Office and keep your child at home until they have been treated. Threadworm is also a problem and again your pharmacist can advise you on appropriate treatment. Please encourage your child to develop good hand and respiratory hygiene.

We endeavour to ensure that the school is a safe place for children but accidents do happen. In the event of your child having an accident we will treat all minor injuries according to our First Aid Training. We can also administer emergency aid in the event of a more serious injury. All staff are emergency aid trained.

If your child has a head injury, damage to their teeth, or we are concerned that they need further treatment, we will always contact you and ask you to come to school. If we cannot contact you and we feel that your child needs further treatment we will call an ambulance to take them to hospital and continue trying to contact you.

It is essential that you keep your contact numbers up to date.



Health & Safety



Our Health and Safety Policy is designed to keep every one in school safe, secure and well. It is regularly reviewed and the staff are given training to ensure it is put into practice. Everyone associated with the school has a duty of care and we ask that parents ensure that children:

- Come to school appropriately dressed
- Have an adequate breakfast and packed lunch
- Do not bring dangerous or valuable items to school
- Act in a responsible manner when entering and leaving school

Smoking: We have a strict no smoking policy in place that applies to the whole school site both in and out of school hours.

Dogs: Dogs are not allowed on the school premises.





School Improvement Plan



Vision Statement

We rejoice in trials and problems as these produce endurance and endurance produces character and character produces hope.

Our school community will be a compassionate place of enjoyment, respect and hope, where courage is valued and skills developed for all to thrive in a diverse world; growing in strength, wisdom and faith.

St Paul's School Values

Courage, Respect, Hope, Enjoyment, Community

British Values

Democracy, Rule of Law, Respect and Tolerance, Individual Liberty

Learning Behaviours

Risk Takers, Patient, Confident, Independent, Challenging ourselves, Enquiring, Resourceful, Positive, Listening well, Critical thinkers (Reflective), Self-motivated, Effective communicators, Open minded, Supportive of everyone (showing humility), Determined.

'5 R Learning'

Respective, Risk, Retain, Refine, Re-define.

Overview:

Area 1 Writing	Area 2 SEND & LSAs	Area 3 Resilience	Area 4 Spirituality	Area 5 RE Curriculum	Area 6 Leadership
To develop the teaching and learning of Writing.	To develop the role of the LSA in the classroom and in leading effective interventions to support all children effectively including SEND.	To build resilient, <u>confident</u> and independent learners who take responsibility for their learning – developing vital personal skills for learning and life.	To develop children's understanding of Spirituality.	To implement the new RE curriculum effectively ensuring the skills progression and objectives are covered across the school.	To secure and develop the leadership at all levels across the school



Catchment



The school serves a small catchment area that extends from Wooburn Green to Cores End and includes Harvest Hill, Widmoor, Wooburn Common and Berghers Hill. We welcome children and families from all faiths and none.

Use this website to see which schools are local to you:

<https://services.buckscs.gov.uk/school-admissions/nearest>

Find details of admissions criteria in our policy which can be found on our website:

<https://www.stpaulsschool.co.uk/admissions/>





Complaints



In the event that a parent is unhappy or concerned about something that has happened in class we would ask that in the first instance this is raised with the class teacher as it is often the result of a misunderstanding. This should be done as soon as possible. Where it is not possible to speak to the class teacher, which is often the case first thing in the morning, a note will often suffice and can be followed up by a phone call or meeting later in the day. If the matter is urgent parents should come and see the Headteacher or Deputy who will either deal with the matter directly or release the teacher to talk to the parent.

If the concern relates to a whole school or management issue, parents should in the first instance speak to the Headteacher – we always try to see parents immediately but certainly we will respond as quickly as we can to requests for an appointment and endeavour to resolve problems promptly. In the event of a parent not being happy with the resolution offered they can refer it to the Chair of Governors. The school's complaints policy is published on the school website.

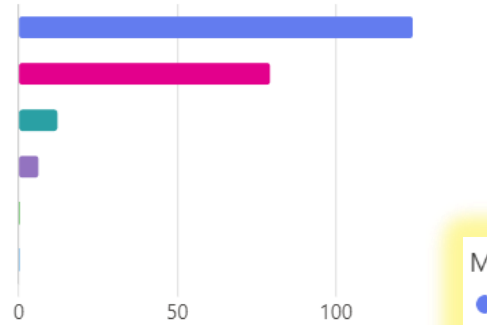




Parent Survey

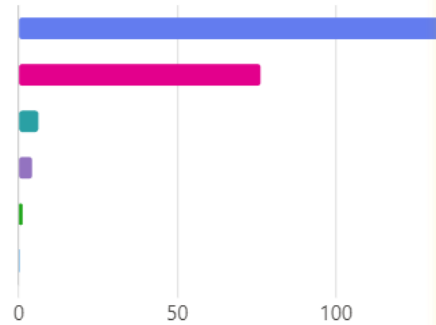
My child is happy at St Paul's. (0 point)

Strongly agree	124
Agree	79
Not sure	12
Disagree	6
Strongly disagree	0
Not applicable	0



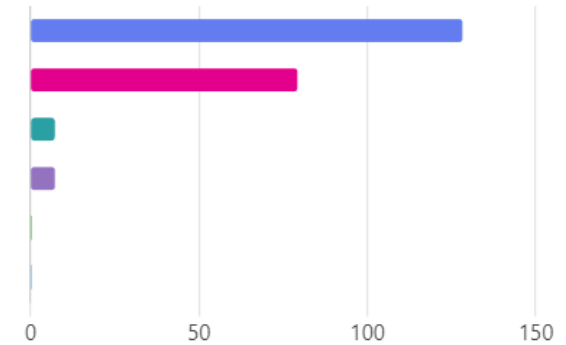
My child feels safe at St Paul's. (0 point)

Strongly agree	134
Agree	76
Not sure	6
Disagree	4
Strongly disagree	1
Not applicable	0



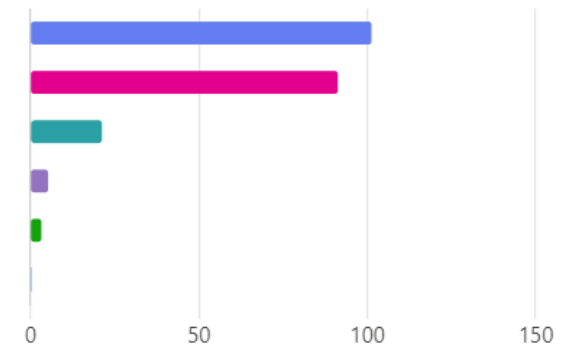
My child is well looked after at St Paul's. (0 point)

Strongly agree	128
Agree	79
Not sure	7
Disagree	7
Strongly disagree	0
Not applicable	0



My child is taught well at St Paul's. (0 point)

Strongly agree	101
Agree	91
Not sure	21
Disagree	5
Strongly disagree	3
Not applicable	0

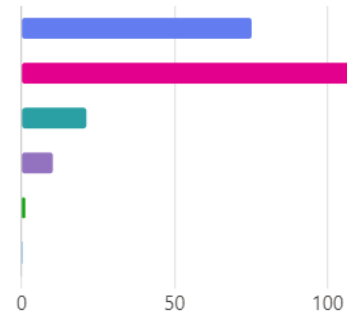




Parent Survey

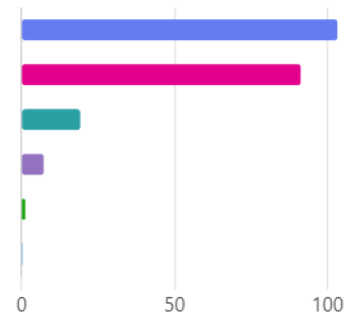
St Paul's makes sure its pupils are well behaved. (0 point)

Strongly agree	75
Agree	114
Not sure	21
Disagree	10
Strongly disagree	1
Not applicable	0



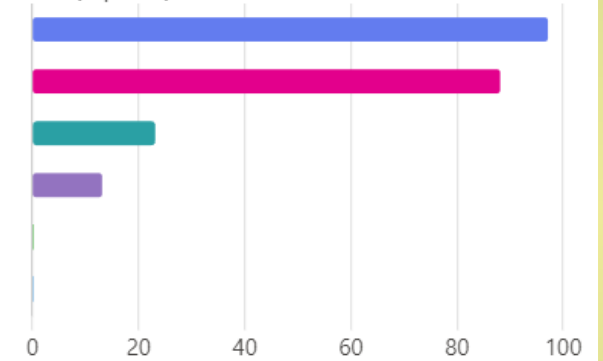
My child has grown in confidence at St Paul's. (0 point)

Strongly agree	103
Agree	91
Not sure	19
Disagree	7
Strongly disagree	1
Not applicable	0



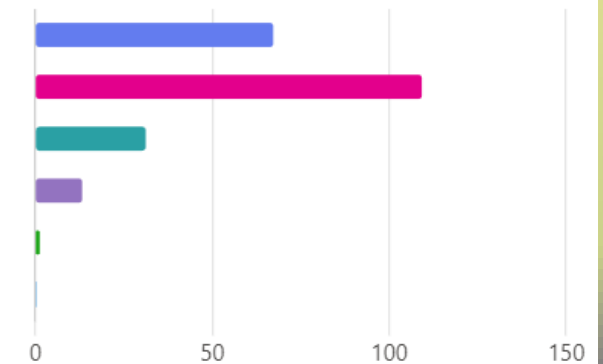
St Paul's celebrates my child's successes and encourages them to do well. (0 point)

Strongly agree	97
Agree	88
Not sure	23
Disagree	13
Strongly disagree	0
Not applicable	0



9. My child is making good progress at St Paul's. (0 point)

Strongly agree	67
Agree	109
Not sure	31
Disagree	13
Strongly disagree	1
Not applicable	0





Parent Survey

32. The things I like best about St Paul's are: (0 point)

[More details](#)

219
Responses

Latest Responses

"There is a real sense of community between parents and school"
"Nurturing environment Activities from outside resources (kapla) Lots of pare..."
"The wonderful staff"

...

79 respondents (36%) answered Teachers for this question.

[Update](#)

feel to the school lovely school children and parents
friendly teachers small school happier school teachers throughout our child
happy children **school Teachers children** community of the school
teachers and staff st paul care - to keep my child Child is happy support our child
head teacher child to school environment for the children

*Growing in
strength, wisdom
and faith*

