



Purbrook Infant School



Prospectus

Foreword from Purbrook Junior School

I am pleased to be given the opportunity, as Headteacher of Purbrook Junior School, to welcome you and your child to Purbrook Infant School.

As the attached junior school we are very proud of the strong links we have developed with Purbrook Infant School. We are also delighted that most, if not all the parents of children from Purbrook Infant School choose to transfer their child to our school at the beginning of Year Three.

We believe the aims and values of Purbrook Infant School provide a secure foundation for children as they join us to begin junior school. We feel confident that we can build on the excellent start made by your child at Purbrook Infant School.

Headteacher
Purbrook Junior School

Foreword from the Chair of Governors

I would like to welcome you and your child to Purbrook Infant School. I am certain that you will find that the school has a warm, friendly and happy atmosphere in which your child will enjoy learning and which will provide them with a positive start to their education.

The Governing Body works with the Headteacher and staff to ensure that all children are provided with high quality teaching, the appropriate resources, and a secure and stimulating learning environment in which they can make the best possible start to their schooling.



Dear Parents,



I am delighted with your interest in our school and I hope that this prospectus enables you to gain an understanding of what we can offer your child. Purbrook Infant School is committed to equal opportunities and to providing stimulating, first hand learning experiences for all of our children.

We offer a broad, balanced and exciting curriculum which includes a wide variety of educational trips and enrichment activities. There is a strong emphasis on the basic skills - reading, writing and numeracy. However, our high academic expectations are combined with opportunities for children to succeed in other curriculum areas such as the arts and physical education. We value all children as individuals and work hard to enable them to achieve their very best. We recognise and celebrate progress, effort and success and regularly share the children's achievements with parents.

The school provides a secure, attractive and welcoming environment in which we work to develop children's confidence and self esteem. It is no coincidence that confident, happy children who feel valued and secure and who are both challenged and supported in their learning make the best progress that they are capable of.

By teaching children the skills they need to become independent learners we are equipping them for their future in an ever changing world. We want our children to become happy, caring and responsible adults who are able to make a positive contribution to society. We want them to be aspirational; to have the confidence and skills to succeed and the ability to apply and adapt their skills to any challenges they may face.

The school values the positive partnership that it enjoys with parents and the strong community links that have been developed with many local groups, pre-schools, and schools, particularly Purbrook Junior School with whom we liaise and work closely. Such links help to ensure our children are provided with a wealth of valuable, educational experiences and opportunities.

Should you have any queries, please do not hesitate to make an appointment in order to come in to school and discuss them with us.

Yours sincerely

A handwritten signature in black ink that reads "Lucinda M. Clements".

Lucinda M Clements

Headteacher
Purbrook Infant School





Welcome

Purbrook Infant School is in the centre of a largely residential area in the outer suburbs of Portsmouth. Many parents from out of catchment select our school as their first choice. Purbrook Infant School is a three form entry school that offers a warm and friendly welcome to all, a fact often commented on by visitors.

We share our site with Purbrook Junior School and there is close liaison between the two schools. Our school can accommodate 270 children. There are three year groups, Year R, Year 1 and Year 2, with three classes in each. We do not have mixed age classes.

Children may be taught as a whole class or in groups. Children from different classes may sometimes work together; the children may also work in ability groups for some curriculum subjects.

We have a purpose-built Foundation Stage Unit where the three reception classes work. This has a covered outside area which enables the children to learn inside or out whatever the weather! Each reception class has a teacher and a full time learning support assistant.

Around a courtyard, which the children access for learning, we have six Key Stage One classrooms. All Key Stage One classes have learning support assistants each morning and for three afternoons each week. The school also has a music and drama room, a modern ICT suite and a library. All children use these facilities at least weekly.

The school has large grounds including a playing field; outdoor learning is a key part of our planned curriculum. The aim of staff and governors at Purbrook Infant School is for all children to be given opportunities to achieve their potential in a safe, stimulating and caring environment with an appropriate level of support.



“The school has an excellent relationship with parents and carers and this makes a significant contribution to pupils’ personal and academic development. Parents and carers are overwhelmingly supportive of the school and many commented on how pleased they are to have selected the school for their children.”
OFSTED 2011

Our Ethos

We make clear to all our high expectations for both learning and behaviour.

We have five Golden Rules that our children are all taught and agree to:-

- We listen: we don't interrupt
- We are gentle: we don't hurt others
- We are kind and helpful: we don't hurt anybody's feelings
- We look after property: we don't damage things
- We work hard: we don't waste time
- We are honest: we don't cover up the truth

We have a culture of positive behaviour management and children are commended for adhering to the Golden Rules through a variety of reward systems which include chosen activities, stickers and certificates.

Targets

All children, whatever their ability, have individual targets so that they understand what they need to do and achieve next in order to move forward with their learning.

In lessons teachers ensure that children have a clear understanding of how they can succeed with a given task and the various steps that are involved.

“Teachers know their children well and are therefore able to focus on their individual needs. Good assessment strategies are employed to help pupils focus on their learning and for them to become independent learners.”
OFSTED 2011



Groundforce Day
Children and parents
working to improve the
school grounds.

Working in Partnership With Our Parents

We value highly our partnership with parents. We believe that by working with you we can achieve the best for your child. As well as operating an “open door” policy wherever possible; so that staff can easily be approached on a daily basis for a quick word, we are also happy to make appointments with you for longer discussions, if required.

At least twice in the year you will have the opportunity to meet more formally with your child’s class teacher to discuss their progress and their personal targets. You will also receive an annual written report of your child’s progress

as well as an interim report card to keep you informed all through the year.

We ask that you support your child with small, regular pieces of homework such as daily reading and weekly spellings as well as challenges linked to specific areas of study. To support you in this we provide you with curriculum information each half term outlining topics to be taught.

We regularly hold workshops in order to help you support your child at home. These regularly focus on literacy maths and ICT. However, we listen to parents requests for information and vary subjects in response to parental interest.

We are always grateful for offers of help from parents whether you can volunteer occasionally or regularly.

Our active Parent Teachers’ and Friends Association run events throughout the year for you and your child’s enjoyment and to raise valuable extra funds for the school. As a parent you have automatic membership of the PTFA and you can be assured of a warm and friendly welcome by the team.



Teaching and Learning

Creative and Stimulating Curriculums

In our school there are two curriculums:-

The Early Years Foundation Stage Curriculum

- for the reception children - this is the curriculum they will have begun in pre schools and their progress continues to be assessed against the Early Years Foundation Stage Profile. Most children will be ready to transfer to the National Key Stage One curriculum at the end of their Foundation Stage year, some may do so earlier, and some later.

**“Provision is good in the Early Years Foundation Stage and children progress well, particularly in their personal and mathematical skills”
OFSTED 2011**

Key Stage One National Curriculum: In Years One and Two children follow the Key Stage One National Curriculum. They are assessed against this curriculum using National Curriculum level descriptors and other recognised document.

Learning can be fun!

Both the curriculum in the reception classes and the curriculum in Key Stage One are carefully designed to engage children in their learning and to ensure that children reach their full, academic potential.

Relevant topics are chosen and plans drawn up with specific regard to questions the children would like to discover the answers to, as well as ensuring appropriate coverage. In this way we are certain that children have some ownership of their learning and that it is of interest and meaningful to them.

“The curriculum is of good quality. It is broad and balanced and has been amended well to meet the needs of the pupils. It is enriched well.” OFSTED 2011



“ A wide range of visitors provide interesting and stimulating inputs which are then successfully developed by the school staff.” OFSTED 2011

Much of the learning that children do is presented to them initially in a practical manner. As their understanding and recording skills develop they learn to express and communicate their knowledge in a variety of ways.

“Teaching, the curriculum and the care, guidance and support provided for pupils have all been strengthened since the previous inspection and are now good.....the learning in many lessons is now good .” OFSTED 2011

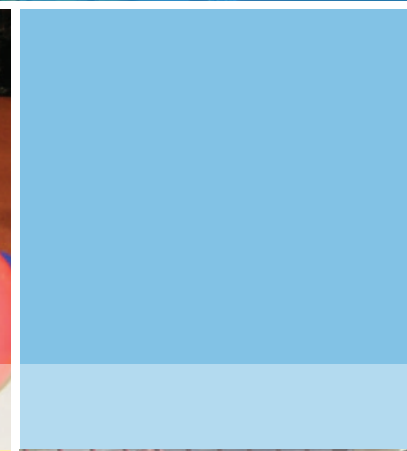
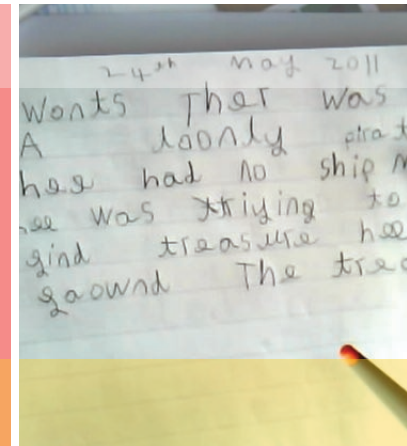
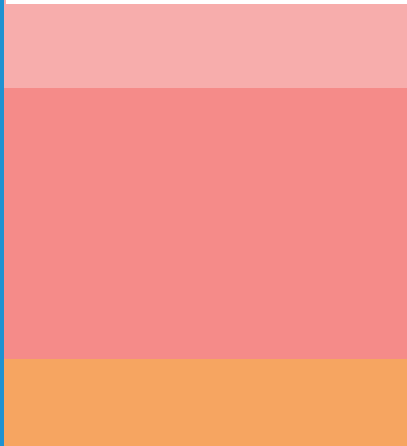
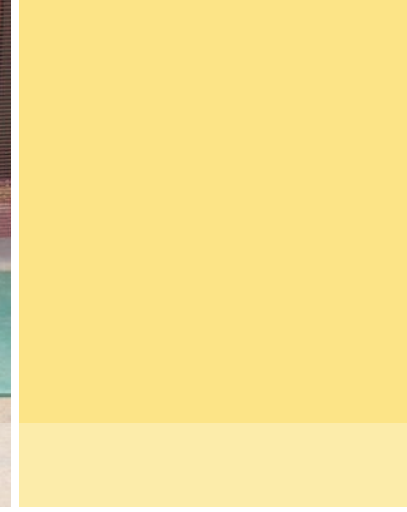
Increasingly many subjects are taught through a creative, cross-curricular, topic-based approach to immerse children in their learning.

Mathematics and English remain discrete daily lessons but may also be linked to and consolidate topic work. Phonics lessons are taught daily in all year groups.

In this way we support all children’s development into confident, enthusiastic and independent learners who are able to overcome barriers they encounter in their learning and who maintain their intrinsic curiosity and enthusiasm for finding out.

“Lessons are planned well to meet the pupil’s wide-ranging needs and the content is invariably interesting so that pupils remain engaged.” OFSTED 2011

We consider that it is vitally important that children having basic literacy and numeracy skills in place by the time they leave us, so that they can access learning across the curriculum and become life - long learners.



“Children are suitably prepared for their move to the junior school and their future lives.” OFSTED 2011

Pupil Voice

As well as consulting with children as regards some of the learning they do, we also have a school council. Class Councillors are elected to the School Council and give all children a voice in some of the decision making at our school. They also have some influence within the local community by meeting with councilors from other schools to discuss common issues.

“Pupils are eager to take on responsibilities and the school council gives pupil’s a voice in school life.” OFSTED 2011

Assessment

Children are assessed both formally and informally on a day to day basis .This is done in order to ensure that children are provided with appropriate learning experiences and are appropriately challenged and therefore make good progress.

Where progress is less than expected then extra support will be provided. This may take a variety of forms.

“Good ongoing assessments of children’s learning are recorded and these are used well to plan activities tailored to the needs of individuals.” OFSTED 2011

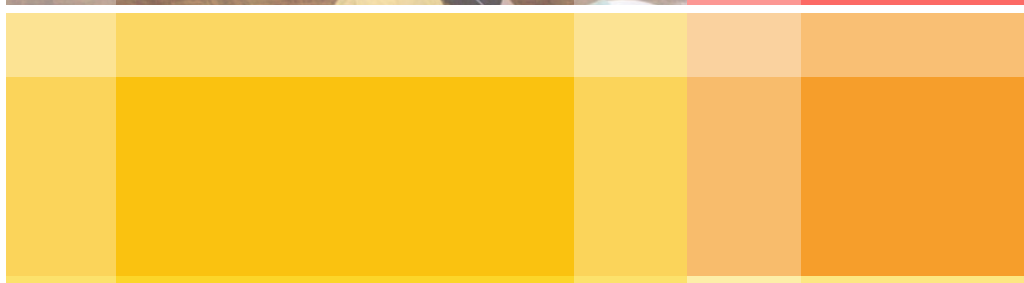
Religious Education

Religious Education lessons are based on the Hampshire Syllabus-detailed in The Living Difference. We hope to develop in our children an understanding of moral issues and an awareness and respect for the beliefs of others. Children investigate religious traditions particularly those of the Christian faith and also gain knowledge of the practises and festivals of other religions.

(It is possible for children to be withdrawn from RE lessons and Collective Worship in consultation with the Headteacher.)

Making a Positive Contribution - economic well being

Children are offered opportunity to see how they may take their place in the world as adults through lessons and by meeting visitors, who come into the school from a variety of backgrounds and demonstrate a range of skills.



We work hard to ensure that children leaving our school, have in place the skills they will need to pursue their learning, their dreams, ambitions and aspirations.

“Pupils are known well to staff and they say that adults help them when they have difficulties.” OFSTED 2011

The school curriculum incorporates work on how we are all similar as well as providing opportunity to acknowledge particular strengths, attributes and differences.

Homework

We ask that you support your child with small, regular pieces of homework such as daily reading and weekly spellings as well as challenges linked to specific areas of study. To support you in this we provide you with curriculum information each half term outlining topics to be taught and publish challenges offered to children on our weekly newsletter.



Every Child Really Does Matter

Safeguarding

We have a safeguarding policy that complies with Hampshire County Council regulations. This ensures that all staff, governors and visitors to school, including parent helpers have a current Criminal Records Bureau check before working in our school.

By carrying out regular risk assessment relating to activities both on and of school site, we make sure that all health and safety regulations are fulfilled.

Equality

All children and adults in our school are treated equally and as individuals and they are valued as such.

Attendance

Regular attendance is expected in order that children do not miss valuable learning; it also forms the basis for a good work ethic in adulthood. Attendance is closely monitored and holidays in term time are discouraged. All children should attend school each day if they are fit to do so.

Healthy Living

As part of our curriculum work and through our extra curricular clubs children develop an understanding of the importance of exercise, a balanced diet, the need for sleep and an understanding of how to form positive relationships with others. A variety of opportunities are sought to consolidate this learning across the curriculum.

Children are also explicitly taught about the safe use of medicines and drugs and how to keep safe.

“Good attention is paid to ensuring that pupils are safeguarded and all regulations and recommended effective practice, for child protection and staff vetting procedures, are met.” OFSTED 2011

Adults greet children at the doors each morning and welcome them into school and they hand children back to parents at the end of the school day. We consider the safety of all our children to be paramount.



“Pupils expressed high confidence levels in their safety” OFSTED 2011

Gifted and Talented

If your child has a particular academic strength then they may be taught as part of a group that moves through topics more quickly. This may be within the classroom or with other children of similar ability in group sessions.

Children who exhibit particular talents, for instance in art or sport will, wherever possible be given opportunities to pursue and show case their talents.

Special Educational Needs

Children who are recognized as having more specific needs are catered for through a range of effective systems and programmes, which support their learning and progress. This can range from a little extra help with reading or maths; providing opportunities to develop improved self confidence, through to requesting advice from experts such as educational psychologists, speech therapists and other specialists. In all instances you will be made aware of any particular provision being offered to your child.

If your child is not making expected progress then they will be offered extra support tailored to them. Sometimes this may be within the classroom or they may work in a small group or on a one to one basis with an adult to accelerate their progress.



Nurture Group

Sometimes lack of self confidence or issues at home can result in children not achieving as well as they might in school. We have trained staff who run small group sessions for such children in order to promote their well being and in turn their learning. The school also has a trained Emotional Support Learning Assistant who can support children dealing with major upsets or changes in their lives.



A Little Extra

Your child's learning can be enriched through a varied selection of activities before, during and after the school day. The selection is ever-growing and varied according to the age and interests of the children as well as the available expertise of staff and specialists. Currently activities include choir, art and dance clubs, ukulele and recorder lessons, football and karate as well as cooking, ICT, maths, games and camera clubs.

After School Care

We have an after-school club which runs from the end of the school day until 6pm every evening. (Purbrook Junior School runs a daily breakfast club, which a number of our children attend.)

Local Partnerships

We value highly our partnership with other schools and settings and especially our partnership with Purbrook Junior School to which the majority of our children transfer at the end of Year Two. Staff from both schools meet regularly to share expertise, ensure smooth transition from one setting to the next and to plan shared events. Through our partnerships with other local schools children are offered a variety of academic, musical and sporting opportunities.

Our partnership with local pre-schools involves reception class teachers meeting with staff from pre-school settings regularly to discuss initiatives and to begin to get to know many of our children before they join us in the next academic year.

“Pupils with special education needs and/or disabilities make consistently satisfactory progress because of the well-targeted support they receive from adults.” OFSTED 2011





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