

Dear Parents,

**Wilton and Barford CE VC Primary School is a welcoming, inclusive community, where everyone is
Inspired to learn from each other and from the world we share,
Supported to work through life's challenges and to grow spiritually, and
Encouraged to achieve and celebrate the joys of success.
Guided by the Christian values of care, respect and trust we recognise and celebrate each
other's unique gifts and strive to ensure that every member of our school reaches their full
potential.**

***Inspired to Learn
Supported to Succeed
Encouraged to Excel***

It is my pleasure to welcome you to Wilton and Barford CE VC Primary School. You are warmly invited to visit and "see us in action". Just call in to the office or telephone to make an appointment and we will happily show you around. Whether you are a visitor, prospective parent or a longstanding member of our school community, this prospectus will give you a *flavour of things* and provide you with some useful information about how our school is organised.

It will also introduce you to the various staff members who work here. I am proud to be the Headteacher leading such a dedicated team. A team, committed to working with you to provide the best chances for your child. A team that believes all children can be:

- Successful learners, who enjoy learning, make progress and achieves.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make positive contributions to society.

At Wilton and Barford we aim:

- To be a community where quality relationships are all important.
- To be a centre of excellence, where teaching and learning is of a high standard.
- To secure and maintain an environment of high expectations and high achievement.
- To be a centre of faith and trust

Parents are always welcome at Wilton and Barford, whether simply for a quick chat, to help in class or around school, or to listen to children read. Sometimes you may have a query or a concern about an aspect of your child's education. If this is the case then please phone to make an appointment with me so that we can discuss your worries and work together to find a solution. Your involvement is valued. It is a team effort and your child will benefit when we work together. Together we can achieve our aims and ensure that all children in our care are:

"Inspired to Learn, Supported to Succeed and Encouraged to Excel."

Kind Regards,

Jan Nock,

Headteacher.

Links with Parents and Carers

At Wilton and Barford we believe firmly that a partnership between home and school helps children to succeed. We believe your child's education is a shared responsibility and we try hard to involve you as much as possible by keeping you informed about your child's progress and making you feel welcome in the school.

Newsletters are sent out weekly via parentmail. Letters are also available to read online via our website. To deliver urgent messages we sometimes text messages via parentmail. You will also be invited in to school regularly, for consultation evenings, open afternoons, special assemblies and services, productions and many other events. We also welcome parents and other friends of the school who are willing to help on a voluntary basis in a variety of ways, such as assisting in the classrooms or with clubs, or accompanying school trips.

Parents receive a mid-year and end of year report regarding their child's progress. There are regular open days and parent consultations evenings where parents can discuss any concerns or aspects of their child's learning.

Inclusive

We are a fully inclusive school and ensure that all children are valued and respected. We have a specialist based learning centre for children with Speech, Language and Communication needs. Children who attend the Speech and Language Centre are fully integrated into appropriate age group classes and have both whole class support and individual focused teaching meeting the needs of their statements. We are extremely lucky that as a mainstream school we benefit from the knowledge and expertise of our resource base staff including a Speech and Language Therapist.

Special Educational Needs and Disability Provision

As an inclusive school all children are valued as individuals and we aim to ensure that their needs are individually met. Across the whole school learning is planned for the individual needs of the pupils. We are in a fortunate position as a primary school to have a Specialist Language and Communication Resource Centre which supports children who have specific speech, language and communication needs in one or more of the following areas:
understanding what people say, speaking clearly and knowing how to communicate with others.

The Resource Base, Diamond Class is run by qualified staff, including a Teacher, Teaching Assistant and a Speech and Language Therapist. Children spend most mornings in Diamond Class, share playtimes, lunchtime, assemblies and some mainstream curriculum time. Speech production programmes are also given by the Speech and Language Therapist, according to individual need. All the children in Diamond Class have a Statement of Educational Need/Education Health Care Plan and places are allocated by Wiltshire SEND panel.

Any mainstream children who may require additional support with any aspect of the curriculum are initially identified by the class teacher, who will then liaise with the SEND Leader as to what support the school can provide for that individual. If the needs of the child can't be solely met by the staff and resources within the school, then that child may receive external support from another professional, experienced in providing the specific assistance required.

We take pride as a school in ensuring that the parents/carers of any child receiving

additional support for any reason are kept closely informed on their child's progress. We allow all stakeholders regular opportunities to be involved in discussions and decisions made, regarding the support given to their child and endeavour to support parents accordingly.

Any queries regarding the Special Educational Needs provision your child might need or is receiving can be discussed with the class teacher, Mrs Davis (SEND Leader) or the Headteacher.

The school caters for physically impaired children and adults, with wheelchair access into the main entrance and the top playground. We have a disabled toilet and should the need arise the school will act to provide further facilities. Should you have any questions regarding the admission of a child with a disability please contact the school.

Family Link Partner

There are times when families feel they need additional support from the school and we will always do whatever we can to help. We are very fortunate to have employed Debbie Newman as a Family Link Partner. She is able to support parents with family issues and guidance on all those "little" things that as parents we can worry about. Debbie can be contacted on 07752158827. All information is confidential.

School Council

We have an active school council with two representatives from each class. Meetings are held fortnightly by Mrs Archard. Children bring ideas for discussion such as fundraising and school improvement. They also help when recruiting new teachers.

This year the school council are focusing on British Values with pupils from cluster primary schools.

Head Boy and Head Girl

Each year the school staff nominates a boy and girl from Y6 to be Head Boy and Head Girl. This year our Head boy is Thomas Telford and our Head Girl is Maria Barreto.

Breakfast Club

The school runs a before school Breakfast club from 7:30am every day. For more details please speak to the office.

After School and Lunchtime Clubs

The school provides a range of after school and lunchtime clubs. Some of the clubs available are: 11+, Swimming, Homework, Carnival, Football, Tag Rugby, Football, Blogging, Cricket, ICT, and Netball. We also host a sports club run by coaches from Saints FC. Clubs change termly and we welcome parents to support the running of clubs.

South Hills Burcombe @ Wilton and Barford

We are very lucky to have an on site nursery that also provides after school and holiday care. They can be contacted on 01722 744971

The Curriculum

The National Curriculum is the foundation of our Teaching and Learning and is adapted and enhanced so that pupils and teachers experience and deliver a more creative form of curriculum, catering for different needs and learning styles. The curriculum aims to develop a holistic approach to learning involving, academic, spiritual, moral, social and physical aspects through a broad and balanced delivery. The curriculum covered by Wilton and Barford CE Primary School also fulfils the statutory entitlement to learning for all pupils.

Gifted, Able and Interested pupils are given opportunities to develop, broaden and extend their talents and learning by taking part in a wide range of activities suited to their needs within the school.

English: Every aspect of the children's work is influenced by the extent to which they use language with imagination and accuracy. Reading, writing, speaking and listening is encouraged throughout the curriculum. We teach English daily as a discrete subject with opportunities for it to be incorporated across the curriculum.

Reading is taught initially using a phonics programme called 'Song of Sounds' which is introduced in the Reception class and consolidated throughout Key Stage 1. Opportunities are also given during Key Stage 2 for further consolidation of phonics and some pupils undertake specific intervention programmes if they experience difficulties with reading.

We use a combination of Ros Wilson's "Big Writing" and Pie Corbett's "Talk for Writing" to ensure that English is taught in an exciting, engaging and meaningful way, and to ensure that essential writing skills are taught consistently across the school. We use a variety of reading scheme books following Book Band Progressions.

Maths: Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills. We aim to present it in an interesting and enjoyable way, allowing the children to actively participate in the learning process, thus creating a sense of achievement and confidence. There is a strong emphasis on the development of mental arithmetic and giving opportunities for pupils to use and apply mathematics in real life situations.

Maths is taught through a daily Maths lesson which follows the National Curriculum. Class teachers also plan for opportunities to develop and apply key mathematical skills in other subjects throughout the year.

Science: Using a variety of teaching and learning styles we involve the pupils in 'real' scientific activities, for example, researching a local environmental problem or carrying out a practical experiment and analysing the result. Our principal aim is to develop children's knowledge, skills and understanding. We encourage the children to ask, as well as answer, scientific questions. They use computing in science lessons where it enhances their learning.

Religious Education: We aim to provide a broad and balanced approach to R.E. to ensure that due attention is given to learning from religion as well as learning about religion. R.E. is taught to all children, unless they are withdrawn because of religious beliefs. All six main religions are taught using the Wiltshire Agreed Syllabus and Discovery RE scheme of work. R.E. is an integral part of the whole curriculum and promotes the spiritual, moral, cultural,

mental and physical development of all children. It enables children to investigate and reflect on some of the most fundamental questions asked by people. In the Early Years there are a range of opportunities that can contribute to the emotional and spiritual development of younger children. These include expressing feelings of joy, sadness, awe and mystery; experiencing and appreciating special events in their own lives. Using a varied and creative style we aim to enrich the children's understanding of R.E. We also invite visitors from faith communities and arrange visits to places of worship as opportunities arise.

The Right of Withdrawal

Parents have the right to withdraw their child from Religious Education. If you would like more information on this please speak to the school.

PSHCE: We aim to promote healthy, independent and responsible members of society who respect all people and the cultural diversity of Britain today. We encourage all our pupils to play a positive role in contributing to school life and the wider community through class & school councils, fundraising events, supporting nominated charities and involvement in community activities. Our pupils are given opportunities in PSHCE lessons and assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

Music: All children have the opportunity to enjoy musical experiences through listening, singing, movement and dance and by playing tuned and un-tuned percussion. Children in Years 2-4 receive weekly recorder lessons by a specialist music teacher. Children in Year 5 & 6 are taught to play the fife. We also offer peripatetic music through Wiltshire Music Service. Children in receipt of Pupil Premium are encouraged to use this funding to pay for lessons.

Physical Education: We encourage children in school to adopt a healthy lifestyle which includes exercise of all types. Children are taught ball skills, participate in team games, develop movement skills and control and learn how to swim in our on-site pool. Children are taught a wide and varied range of sports. We work closely with Southampton FC who are in the school weekly. Early tennis skills are taught to all children in Reception by Happy Bats.

We enter many local cluster sporting competitions and encourage children to take part in the Salisbury mini marathon and swimming gala.

Our school has a swimming pool on site, which is used during the summer term for pupils from Reception—Y6 to learn to swim and to have fun in the water!

Computing: Is taught both through a focussed skills curriculum and is also integrated across the curriculum. Children have access to use their computing skills in a wide range of situations including, photography, videoing, animation and a range of hardware and software. We have a suite of netbooks and tablets which are all wirelessly linked to the internet and school server.

Geography: Pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places, and the lifestyles of the people who live there. We study local areas and issues and extend these studies into the wider world. The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics

of those countries which they study. They then use the skills they have developed in English, Maths and Computing to report and record their findings.

History: We view History not only as simple facts and dates but encourage pupils to become detectives who explore the past in an exciting way. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts, and wherever possible arrange field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

Art and Design: The children are encouraged to be spontaneously creative, using a variety of media and techniques in art and craftwork. An awareness of colour, shape, balance, focus and proportion are developed alongside the use of symbols to convey ideas and feelings. The study of a wide range of artists, craftspeople and designers complements this work.

Design and Technology: Through Design and Technology, the children are encouraged to identify, examine and solve practical problems and to make existing situations better. The children are encouraged to be inventive, using a range of materials and tools, thus developing, modifying and evaluating their ideas through a series of projects

Languages: All children in KS2 are taught French. We follow the 'Light Bulb Languages' primary scheme and children should be able to speak several whole sentences and, by the end of Year 6, will be able to learn, recall, write and read sentences, on a range of themes, in French. In KS1, children may get a 'taster' of French, such as learning greetings and singing songs.

To celebrate and raise awareness of the diversity of our community, the children learn from others for whom English is an additional language.

Residential Visits

Children in Year 5 are offered the opportunity to attend a residential where they will focus on developing new skills through taking part in adventurous outdoor activities.

School trips

As a school we place a high value on children learning through exciting stimulus, including visitors to school and visits out of school. Children have visited Longleat, Stonehenge, Weymouth, Waitrose Studio for cookery and The Salisbury Museum. The school contributes towards these visits and requests a voluntary donation on occasion.

Charging Policy

In order for some activities to take place (for example, swimming, visits and cooking) parents and carers will be asked for a voluntary contribution to cover the cost. There is no obligation to contribute, but the activity may not be able to take place unless all parents and carers who can contribute do so. In the case of a residential activity, parents and carers will be required to contribute at least the cost of board and lodging, unless they are in receipt of certain benefits such as Income Support. Please see the Headteacher or office staff if you feel this may apply.

Anyone experiencing financial difficulties should contact the Headteacher in confidence, so that suitable arrangements can be made to cover the cost for those pupils. The Governors may charge parents/carers for losses and breakages to school equipment.

Assessment Arrangements

Teachers assess children as part of their daily practice. All children have individual reading and writing targets which are shared with parents.

The more formal assessment methods are as follows:

Foundation Stage

Children are assessed in their first month at school using Early Excellence. Throughout the rest of the year a profile of children's learning and development is created through formal and informal observations. An online learning journey is available to parents through Tapestry. We actively encourage parents and carers to share the achievements and successes that occur out of school with us through completing a WoW sheet.

Key Stage 1

Children in Year 1 take the National Phonics Check in June. In Year 2 children take National Tests in Reading, Spelling, Grammar and Maths. They are also assessed by their teacher in these subjects.

Key Stage 2

Year 6 children are tested formally in Grammar, Punctuation, Spelling, Reading and Maths. These tests (SATs) take place in May. Completed test papers are sent away for external marking and results are usually sent back to school early in July. We endeavour to make any period of assessment as stress free as possible. Meetings for parents are planned throughout the year.

Home Learning

Home Learning in some form is set throughout the school - it may be just to bring in an object beginning with a certain letter in the Reception class or, for Year 6, it may be a piece of extended research on a particular topic. The purposes of setting homework are

- To promote the partnership between home and school.
- To encourage children to develop independent learning skills, creativity and initiative.
- To extend learning beyond the classroom.

We expect all children to read at least five times a week, practice their weekly spellings and play their target math's games.

Keeping Safe & Healthy at Wilton and Barford

We are a Healthy School and value the safety of all our children. Children are taught how to safely ride their bike & scooter, road safety and other safety measure as they arise. Each year the Fire Brigade talk to the children in specific year groups about fire safety. The police also visit to discuss with the children other various safety aspects. We have a whole school policy on internet safety and procedures, and a policy on cyber bullying.

School Meals

The school is very fortunate to have its own kitchen which provides freshly cooked hot meals. The kitchen is run by the school. The menu offers a main meal, a vegetarian option or jacket potatoes. Bread, salad, fruit and yoghurt are also available daily. The menu changes three times a year and details of the current menu can be found on our website. Meals cost £2.20 per day if ordered in advance or £2.30 on the day. Money must be placed in a named envelope and handed to teaching staff. Lunchtimes are supervised by our own staff within the school hall.

Packed Lunches

Pupils are allowed to bring a packed lunch any day of the week. To help lunchtimes run smoothly we ask that sandwiches are brought into school in a named lunchbox (with an ice pack please to keep the food fresh) and put into the designated lunch box holder. Drink bottles should be leak proof and shatterproof flasks/plastic bottles - no fizzy drinks or glass containers please. We value any effort parents/carers can make ensure that sweets, chocolate bars and fizzy drinks are not bought into school and that crisps in lunchboxes are an occasional treat.

Free School Meals

From September 2014 all children in Reception and Years 1 and 2 are entitled to Universal Free School Meals. Older children of parent/carers on income support or job seekers' allowance may be entitled to free school meals. Application forms can be obtained online or from the school office.

School Fruit

All children in Reception and Years 1 and 2 receive a free piece of fruit at morning break. This is funded and provided by the government. We encourage older children to bring fruit for mid-morning break.

Milk and Water

All children receive free milk up to their fifth birthday. Milk can be purchased through Cool Milk for any children over five. Children in receipt of FSM are also offered fresh milk daily during lunchtime.

Children are encouraged to drink fresh water throughout the day, water bottles can be purchased in school.

Accidents and Illness

When children are ill or have an accident in school, they will be treated by qualified first aid trained staff. If an accident or illness is serious then the parent/carer is contacted at the earliest opportunity. When parents/carers cannot be reached and a child needs hospital treatment, the Headteacher or a member of staff will go to hospital with the child and stay until the parent/carer is available.

Medical Conditions and Care Plans

If your child has an illness or a medical condition (e.g. potentially fatal allergy) that is likely to require emergency procedures, then a written procedure should be determined in advance. Staff will need to be trained to deal with this. In this circumstance an individual health care plan is necessary. This is to be drawn up in partnership with the inclusion manager, trained first aid staff in school, the school health adviser and parents/carers. If your child needs an individual health care plan, the information will be shared with other staff on a need to know

basis e.g. where your child's welfare may be at risk if the adults caring for the child have not been advised of the relevant facts and procedures.

Children needing medication

It is sometimes necessary for children to take medication during school hours, such as Epi-pens, controlled medication, medication for diabetes/epilepsy and prescribed medicine. All medicines must be handed to the office by an adult and consent must be given in writing before any medicine is given. Only prescribed named medication can be administered by school staff.

Children with asthma

We are an 'asthma-friendly' school and request that parents/carers complete a simple form annually so our school records are kept up to date and relevant. Parents/carers of children needing inhalers should make arrangements with their child's teacher to ensure that inhalers are readily available and named with clear instructions for usage. Teachers will store inhalers safely in the classroom but easily accessible for children to use if needed.

Bumped Heads

If your child receives a bump to the head which we believe is not of a serious nature, parent/carers will receive a note notifying them of this. If the bump is of concern we will notify parent/carers immediately in the usual way. All accidents are recorded in the appropriate accident book.

Doctors/Dentist Appointments

If a child needs medical treatment during school time (doctors, hospital appointments etc) then a letter of request for absence should be sent to the school together with a copy of the appointment details/card.

Contact Details

The school is legally required to keep the home address and telephone number of parents and carers (i.e. those adults who have legally recognised parental responsibility) and of one other responsible adult. This form will be issued at the beginning of every school year. Please fill it in and return the form to school promptly.

PLEASE NOTIFY US IMMEDIATELY IF YOU CHANGE YOUR ADDRESS OR TELEPHONE NUMBER

Child Protection

Wilton and Barford Primary School is committed to ensuring the safety and welfare of the children in our care. All members of staff, governors and voluntary helpers are subject to an enhanced DBS check. Occasionally situations arise where a child may appear to be at risk of physical injury, neglect or emotional or sexual abuse. In such cases, the school's Safeguarding policy and guidelines will be followed.

Prevent Duty

The school has a legal responsibility to report any child at risk of extremism and radicalisation to the appropriate authority.

Parking

Parking around the school is limited and can be a problem. Our first priority is, of course, the safety of the children, and for this reason we ask that parents do **not drive into the school**

grounds at the beginning or end of the school day. Please consider emergency exits and local residents when parking.

Travelling to School

Families living in Barford or Burcombe are entitled to travel freely to school on the school minibus. Please ask the school office for more details.

Public Bus

For families who live within Wilton there is a public bus service that that operates a school run each day. Signed consent is required for children to travel unaccompanied on the public bus.

Behaviour

The school has a clear behaviour policy based on positive praise which is regularly reviewed by members of the school community. We believe that good behaviour will

- 👍 Create a happy and safe environment in which learning will take place
- 👍 Promote a friendly and caring atmosphere where we help each other throughout the day
- 👍 Encourage self-discipline, self-motivation and consideration for others in preparation for life

Parents are encouraged to read the policy and support the school's procedures. As part of the behaviour policy children are rewarded for following the Golden Rules.

Weekly awards are given out the Weekly Celebration Assembly for Fantastic Learning, Sport's Award, Value Award and Headteacher's Award. Parents of children who are receiving awards are invited to join us.

Children who keep the Golden Rules receive Merit Stickers. Merit awards and badges are awarded from Red (10 Merits) to Platinum (250 Merits).

As a Headteacher I love to see children who have not only worked hard, tried their best but also who have kept the school rules. Children who visit me receive a Lovely Learning ticket. Each Friday prizes are won for 2 children whose names are in my special box.

Bullying

At Wilton and Barford Primary School we take the issue of bullying very seriously. Bullying is defined as when a child is deliberately being made unhappy over a sustained period of time. Such actions include name calling, threatening, teasing, taunting, being left out, made to feel different, physically hurt, subjected to extortion or when possessions are taken.

School Strategies to stop bullying include:

- 👍 Use praise and a positive reward system in class and on the playground
- 👍 Remind children that it is unacceptable to (list from above)
- 👍 Keep records of bullying incidents in the staffroom
- 👍 Use of circle time sessions and PSHE lessons
- 👍 Proactive class and playground supervision

Should these strategies fail to make the expected difference, the Head Teacher will contact the parents of the children involved to discuss and implement further action.

Full details can be found in the schools' behaviour policy.

Complaints Procedure

The Governors have adopted the Wiltshire LA complaints policy. The document is available from the school office.

School Uniform

We have a school uniform that all children wear.

- ⊕ Maroon polo shirt or blouse, with or without the school logo
- ⊕ Navy jumper, cardigan or sweatshirt with school logo
- ⊕ Plain grey or black trousers, smart shorts or skirts (jogging pants, sports shorts and leggings are not acceptable)
- ⊕ Blue and white (checked or striped) summer dress
- ⊕ Sensible black, brown or blue **shoes** (not trainers or boots)

For P.E. children should have the following kit in a P.E. bag clearly marked with the child's name.

- ⊕ Navy/black shorts
- ⊕ Maroon or white T-shirt. We do have a school PE T Shirt available
- ⊕ Plimsolls and trainers
- ⊕ Tracksuit
- ⊕ Swimming costume or trunks

Uniform is purchased from

<http://www.top-gear-embroidery.co.uk/wilton-and-barford-ce-primary-school-uniform-338-c.asp>

One of the most important things we ask parents to do when their child starts school is to

PLEASE LABEL EVERYTHING!

Admission Arrangements

The Admissions Policy of the school is common to all LA schools in Wiltshire. Parents of pupils due to start school in September will receive an information and application pack. You must complete the application form or apply on line for a school place for your child.

Full details can be found on www.wiltshire.gov.uk/school-admissions-guide-primary

If you live outside Wiltshire and wish to apply for a place in this county, you can do so by completing the application form. Please email or telephone to request an application form, or apply online.

- 👤 Children are admitted to the school in the September of the academic year in which they are five.
- 👤 Anyone seeking admission for a child between five and eleven should also apply to Admissions Office on 01225 713010. More details can be found at <http://www.wiltshire.gov.uk/schoolseducationandlearning/schoolsandcolleges/schooladmissions.htm>

Starting School at Wilton and Barford Primary School

At Wilton and Barford CE Primary School we do our best to ensure your child begins their school life happy and stress free. We have a positive and well-timed induction process which begins during Term 6 of the academic year before your child starts school. At the start of this term we hold a new parents induction evening to inform you of the induction dates and to give parents a chance to see the school. Then following on from this evening, new children visit the school for a few morning and afternoon sessions and learn about the school and take part in some fun activities. These sessions help them settle in during their first term as they will have already met their teacher and made new friends. We keep these sessions short as we want the children to "not want to go home" and to be excited and eager to come back for more!

The children will start school the first FULL week in September. This is after the rest of the school has returned following the summer holidays. We do this for two reasons, it allows the older children to settle back into school life and also for the Reception teachers to offer home visits to the new Reception children and parents.

More details about starting school and life in the Reception class can be found in the "Foundation Stage Booklet". Children who join the school after they are five will be invited to spend some time in their new class before they transfer.

Moving On

We place great importance on links with local secondary schools and liaise closely with them at transition times. Year 6 pupils visit their secondary school during the second half of the Summer Term. They attend lessons, have a school lunch, meet some of their teachers and become familiar with the buildings. Secondary school staff also visit the pupils here.

11+

We support children in accessing the 11+ exams in preparation for entry to the local grammar schools.

Attendance

We expect each pupil to achieve at least 96% attendance and places an emphasis upon regular and good attendance which is rewarded. Each week the class with the best attendance receives a certificate. Children who achieve 100% attendance for the Autumn or Spring or Summer Term receive a prize and children who achieve 100% attendance for the whole school year are rewarded with a certificate and a special gift.

To help support attendance, the school uses first day calling (if we haven't heard from you we will call you), holds attendance meetings, works with the Education Welfare Officer and uses the prosecution system where consistent absence continues.

If a child is absent from school for any reason the school office must be informed by 9am, giving reason and an approximate date of return. Should you need to withdraw your child from class during school hours, please notify the Admin Officer or the child's teacher.

Any absence which is not for sickness or medical reasons and which has not been approved by the Headteacher constitutes an unauthorised absence. The Government discourage holidays in term time. Any holidays taken during the first two weeks of the Autumn term, the first week of week of the Spring or Summer terms and during National Tests in May will not be authorised.

School Attendance Statistics

Each year we are required to report the absence statistics for the school. These statistics include the children's attendance from 1st September 2010 to July 2011.

Absence Statistics 2014-15	
Total number of pupils on roll	136
% of sessions missed through authorised absences	3.95%
% of sessions missed through unauthorised absences	0.7%
% of enrolments that are Persistent Absentees	2.9%

Thank you for taking the time to read our prospectus. We hope it has answered your questions and shown how we offer an excellent start to your child's educational career. We recognise that every child is special and believe that all children's needs are developed, supported and encouraged at Wilton and Barford Primary School.

We are very proud of our school, its educational provision and its caring family atmosphere. Please do not hesitate to come and see it for yourself!

Kind regards

Mrs Jan Nock

Staff and Responsibilities

Headteacher	Mrs Jan Nock	
Resource Base Teacher	Mrs Bev Davis	Mrs Ann Green - TA
Inclusion Manager	Teacher SENCO	Mrs Natalie Crowley - TA Mrs Rebecca Twinn - TA Mrs Anna Mackay-Smith SALT Mrs Karen Montgomery - SALT TA
Foundation Stage	Mrs Gemma Spearing - Teacher (Maternity Leave) Mr Will McKellar - Teacher	Mrs Debbie Challoner - TA Mrs Vanessa Coleman - TA
Year 1	Miss Alice Mullins - Teacher	Mrs Sue Dunford - TA
Year 2	Mr Chris Neave - Teacher KS1 Lead	Mrs Vikki Targett - TA
Year 3	Mr Ben Gunn - Teacher	Mrs Gill Dyson - TA
Year 4	Mrs Jo Blakeman - Teacher Deputy Head KS2 Lead	Mrs Gaby Heasman - TA
Year 5	Mrs Mandy Jones - Teacher	
Year 6	Mrs Amy Archard - Teacher	
PPA Teacher	Mrs Claire Rendall	
Lunch Time Staff	Mrs Michelle Simms Ms Jayne Paessler - Whatley Mrs Rebecca Twinn Ms Lorraine Spence	Mrs Vanessa Coleman Ms Abby Read Mrs Victoria Roff Ms Melanie Hoyle
Breakfast Club Assistant	Mrs Victoria Roff	
Catering Staff	Mrs Marion Blower Mrs Bev Telford	Mrs Lorraine Spence
Admin	Mr Tony Hodge	Mrs Leyanne Hind
Family Link Partner	Mrs Debbie Newman	
Site Staff	Mr Russell MacKinnon	Mr Trevor Ward

The Governors

The Governing Body of Wilton and Barford CE Primary School is composed of a group of volunteers who work to offer support to the head teacher and staff in their efforts to maintain high standards in all aspects of the school. They have statutory responsibilities regarding this role.

They are nominated by the local community, parents, the church or the local authority and may be contacted either personally or by leaving a note in the Governors' post box outside the door of the school. Alternatively the Chair of Governors will be pleased to receive comments on chair@wiltonandbarford.wilts.sch.uk.

Chair of Governors

	<p>Mrs Sarah Rickett - Chair of Governors</p> <p>Sarah is a Foundation Governor and has been on the Governing body since September 2014. She has a background in education having been a teacher for many years at both primary and secondary level and is passionate about offering the best opportunities for children and young people to develop. She now works for Salisbury Cathedral as their Director of Learning and Outreach.</p>
	<p>Mrs Carina Sawyer - Clerk</p> <p>Carina Sawyer is the Clerk to Governors and has been Clerk since 2009. She clerks four other local schools and undertakes specialist clerking work for Wiltshire Council. She attends and minutes all Governing Body meetings and ensures the Governing Body meets its statutory obligations; other tasks include dealing with Governing Body correspondence and administration.</p>
	<p>Mrs Bev Davis - Co-opted Governor</p> <p>Bev Davis is a staff governor and is the school's SENCO and Diamond Class Teacher.</p>
	<p>Mrs Christine Cave - Co-opted Governor & Safeguarding Governor</p> <p>Christine Cave is a Community Governor and has been a Governor since 2009. She lives and works in Wilton and is the grandmother of a Year 3 pupil. She regularly visits school as a volunteer to listen to children read.</p> <p>Membership: Curriculum & Staffing Committee.</p>
	<p>Mr Ben Kinsey - Parent Governor</p> <p>Ben Kinsey is a company director and joint founder of the family business, I have one child and she attends the school, I am also a scout leader in Wilton and have been for 10 years and in my spare time I play in a brass band.</p> <p>Membership: Finance and Premises Committee.</p>



Revd Mark Wood - Ex Officio Governor

Mark Wood is the Ex Officio Foundation Governor and joined the Governing Body in 2008. He has been Parish Priest, or 'Rector', of Wilton since 2008. A former Oxford Organ Scholar he previously pursued a career as a teacher and musician before training for Ordination in Salisbury. He remains convinced of the importance of music in children's academic development, has a passion for choral music and a keen interest in developing the role of music in worship. In his spare time he is also the proud father of three children!



Mr Stuart Wakefield - Associate Governor

Stuart Wakefield has been an associate governor since March 2014. After fifty years of 'having fun' with helicopters, I have pursued a new found love of history since retirement. I am also a museum enthusiast and provide guided tours at the Museum of Army Aviation. My wife and I recently returned to Salisbury to be closer to our grandchildren.



Mrs Jo Blakeman - Staff Governor

Jo Blakeman is a staff governor and is the school's Deputy Head Teacher. She has been a governor since September 2012. She has been teaching for 15 years. She has taught a range of year groups in KS2 and is currently teaching a Year 3/4 class. Jo's hobbies include running, dog walking and going to the theatre.



Mrs Jan Nock - Headteacher

Jan Nock is the Headteacher. She has been Head for 7 years. Previously Jan has been a staff governor in two other schools.



Mrs Debbie Rock - LA Governor

Debbie Rock is a Community Governor and joined the Governing Body in March 2014. Debbie has been involved in governance of schools for approximately 16 years having previously been a Chair of Governors and a Clerk as well as training and assessing clerks across the county. She is also an Associate Tutor for Wiltshire Council, training New Governors, a member of the School's Forum and WGA (Wiltshire Governors Association).

Debbie is married with two children; one currently lives and works in Canada and the other is at university studying Philosophy.



Ms Mary Aspinall-Miles - Co-opted Governor

Mary became a Governor in September 2014. I have two sons in Y6 and Y2 at the school and work full time as a Criminal lawyer. My responsibilities currently include being chair of the Curriculum & Staffing committee as well as SEN Governor.



Mrs Fiona Crouch - Parent Governor

Fiona has two children at the school. She lives locally and believes passionately in the importance of developing a strong community. She has a background in management and human resources. Since having children, Fiona has re-evaluated her career focus - gaining a qualification in child psychology and working as an infant massage instructor in the Salisbury area



Mrs Alexandra Kinsey - Co-opted Governor

I attended Wilton Primary School myself when it was at the now Wilton Community Centre.

My 3 children attended at its present location and I now have a Granddaughter here. Having worked as an MDSA at the school about 20 years ago until I transferred to Wilton Middle School as a kitchen assistant, I feel I have a close connection with the school. I run the local Beaver Colony and know some of the children through their progress through Scouting.



Mr Ivan Seviour - Co-opted Governor

I am the representative on the Governing Body for Wilton Town Council and have lived in Wilton for the last twenty two years. I am married with 2 daughters and retired a couple of years ago, after teaching for nearly 40 years. I still have a strong interest in education and am part of the exam invigilation team at the Stonehenge School in Amesbury. My hobbies and interests include, DIY, gardening, watching cricket and watercolour painting.

Major Phil Moxey - Co-opted Governor

History of our School

Wilton

Wilton Estate papers record that "Lady *Pembroke, Catherine nee Woronzov, wishes to start a Church of England National School for children and wonders if the factory site would do?*" The factory site, in West Street had been leased to a firm of carpet manufacturers called Ogilvy and Wood, who ceased trading in 1840. The Estate altered the building (now Wilton Community Centre) and the school opened in 1842.



The local church remains a strong influence in the school, not only taking part in the appointment of *Governors* but also in demonstrating continuing educational and pastoral concerns.

In 1975 a full review of the education system led to changes in the West Salisbury area; the school moved out of the old building and the age groups were split so that the 5-9 year olds came to this purpose built school in Burcombe Lane and the 9-13 year olds went to the Middle School in Wilton. Following another review the school age group was extended to 11 year olds and the Middle School was closed in July 2005. Wilton CE Primary then amalgamated with Barford St Martin CE Primary in January 2007 and became Wilton and Barford CE Primary School.

Barford



Barford St Martin was founded in 1854 and was called 'Barford St Martin CE Primary School'.

The school was originally built to accommodate children throughout their education, from 5 to 14 year olds. Like all other small schools in England it became a Primary School when Secondary Education came to the fore initially for 11 to 15 and then 11 to 16 year olds. Following reorganisation of schools in the Wilton and West Salisbury area, it became a First School in September 1975 and in 2002 reverted back to a Primary School. The Barford School site was handed back to the Earl of Pembroke in April 2009 after amalgamating with Wilton Primary School

EYFS Curriculum Map 2015-2016

EYFS Titles	Term 1 - Ourselves								Term 2 - It's Dark							Term 3 - Traditional Tales						Term 4 - Down on the Farm					Term 5 - Pirates							Term 6 - Minibeasts										
Weeks	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7				
Focus Weeks	Be The Best You Can Be								Christmas							Healthy Schools						Festivals					Maths							The Olympics										
Trips	School Nurse								Firefighter/Station							Pantomime						S/Hills Farm					Beach							Langford Lakes										
PSED	Home Visits Baseline Assessment								New Beginnings							Getting On and Falling Out						Going for Goals					Good to be Me					Relationships							Changes					
CAL									Listening Understanding Speaking							Listening Understanding Speaking						Listening Understanding Speaking					Listening Understanding Speaking					Listening Understanding Speaking							Listening Understanding Speaking					
PD									Moving & Handling Health & Self Care							Moving & Handling Health & Self Care						Moving & Handling Health & Self Care					Moving & Handling Health & Self Care					Moving & Handling Health & Self Care							Moving & Handling Health & Self Care					
L									Lists, labels and captions							Recounts		Cards		Letters			Traditional Stories						Lists	Instructions		Recounts		Messages		Stories					Stories		Recounts	Information
M									Sequencing	Counting		1 More	1 Less	Patterns	Ordering	Adding	Subtracting	2D Shapes		Time	Length	Money	Weight	Capacity	Money	Money	1 More	1 Less	Position	Sharing	Patterns	Doubling	Halving	Adding	Subtracting	3D Shapes	Ordering	Counting	Adding	Subtracting	Problems			
UW									People & Communities The World Technology							People & Communities The World Technology						People & Communities The World Technology					People & Communities The World Technology					People & Communities The World Technology							People & Communities The World Technology					
EAD									Exploring & Using Media & Materials Being Imaginative							Exploring & Using Media & Materials Being Imaginative						Exploring & Using Media & Materials Being Imaginative					Exploring & Using Media & Materials Being Imaginative					Exploring & Using Media & Materials Being Imaginative							Exploring & Using Media & Materials Being Imaginative					

Curriculum Maps

KS1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Titles	Great Fire of London & The Plague	Cmas	Humans & Animals	Wilton Past and Present	The Seaside	The Olympics
Trips	Trip to Blandford			Trip to Wilton House	Trip to the Weymouth	
Focus weeks	Be the Best you can be!	Festival Week	Book Week	Healthy Schools Week	Maths Week	The Olympics 2 weeks
Science		Materials	Humans & Animals		Plants	Living things and their habitats
	Seasonal change					
Art and Design	Christopher Wren			Constable	Sculture Beach sculpture	
Computing	KS1: e- safety & digital literacy	Programming	Data	Getting online	KS1: multi media	Reviists
DT		Mechanisms - fire engines?	Food - healthy cooking			Design - Bug Hotel
Geography	Maps skills Compass points	Features of a city		Features of a town (local)	Features of the coast UK week	
	Seasonal change & Similarities and differences between city, town, coast					
History	Events beyond living memory			Significant historical people locally - The Pembrokes		
Languages	French	French	French	French	French	French
Music	Music Express	Music Express	Music Express	Music Express	Music Express	Music Express
PE	Dance Netball	Gym Football	Dance Badminton	Gym Rugby	Swimming Athletics	Swimming Cricket /Rounders
PSHE	New beginnings	Getting on and Falling out	Going for Goals	Good to be me	Relationships inc RE	Changes
RE	See RE overview					

KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Titles	Anglo Saxons and the Vikings	Cmas	Physics	Dinosaurs	North America	South America The Olympics
Trips	Visit from a Viking Trip to Salisbury			Lyme Regis Dinosaurs	Y6 trip to Calais?	
Focus weeks	Be the Best you can be!	Festival Week	Book Week	Healthy Schools Week	Maths Week	The Olympics 2 weeks
Science	Animals including humans		Physics Forces, light and sound, and electricity	Rocks Fossils and Materials	Living things and their habitats Plants	
Art and Design	Anglo Saxon illuminated manuscripts				North American 20 th Century artists	Mexican God's Eye Dream catchers
Computing	KS2: e- safety & digital literacy	Online	E book	Programming	Multi media	Data logging
DT		Viking slipper	Food - healthy cooking Until I met Dudley - invention	Make a dinosaur that moves and roars!		
Geography	Local Geography - Salisbury medieval town Wessex			Mountains	Volcanoes earthquakes	Climate biomes Rainforest
History	Anglo Saxons and Vikings including King Alfred to Edward the confessor Local History					
Languages	French	French	French	French	French	French
Music	Music Express	Music Express	Music Express	Music Express	Music Express	Music Express
PE	Dance Netball	Gym Football	Dance Badminton	Gym Rugby	Swimming Athletics	Swimming Cricket /Rounders
PSHE	New beginnings	Getting on and Falling out	Going for Goals	Good to be me	Relationships inc RE	Changes
RE	See RE overview					

English Curriculum

KS1	Narrative	Non Fiction
Term 1	Write narrative diaries	List labels and captions
Term 2	Write stories with imaginary settings Write stories that mimic significant authors	
Term 3	Poetry - nonsense , humorous poems and limericks Pattern, rhyming and description	Write instructions
Term 4		Writing non chronological reports Write glossaries
Term 5	Write stories and plays that use the language of fairy tales and traditional tales	Presenting information
Term 6	Write stories set in places pupils have been	Write a recount
KS2	Narrative	Non Fiction
Term 1	Write stories that contain mythical/historical events (Beowulf)	
Term 2	Haiku (Christmas)	Write Non Chronological reports (Vikings)
Term 3	Write stories inspired by Shakespeare	Write explanation texts for own invention (Until I met Dudley)
Term 4	Write stories of mystery and suspense (dinosaurs) Cinquains (Festival week)	
Term 5	Write stories of adventure (American inspired)	Letters (Flat Stanley?)
Term 6	Poems that convey and image (Rainforest)	Write an argument (destruction of rainforest)

Maths Long Term Plan 2015-16

Term 1	1	2	3	4	5	6	7	8
	September				October			
Year 1	Number and place Value (1)			Addition and subtraction (1)		Shapes and patterns (1)		
Year 2	Number and Place Value (1)			Addition and Subtraction (1)		Shapes and Patterns (1)		
Year 3	Number and Place Value (1)			Addition and Subtraction (1)		Shape and symmetry (1)		
Year 4	Number and place value (1)			Addition and subtraction (1)		Shape and symmetry (1)		
Year 5	Number and Place Value (1)			Addition and Subtraction (1)		Geometry (1)		
Year 6	Number and Place Value (1)			Addition and Subtraction (1)		Geometry (1)		

Term 2	1	2	3	4	5	6	7
	November				December		
Year 1	Measures (1)		Fractions, position and movement (1)		Number and place value (2)		Addition and subtraction (2)
Year 2	Measures (1)		Fractions, positions and movement (1)		Number and place value (2)		Addition and subtraction (2)
Year 3	Measures (1)		Multiplication and division (1)		Fractions and decimals (1)		Position, movement and angle (1)
Year 4	Measures (1)		Multiplication and division (1)		Fractions and decimals (1)		Position, movement and angle (1)
Year 5	Measures (1)		Multiplication and division (1)		Fractions, decimals and percentages (1)		Patterns and number (1)
Year 6	Measures (1)		Multiplication and division (1)		Fractions, decimals and percentages (1)		Patterns and number (1)

Term 3	1	2	3	4	5	6
	January				February	
Year 1	Addition and subtraction (2)	Multiplication and division (1)		Shapes and patterns (2)		
Year 2	Addition and subtraction (2)	Multiplication and division (1)		Shapes and patterns (2)		
Year 3	Position, movement and angle (1)	Shape and symmetry (2)		Fractions and decimals (2)		
Year 4	Position, movement and angle (1)	Shape and symmetry (2)		Fractions and decimals (2)		
Year 5	Patterns and number (1)	Addition and subtraction (2)		Geometry (2)		
Year 6	Patterns and number (1)	Addition and subtraction (2)		Geometry (2)		

Term 4	1	2	3	4	5
	February		March		
Year 1	Measures (2)		Fractions, position and movement (2)		
Year 2	Measures (2)		Fractions, position and movement (2)		
Year 3	Measures (2)		Multiplication and division (2)		
Year 4	Measures (2)		Multiplication and division (2)		
Year 5	Measures (2)		Multiplication and division (2)		
Year 6	Measures (2)		Multiplication and division (2)		

Term 5	1	2	3	4	5	6	7
	April			May			
Year 1	Multiplication and division (2)		Number and place value (3)		Addition and subtraction (3)		Shapes and patterns (3)
Year 2	Multiplication and division (2)		Number and place value (3)		Addition and subtraction (3)		Shapes and patterns (3)
Year 3	Number and place value (2)		Addition and subtraction (2)		Shape and symmetry (3)		Measures (3)
Year 4	Number and place value (2)		Addition and subtraction (2)		Shape and symmetry (3)		Measures (3)
Year 5	Fractions, decimals and percentages (2)		Number and place value (2)		Geometry (3)		Patterns and number (2)
Year 6	Fractions, decimals and percentages (2)		Number and place value (2)		Geometry (3)		Patterns and number (2)

Term 6	1	2	3	4	5	6	7
	June				July		
Year 1	Shapes and patterns (3)	Measures (3)		Multiplication and division (3)		Fractions, position and movement (3)	
Year 2	Shapes and patterns (3)	Measures (3)		Multiplication and division (3)		Fractions, position and movement (3)	
Year 3	Measures (3)	Multiplication and division (3)		Fractions and decimals (3)		Position, movement and angle (2)	
Year 4	Measures (3)	Multiplication and division (3)		Fractions and decimals (3)		Position, movement and angle (2)	
Year 5	Patterns and number (2)	Measures (3)		Multiplication and division (3)		Fractions, decimals and percentages (3)	
Year 6	Patterns and number (2)	Measures (3)		Multiplication and division (3)		Fractions, decimals and percentages (3)	

Languages

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Frère Jacques	Alouette	Au clair de la lune	A la claire fontaine	A vous dirais-je maman	Les saisons
Y2	Lightbulb Languages Unit 1					
	Greetings and names La mère Michel (song) Le robot dans mon château		Numbers 0-12 Sur le Pont d'Avignon Lundi Matin		Age Ah Les crocodiles Sur la pointe Avignon	
Y3	UNIT 2 Numbers Playground games Farmers in his den	UNIT 3 Look at me Happy birthday Come to my party/Party games	UNIT 4 Body parts Colours A Colours and body Monsters and my monster	UNIT 5 On the way to school Where in the world is French spoken On our travels Weather Numbers 21-30 Dates		
Y4	UNIT 6 Grandmere Denise L' argent de poche Likes and dislikes C'est combien? Toy advert	UNIT 7 Our sporting lives Diary of activities Helathy eating	UNIT 8 The four friends	UNIT 9 Meet the animals Meet the animals- phonic focus Animal sounds Animal habitats Animal descriptions		
Y5	UNIT 10 Alphabet Places in the locality Journey to school More journey to school Directions	UNIT 11 Celebrations Lunch time Food likes and dislikes Building sentences Food for celebration	UNIT 12 Introducing the planets Describing the planets Distances from the sun Making compound sentences Preparing a presentation	UNIT 13 Months and seasons Weather and seasons Joining in a poem Seasonal colours Conscience alley		
Y6	UNIT 14 Scence de plage Bringing a picture to life Writing a description Class poem Individual	UNIT 15 What's the time? French schools Places in our school Tour of our school Time on the quarter hour School times and subjects	UNIT 16 Places in town Places in town. Sentence building That's a date Then and now Find the difference A guide for tourists	UNIT 17 Café conundrum The café song Regional food Choosing an ice-cream Monter un café		