

Vine Tree

Primary School



Prospectus 2020-21



Welcome to Vine Tree



Dear Parents,

I would like to welcome you and your child to Vine Tree Primary School. This information booklet has been designed to help you to get to know more about the life and work of our school.

I am very proud to be Headteacher of this school. A great deal of time and effort is spent by the staff in making this a really special place to work, learn and play. I believe that Vine Tree offers all of its children an excellent education that is full of challenge, interest and fun. In addition, children are encouraged to build their self-confidence, to develop self-reliance, to take risks without fear of failure and to make decisions about their own learning.

We also believe that we can only achieve the best for your child by developing a close relationship between home and school. There will be many opportunities for you to find out about and to share in the education of your child. I and my staff are always readily available to talk to you

about any aspect of your child's development. I hope that you find this information booklet useful unfortunately, it can only give you a glimpse of our However, we are always happy to meet and speak with parents personally. We can guarantee that a warm welcome will always await you!

Yours sincerely,

Darren Locke
Headteacher

Primary School



Our School

We welcome all new and prospective parents and children to Vine Tree Primary School.

We are very proud of the achievements of our school and the staff are committed to ensuring that the high standards that have been delivered are maintained and built upon by future generations of pupils.

We expect high standards from our children, in their work, in their games and in their behaviour; however, within these high expectations we believe that we have a happy and relaxed atmosphere where children can develop confidence in their work and relationships with people, and so maximize their chances of achieving their full potential.

If your child joins us at Vine Tree we hope that you will join the partnership of everyone - parents, children, staff, governors - working together to ensure a successful primary school education.



Mission Statement and School Aims

At Vine Tree . . .

- There are no invisible children
- All engage
- Everyone will shine
- Our children reach for the stars

As a child at Vine Tree . . .

- I have a chance to dream and my dreams are fostered.
- I have many cases to showcase my talents.
- I am encouraged to understand my emotions and manage them.
- I experience the joy of discovering nature.

- I experience the joys and wonders of Crewe and the surrounding area.
- I am a school, local, national, and global citizen.

Our Mission Statement is based on our 5 Key Values: Enjoy, Respect, Treated Fairly, Included and Learn

- Our school is a friendly, caring community in which everyone is valued and respected.
- We encourage a high level of self-esteem, ensuring all reach their full potential.
- We offer a relevant curriculum with flexible approaches to learning.
- We aim to create a stimulating environment.
- We value and hope to promote honesty, co-operation, tolerance and courtesy.



Our School Organisation

From September 2023 we will have seven classes in the school.

During each day there will be a dedicated period of teaching of both Literacy and of Numeracy. Although all of the National Curriculum subjects receive their allocated amount of time they are not all necessarily taught each week.

Generally speaking the Key Stage 1 and 2 Programmes of Study are taught by a Learning Challenge approach.

What is meant by Learning Challenges?

- Learning Challenges are effectively presenting everything in questions
- It should lead to learners being more inquisitive and develop the ethos of an enquiry-based learning model

Why Learning Challenges at Vine Tree?

1. They automatically insist on deep thinking.
2. The 'challenge' concept motivates children.
3. They ensure that the entire learning experience is centred on key teaching points and success criteria.
4. They inherently bring out skills and understanding.
5. Focuses the plenary
6. Improves Teacher and Learner questioning.
7. Each Learning Challenge begins with a Prime Learning Challenge and ends with a reflective learning session at the end of the block.



We use a variety of teaching methods and during the day children may work at tasks individually, with a partner, in a small group or with the whole class. Such a variety of approaches is used to ensure that the children are given work to match their ability and to make more effective use of the teacher's time and resources.

Similarly, although children stay with their class teacher for most activities, to make the most effective use of strengths of staff, this pattern will sometimes change, e.g. for music and games and at times for Literacy and Numeracy teaching.

We also employ a number of well qualified teaching assistants and they work with small groups of children giving extra support where and when needed.



Admission Arrangements

Our Admission Policy is determined by the Admission Policy of the Local Education Authority.

Starting school is a major step in a young child's (and parent's) life. It is an exciting time to look forward to and we hope it will be an experience that is looked back on with success and pleasure. We would like to know the child well before they start school and would like them to be familiar with the school so that the first day doesn't become a traumatic ordeal. To help us fulfil these aims there is a programme of pre-school visits and meetings for parents and children before they become full time members of our school



Our School Day

Parents have a vital role to play in the life of any school and we encourage our parents to participate in a wide variety of events and activities.

As well as the more formal times when we discuss the progress of each child with their parents, we hold a variety of more informal and social meetings throughout the year so that parents have a chance to become more familiar with the school and its workings, e.g. coffee afternoons, open days, special assemblies, book weeks etc.

There are many opportunities for parents who are able to spare the time to become more practically involved in school life and we have a thriving Home and School Association which organises both social and fund raising events. We are proud of the close links that have been established between school and parents and we hope

that if you become part of our school community you will be an active participant in this partnership.

The School Day

8.40 a.m.	School Gates opened.
8.40 a.m.	Children enter school
8.45 a.m.	School starts
10.25 a.m. to 10.40 a.m.	Morning break
12.00 p.m. to 1.00 p.m.	Lunchtime
2.30 p.m. to 2.45 p.m.	Afternoon break - Key Stage 1
3.05 p.m.	End of school



School Uniform

The colours of Vine Tree Primary School's uniform are red, grey and white. We encourage all children to wear school uniform, which consists of:

For girls:

- White blouse or polo shirt.
- Grey or black skirt, pinafore or trousers.
- Red school jumper or cardigan (embroidered with school badge).
- Red and white checked summer dress.
- School shoes (no trainers or high heels)



For boys:

- White shirt or polo shirt.
- Grey or black trousers.
- Red school jumper (embroidered with school badge).
- Grey or black shorts
- School shoes (no trainers)

We also ask that your child has a warm coat for outdoor play and a hat to protect them from the sun during the summer.

Please ensure that all items of clothing and footwear are clearly marked with your child's name - school jumpers and polo shirts all look the same after P.E.



Our Curriculum

Our school believes that all children are entitled to a wide range of educational experiences in order that they are able to develop emotionally, intellectually, spiritually and physically to the limit of their potential. We believe in the concept of lifelong learning and maintain that learning should be a rewarding and enjoyable experience for everyone. We believe that children learn effectively in many different ways. Through our teaching we aim to develop confident, disciplined and enquiring learners who are able to make informed choices

Foundation Stage

On entry school, the children follow the Foundation Stage Curriculum which incorporates the following seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design
- Creative Development

This curriculum has a distinct identity for young children from birth to the end of the Reception year and is about developing key learning skills such as listening, speaking, concentration, persistence and co-operation. It is also about developing communication, literacy and Numeracy skills that will prepare children for Key Stage 1 of the National Curriculum.



English

As a school we see literacy as one of the most important areas of the curriculum. We teach the basic skills which underpin literacy development such as phonics, correct letter formation, spelling patterns, punctuation and comprehension. We also aim to encourage the children to develop a love of language by introducing them to a wide range of literature. Through project work, we find 'real' reasons for children to write letters, invitations and reports and to design questionnaires, conduct surveys and plan interviews. Children are also given opportunities to present their work to a variety of audiences including their parents. The children are taught how to read fluently, accurately and with enjoyment through a range of published reading schemes.



Maths

We believe that numeracy should be a stimulating, challenging and enjoyable subject for all children. We use core schemes to ensure progression and to promote understanding of mathematical concepts and key skills. As well as the 'four rules', children have the opportunity to apply their knowledge through practical experience in shape, measurement, algebra and data handling. Mathematical investigations and problem solving are also an integral part of the children's work.

Science

Children enter school with a natural interest in the world around them and we actively encourage and develop this curiosity. They are encouraged to make careful observations, to investigate scientific principles and ideas and to evaluate their experiments and results.



Computing

All our classrooms have interactive whiteboards and projectors which are used regularly for whole class teaching. All children participate in dedicated ICT lessons which are held in our purpose-built building and we also have mobile technology, including a set of tablet computers and I-pads. Children are encouraged to use ICT to find, explore, analyse, exchange and present information responsibly and creatively.

Religious Education

Our Religious Education programme is planned to meet the demands of the Cheshire East Agreed Syllabus and actively promotes the development attitudes and values such as belonging, caring and respect. We aim to foster positive feelings such as excitement, awe and wonder.



Collective Worship

As a school, we meet together on a daily basis for an assembly. Collective worship is led by the Headteacher, Deputy Headteacher, staff and our local vicar and allows the children the opportunity to participate, respond and reflect.

We respect the right of parents to withdraw their child from Religious Education lessons and/or Collective Worship but this should only be done after consultation with the Headteacher.

What Ofsted said:

"Partnerships with other schools are used very well to raise the achievement of pupils and to improve resources for them."



History

The teaching of history is topic based and is taught on a 'blocked' basis through our Learning Challenge approach. Projects are designed to allow children to appreciate that the present world grew out of the past, to look for similarities and differences, to try to explain how and why change did and did not occur and how to develop a sense of chronology and time. From a very early age children are encouraged to use historical evidence in the form of pictures, objects, written records and the memories of people still alive.

What Ofsted said:

"The curriculum is interesting and enriched by a good range of clubs, visits and visitors. Pupils' cultural development is now promoted well through topic work, links with Ethiopia, themed weeks and the specialist teaching of French."

Geography

Geographical work involves the children in investigations based on the local environment from which they can begin to understand and compare other areas of the country and other parts of the world. They are taught to make and interpret maps and to begin to develop an understanding of the relationships between people and their physical environment.

Design Technology

From an early age we encourage children to identify the needs and opportunities for design and technology using the skills and knowledge acquired across other subject areas. Design and technology is planned to encourage the development of aesthetic, economic, social and technological judgment whilst fostering a sense of enjoyment and pride in designing and making.



Art and Design

Through creative activities, children are introduced to a variety of techniques and media ranging from observational drawing to textiles and pottery. Children are also introduced to the work of artists, crafts people, other cultures and designers from a variety of periods and cultures.

Music

Children are helped to develop their enjoyment and understanding of music through singing, playing percussion instruments and listening to music from different eras and cultures. They are encouraged to compose their own music after exploring the elements of high/low, long/short, rhythm, loud/quiet, fast/slow and the pattern of sound. Children listen to visiting musicians on a regular basis.

Our school actively encourages children to learn to play a musical instrument. At present, the children in Year 4 take part in a year long programme of Music tuition delivered by specialist teachers. The children have the opportunity to learn to play the trumpet, trombone or clarinet. We also have an active choir and run after school clubs for hand bells and clarinets. The child take part in various musical celebrations concerts and plays throughout the year.

What Ofsted said:

"The headteacher leads the school very effectively and is well supported by a skilful deputy headteacher. Together, they have led the school from being satisfactory to, now, good. This is due to their accurate understanding of what the school needs to do to improve."



Physical Education

P.E. promotes physical activity, a healthy lifestyle, positive attitudes and an awareness of safety. We aim to provide an enjoyable range of activities that promote the development of skills and co-ordination within a friendly, relaxed, supportive environment. The children are encouraged to participate in a wide range of sports including dance, gymnastics, swimming, athletics, netball, rugby, football and outdoor pursuits.

Personal, Social, Health Education and Citizenship

PSHE and Citizenship help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active, responsible citizens. Teachers also



regularly conduct 'Circle Time'. These are sessions during which the children are encouraged to speak frankly and honestly about their feelings and events that are taking place in and around our school. The children are also encouraged and supported to find ways of resolving these issues.

Assessment

Assessment takes place continuously from a child's very earliest days in school and children are carefully tracked to ensure that progress is maintained. Statutory assessment takes place at the end of the Foundation Stage and at the end of each Key Stage – the SATs in Year Two and Year Six. Parents are kept informed of their child's progress on a regular basis.



Homework

It is our policy to give children work to be completed at home as we feel that it is a valuable and essential part of their school work. It enhances the quality of the children's education and strengthens the home/school partnership. We actively encourage parents to share homework with their children but not to complete it for them!

We feel that it is very important for all of our children to regularly share their reading book with an adult at home. Children are also set spellings to learn, starting with a few high frequency words in Year One and weekly tests are held. From Year Two onwards, children are expected to learn multiplication tables on which they are also tested.

We believe that after a busy day at school, primary-aged children should have time for other activities as well as for play and family life. Therefore, we do not overburden

them with large amounts of formal homework. Children may be asked to practice valuable skills already taught or to finish a piece of work started at school. In addition, they will be asked to contribute information and to find materials relating to their class projects each term. We feel strongly that homework must not be given just to 'occupy' children, is not a punishment and should not distress or worry the child. Therefore, the work the children are asked to do will be appropriate to their age, ability and their particular needs.

What Ofsted said:

"Progress in mathematics is outstanding by the end of Year 6. This is due to the many well-planned and imaginative opportunities that challenge pupils' problem-solving skills."



Special Educational Needs

Mrs. Walker is responsible for the day-to-day operation of our school's policy on Special Educational Needs (SEN). We have procedures for identifying those children who have special needs and will ensure that each child has full access to a balanced curriculum which is differentiated to meet their individual needs. Staff, parents, children and, where appropriate, outside agencies are involved in any decision-making process which is aimed at arriving at the most suitable course of action in each individual case.

Initially children are identified by concerns expressed by parents or teachers. The SENCO is informed and, in full consultation with parents, children are placed on the SEN Register at one of the following stages:

Class Action

The class teacher

- Identifies needs and consults with both the SENCO and parents
- Collates information
- Provides the child with relevant differentiated work
- Reviews progress on a regular basis

Support from a SEN Teaching Assistant may also be appropriate.

School Action

Children whose needs cannot be met at Class Action will proceed to School Action. At this point the SENCO, class teacher and parents will draw up an Individual Education Plan and with any other outside agency if necessary. Review meetings held by the SENCO with both parents and teacher in attendance will take place regularly.



School Action Plus

If whilst at School Action, a child's progress is not satisfactory, additional expertise will be sought and a new Individual Education Plan will be drawn up with the support of the SENCO, Educational Psychologist, other outside agencies and parents.

SEN

Education, health and care plans for children with Special Educational Needs will be reviewed annually. A review meeting will be set up for all of those people involved with the child and will focus on achievements during the year. A copy of the review report will be issued to parents.

Children who show exceptional ability in any areas of the curriculum are encouraged and supported in developing their talent.

Sex Education

The Governors have agreed that a programme of Sex Education will take place for children in Year Six. We involve the school nurse in this programme and she talks to the children in small groups. Any issue that arises as a result of this programme or any questions asked by the children are dealt with sensitively by staff. If parents wish to withdraw their children from these lessons, alternative arrangements can be made by contacting the Headteacher.

What Ofsted said:

"Topics covered in lessons and visitors from different cultures now ensure that the cultural development of pupils is good."



Children's Welfare and Safety

Attendance and punctuality is vital to a child's development and our school works hard to keep rates high. We have a clear attendance policy and procedure. Please inform us by telephone by 9.30am if your child is absent from school. If no information is received, it is school policy to initiate a procedure of first contact. If you are unable to telephone, please provide a letter stating the reason for absence. Incidents of persistent lateness are also recorded and monitored.

The Government has amended key legislation from September 2017; the key points regarding our policy on attendance are as follows:

Any requests for a leave of absence must be made in writing to the Headteacher at least 2 weeks prior to the date of the absence.

We will consider authorising absence for:

- Family crises
- Special occasions, such as weddings (not birthdays)
- Family bereavements and other compassionate reasons
- Family holidays (in exceptional circumstances)

Parents are strongly urged to avoid booking a family holiday during term time.

If a child's attendance falls below our attendance expectations (97%) leave for a family holiday will not be authorised.



We will not authorise holidays taken during any assessment weeks (during the month of May of each academic year). We will not authorise holidays during the month of September or during the first week of each new term.

In line with other Cheshire East schools we are now operating a Fixed Penalty Notice Policy.

If your child has an appointment with the doctor or dentist, please notify us by telephone, letter or word of mouth. Absence from school without explanation by a parent must be regarded under the Education Reform Act as an unauthorized absence and will be recorded as such. Please try to arrange appointments out of school hours whenever possible.

No child is allowed out of school during the morning or afternoon sessions unless prior written permission has

been requested by parents. Under this arrangement, we would prefer that all children are collected from school.

In an emergency, we must be able to contact parents as soon as possible. Please inform the School Office of any change of address or telephone number.

Outdoor Education

The children in Years Five and Six have the opportunity to visit France for a one-week residential course. Also, the children in Year 3 go away for a 3 day residential in this country at which they take part in a variety of activities such as climbing, orienteering, archery and many other experiences. The visit helps our children to develop independence, confidence and teamwork skills. It is also tremendous fun!



Extra-Curricular Activities

Our school offers a wide range of extra-curricular activities for the children. Parents are notified of these and are asked to give their permission for their child/children to attend on the return slip provided. We offer at different times of the year:

Newspaper	Football	Netball
Craft	Languages	Dance
Easter Craft	Multi Skills	Gardening
Gymnastics	Dodgeball	Cookery
Choir	Felt	Tag Rugby
Cricket	Christmas Craft	

Our School Council

We have a very active School Council. At the beginning of the new school year we hold election in every class from Year 2 upwards. Two members of each class are voted on to the Council to represent their class. The School Council allows the children to have a say in how we run our school. They make decisions about which equipment to buy, ideas which can help our school or ways in which we can make our school a better place for children to learn in. The Council is led by a member of staff and meets once a fortnight.

What Ofsted said:

"Pupils care well for each other. For example, older pupils help younger pupils to play games at break times, as well as supporting them with their reading. Good relationships and the way teachers organise their classrooms helps pupils to learn well."



Before and After School

Children should arrive at school each morning in good time for the start of the day but not earlier than 8.40am. In bad weather, children are allowed into school from 8.40am onwards.

All children leave school at 3.05pm unless they are involved in an after-school activity. If, for any reason, you are likely to be delayed and cannot meet your child as arranged, the school office should be contacted by telephone in order that arrangements can be made to care for children until you arrive. If someone different is to collect your child, please ensure that the class teacher has been informed.

Medicines and Treatment

Medication for asthma sufferers should be kept in school. Older children are allowed to use their own inhalers whilst younger children use their inhalers under supervision.

Any other medication that is essential for your child to have in school and which has been prescribed by a doctor may be left in the School Office for administering. However, parents will be asked to sign a medication permission form before this can happen.

Minor cuts, bruises and bumps will be treated with cold water and the injury is entered into our Accident Book. In the case of anything more serious we will contact parents immediately. Injury notes are sent home for all head injuries.

We have several members of staff who are qualified in first aid.



The Playground

Parents are welcomed into the playground. However, please note that our school operates a NO SMOKING POLICY and a NO DOGS POLICY throughout the school site.

Members of staff are on duty before school and at morning and afternoon playtimes. A qualified First Aider is always available.

Activities and games are provided for both wet and dry playtimes.

Health and Safety

Jewellery of any kind, with the exception of stud earrings, should not be worn in school and watches are worn at the owner's risk.

Nail varnish should not be worn during school time and parents are respectfully requested to ensure that long hair is worn tied up at all times.

Behaviour

In order for children to thrive and to make the most of their time with us, we believe that our school must provide a secure and disciplined environment. We take pride and pleasure in the happy, friendly atmosphere within our school community and we encourage our children to regard their school as a very large family. Trust, co-operation and affection are important in relationships at all levels and we aim to let everyone know that they are important and cared for.

We find that positive discipline which emphasizes achievement and which is based on approval, praise and reward is the most effective way of motivating our



children. Every week we hold a special Awards Assembly in which good work, behaviour and achievement is recognized. Children receive a variety of certificates and stickers and lunchtime supervisors liaise closely with staff to support the children's behaviour at lunchtime.

Rules are few but our expectations are high. We aim to instil a sense of self-discipline and responsibility which will be reflected in the children's behaviour. Honesty, courtesy, consideration and respect for other people and their property are stressed frequently.

In general, our children respond extremely well but in any large community there will always be occasional problems. We act quickly and firmly when there is unacceptable behaviour. Bad language or actions which hurt or could hurt others are not tolerated. Parents are informed and involved in bad behaviour is persistent, with co-operation and understanding between home and school being vitally important. Our Home-School Agreement is designed to



reinforce the partnership between parents and school in providing for the welfare and education of our children.

Happily, bullying is rare. We emphasize to the children that if they, or someone they know, is being bullied physically, verbally or emotionally they must immediately tell an adult or someone else they trust. Our school has well-defined, written policies on bullying and behaviour.

Each class teacher will make every effort to support the children's needs throughout the year. Your child's teacher or the Headteacher may ask to see you if there are any concern regarding any aspect of your child's education, behaviour or welfare. Similarly, should you have any worries, please do not hesitate to make an appointment to see either the class teacher or Headteacher. Unless it is urgent, we prefer that the beginning of the school day is not interrupted but staff are always available at the end of the day.



Snacks

We have a healthy eating policy which means that children are not allowed to bring crisps, sweets or chocolate into school for morning break. Fruit is provided free of charge for the children in Foundation Stage and Key Stage One. If you do not wish your child to participate in this scheme, please contact a member of staff.

Dinners

Dinners cost £2.40 a day and is payable on a weekly basis. Money should be placed in an envelope and clearly marked with the child's own name and year group, to be given to the school office. Children in Key Stage 1 are entitled to a free school dinner.

Parents as Partners

We firmly believe that the education of your child is a partnership and we are deeply committed to parental involvement in all aspects of school life.

We aim to give your child as many experiences as possible both in and out of school. We subsidise many of these visits but we do ask parents for a voluntary contribution towards some of these costs. However, no child is excluded from a visit if parents are unable to contribute.



Open Evenings

During the school year, there are three Open Evenings at which parents and teachers can discuss children's progress. Open Evenings held in the autumn and spring terms are on an appointment basis whereas our summer term open evening is much more informal, with children being invited to share their work with parents.

Community Events

We are fortunate to have a small but very hard-working group of parents who support our school in many different ways. We hold a number of functions during the year for fundraising, social and informative purposes. New parents are always very welcome to help out at any of our many events



Child Protection

As a school, we will take any reasonable action to ensure the safety of our children. Because of day to day contact with children, schools are well placed to observe outward signs of abuse, changes in behaviour or failure to thrive. Parents should be aware that in circumstances where we have reason to be concerned, staff will follow Cheshire East Child Protection procedures and report concerns to Social Services.

Complaints Procedure

If something is concerning you about our school, please see Mr Locke, Headteacher, as soon as possible so that he can deal with it. The Chair of Governors, Mr Kuda Nyadzo can also be contacted through the School Office.

Our annual residential activity



Teaching and Support Staff 2023 – 2024

Teaching Staff

<i>Headteacher</i>	Mr Locke
<i>Reception</i>	Mrs Moss
<i>Year 1</i>	Mrs Timmis and Mrs Sampson
<i>Year 2</i>	Mrs Welsh
<i>Year 3</i>	Miss Thomas
<i>Year 4</i>	Mr Holt
<i>Year 5</i>	Miss Woodward and Mrs Walker
<i>Year 6</i>	Mr Seddon
<i>Deputy Head</i>	Mrs Walker



Support Staff

Name	Role
Mrs H Taylor (Reception)	Teaching Assistant
Mrs S Scott (Year 4)	Teaching Assistant
Mrs M Thomas (Year 5)	Teaching Assistant
Mrs G Beck (Year 2)	Teaching Assistant
Miss L Culverhouse (Year 3)	Teaching Assistant
Mrs C Reid (Year 6)	Teaching Assistant
Miss P Hughes (Year 1)	Teaching Assistant
Mrs J Cope	HLTA, ELSA
Mrs K Steele	Bursar
Mrs M Hill	Admin Assistant

Mrs S Begum	Teaching Assistant
Miss H Mills	Teaching Assistant
Mrs S Begum	MDA
Miss M Cooper	MDA
Mrs D Carroll	MDA
Mrs A O'Neill	MDA
Mrs K Beckett	MDA
Mr P Fernay	Site Manager, Health and Safety
Mrs F Choudhury	MDA
Mr J Lord	Cleaner
Mrs J Hughes	Cleaner



Learn
Included
VineTree

Respect
Treated Fairly
Enjoy

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