

A Welcome from the Headteacher



It gives me great pleasure to introduce myself as the new Headteacher of Frampton Cotterell Church of England Primary School. I feel extremely honoured and privileged to have been chosen to lead the school on the next stage of its journey.

The ethos at Frampton

Cotterell CofE mirrors my own beliefs and values. I am passionate about providing a nurturing environment that enables children to grow academically, as well as socially, emotionally and spiritually. I believe children should have a rich learning experience that develops their curiosity, encourages their creativity and empowers them to follow their goals and dreams, so that they leave primary school equipped with the skills and knowledge they need to make a positive contribution at secondary school and beyond. Frampton Cotterell CofE Primary is an extremely popular, caring and inclusive school, which has Christian values at the heart of everything it does. We recognise and celebrate the uniqueness of every child and we help everyone to become the best they can through faith, friendship and participation. The school has strong links with St Peter's Church and is proud to have been rated as Outstanding during the last SIAMs inspection.

Our highly skilled and dedicated staff team are constantly striving to provide the best learning experience for every child. We achieve excellent results and offer our children a wide range of enrichment activities. With a strong emphasis on open communication, we actively engage with parents and carers to ensure a collaborative approach in each child's educational journey.

We have lots of useful information about our school on our website, which will hopefully give you a flavour of the Frampton experience. However, the best way to truly see what we are all about is to come for a visit and meet our wonderful children and dedicated staff team.

I really hope to meet you and your family soon.

Mrs Debbie Fisher
Headteacher



Becoming the best we can, through faith, friendship and participation

Updated September 2023

Our Vision

- * Our school is underpinned by our Christian values. We aim to work with parents, church and community to help each child flourish in all aspects of their lifelong development.
- * We are an inclusive school, valuing and respecting everyone equally and unconditionally.
- * We teach pupils to set high expectations of themselves and show compassion towards others. All members of FCCE behave in a way that upholds these core values.

Our aims are for children at FCCE to:

Faith

- Show Christian values in their behaviour and attitudes.
- Grow spiritually and develop their own beliefs.
- Have strong, positive links with the church.
- Be honest, know right from wrong and have a strong moral code.
- Respect and welcome people of all beliefs and cultures.
- Value themselves and others and celebrate individuality.

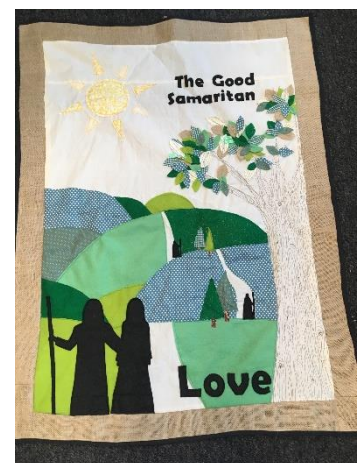


Excellence and Participation

- Set high expectations and always try their best.
- Persevere and be willing to take risks and try new things.
- Develop self-esteem and confidence and take pride in their achievements.
- Flourish academically, spiritually, creatively, morally, physically and socially.
- Have a broad and exciting curriculum, making them enthusiastic learners.
- Be inquisitive, brave and proactive.

Friendship

- Show respect whilst treating everyone as they would like to be treated.
- Enjoy learning together in school, with their families and in the wider community.
- See responsibility as an opportunity to contribute positively to the school, local and global community and care for the environment.
- Have a strong sense of belonging and look for ways to help each other.
- Be caring, tolerant, forgiving and understanding to all.
- Develop empathy and compassion.



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School Context

Frampton Cotterell CE (VC) Primary School is a larger than average sized school with 308 pupils on role from Reception to Year 6. It is a one and half form entry school with a pupil admission number of 45 per year group. It lies within the community of Frampton Cotterell and is frequently oversubscribed with waiting lists in most year groups. The Headteacher, Mrs Debbie Fisher, started at the school in September 2023.

Characteristics of our School

As a voluntarily controlled school with a Church of England foundation we have established close, positive links with St. Peter's Church. The Christian ethos of the school nurtures the personal, spiritual, social and moral development of the pupils.

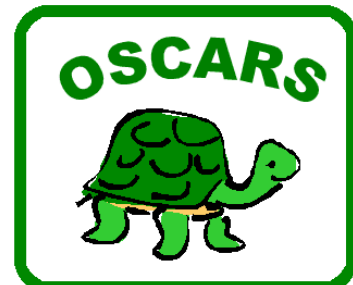
OSCARS - Before and After School Club as well as the Holiday Club

Their aim is to give you the peace of mind that your children will be safe, secure and have lots of fun when they can't be home with you.

OSCARS was established in 1992 and they operate from their own building, the Green Terrapin, at the rear of the school. They care for children from 7.45am – 8.55am and from 3.15pm until 5.45pm during term time with breakfast being served until 8.15am.

During the holidays and FCCE School In-Service days they are open from 7.45 until 5.45pm. Although a waiting list operates for before and after School Club, the Holiday Club is open to any child of primary school age and up to 6 months into year 7 and is booked on a first come first served basis. Full, half and school day sessions are available and there are discounts for siblings.

For further information and to request a waiting list form contact OSCARS directly on 01454 250528 or email them on oscars.fc@outlook.com.



Home/School Communication

Parents and the school work together in close partnership to support children's well-being and learning.

Parents are always welcome to come into school to discuss anything with the class teacher or Headteacher. We operate an 'open door' policy and always aim to accommodate any requests.

Parents' evenings are held in the autumn and spring terms. Pupils are given the opportunity to share and discuss their work with their parents. At the beginning of Term 1, we hold an expectations evening to give parents information about how they can help support their child's learning at home. In addition to this we run parent workshops throughout the year covering a range of subjects we hope you will find useful. We are very happy to receive suggestions from parents about what they would find helpful. Teachers are always willing to make appointments to meet with parents to discuss any concerns they may have or give up to date information about your child's progress.

Annual reports (including SATs results if applicable) are sent home during the summer term.

We want to ensure that communication is made as easy as possible between school, parents and pupils. Every pupil has a reading record which can be used as a means of communication between parents and teachers. We regularly consult with parents and pupils on issues affecting school life. Parents also receive weekly newsletters and our website provides useful information.

Tapestry and Seesaw Online Learning Diaries in Reception and Years 1 and 2

One very successful way of communicating with school is by reading your child's online learning diary when they are in Reception. Your child's teacher will regularly update their Tapestry account with pictures, videos and observations. These will help you understand the progress your child is making as well as enable you to further support your child at home. Furthermore, you are able to share learning experiences at home and add your own comments or observations.

Friends of FCCE

All parents are automatically members of The Friends Parent Association. The Committee members are elected in September each year at the Friends AGM.

The Friends raise a considerable amount of money each year to provide facilities and resources for the children that the school would not otherwise be able to provide. They organise a variety of enjoyable social events, which we urge our parents to support – all the money they raise directly helps our children and it is a very good way of getting to know other parents in the village. We are indebted to the support we are shown by the Friends and would not be able to provide certain activities or opportunities without their tireless efforts.



Personal Development and Well being

Our Christian values permeate the whole of school life. We have a positive approach to good behaviour and support children to behave well. Everyone is treated with respect as an individual and pupils are encouraged to care for each other. We celebrate good work, attitudes and behaviour.

Rewards

We operate a Class Points system where children can earn points for their class, leading to a class reward; and we celebrate personal qualities with a Golden Book award. We also explicitly teach the children how to develop skills to make them successful learners. Children who consistently demonstrate these skills earn the Successful Learner Award once they have completed their successful learner wheel. As well as this, pupils will then create their own learning wheel alongside their teacher so they can continue to work to develop their own positive learning behaviours.

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We also present our prestigious 'Spirit of Frampton' Award weekly to children demonstrating all our school values. Hot Chocolate Friday allows children to spend additional time with the Headteacher to talk about whatever they like!

Safeguarding

Safeguarding is everybody's business. It is our priority to safeguard every child and we take our responsibility to keep all children safe extremely seriously. Staff have regular training in safeguarding and follow procedures and practices to ensure every child is safe. Our Designated Safeguarding Lead is Mrs Fisher (Headteacher) and if you have any concerns relating to any area of safeguarding then you should contact her directly. Mrs Walker and Mrs Barter are Deputy Designated Safeguarding Leads.

Child Protection

In view of the day-to-day contact with individual children, school staff have an important role to play in recognising cases of suspected child abuse. All school staff, both teaching and non-teaching, are instructed to report any suspicions to the Head teacher who is the Designated Safeguarding Lead, and who is required to inform parents/carers and alert the Access and Response team, where appropriate.

Child abuse is a particularly sensitive issue and does evoke, for those involved, particularly parents, strong feelings and emotions. However, parents need to appreciate that school staff are required to report, in line with the procedures, any situation where abuse is suspected, and a member of staff could be deemed to have acted improperly if this were not the case.

Parents may seek advice and guidance from the Education Welfare Officer for the school or contact the Social Services Department directly.

Security

All visitors, including parent helpers, are requested to report to the office on arrival, in order to sign in and be issued with a visitor's badge. Visitors are asked to sign out on departure.

If a child has an appointment during the morning or afternoon session then parents should take and return them via the office, so that their arrival or departure can be logged. Any child who is late into school should report to the office to ensure that they are recorded on the class register.

The Key Stage 1 playground gate and the back gate are kept locked between 8.55am and 3.10pm. The side gate by the cycle shed is also kept locked between these times. During this time entry to school can only be made through the main entrance. The main entrance and the side entrance are fitted with controlled entry systems. All Governors are made aware of any parental concerns regarding security and continually monitor and review the situation in school.



Special Educational Needs and Disabilities

Our provision and support for pupils with Special Educational Needs and Disabilities is a priority. We aim to ensure that all children develop high self-esteem, realise their full potential, acquire the skills and attitudes for independent and community living, and have access to the full curriculum provision. We aim to differentiate work where appropriate and involve parents by holding regular meetings to review their individual Support Plans detailing their progress towards individual targets.

Our SENDCo, Mrs Walker, works closely with class teachers and teaching assistants to ensure that pupils' needs are met. Early identification is a high priority and a positive approach is always sought to deal with any concerns. Details of our special needs procedure and documentation can be found in our Special Educational Needs Policy on our website. We also have other qualified SENDCos teaching in school.

The school has the facilities to accommodate disabled pupils. There are two accessible toilets and access ramps. When necessary, classes change rooms to accommodate accessibility. Children with disabilities are fully included into the life of the school. Our website gives further details about our provision for children with SEND.

Gifted and Talented Pupils

Gifted and talented pupils are those who are very able in one or more academic subject or in creative arts or sports. These are pupils who achieve, or have the ability to achieve at a level significantly in advance of the average for their year group in their school. Teachers routinely differentiate work according to individual pupil needs. We feel it is incredibly important for all children to be stretched and challenged. On occasions pupils may be offered the opportunity to attend workshops with pupils from other schools.

Starting School

In the September before the child is due to start school, an official application form is sent to parents for return to South Gloucestershire Council, usually by mid-January. The outcome of the applications is usually made known to parents in the spring term – when offers of places are made.

We have 45 places available in Reception each year. In the event of the number of applications exceeding this, South Gloucestershire Education Authority offer places to the children fulfilling certain criteria. Unsuccessful applicants are offered places at other, nearby schools. There is an appeals procedure which can be found on the South Gloucestershire school admissions website page.

During the summer term prior to the children starting school, parents will be encouraged to complete a booklet with their child. New parents will also be invited to an evening meeting when they have the opportunity to look around the school and meet adults who will be involved with your child in their first year. Children may visit in July and September for several morning sessions. Parents are also invited to attend these 'Stay and Play' mornings.

In September, to ensure a smooth transition to school, children will typically only attend morning sessions for the first two weeks. There may be an opportunity for your child to stay for a whole day within this two week period. We usually build up to children being full time by the start of their 3rd week in school. This enables children to settle more easily as they can build effective relationships with adults and other children. It also enables teachers to get to know each child quickly and assess their next steps in learning. In some cases, it may be appropriate for some children to continue to attend for the mornings only after week 3.

Week 1	Class 1 and Class 2 mornings, including staying for lunch
Week 2	Class 1 and Class 2 mornings, including staying for lunch
Week 3	Class 1 and Class 2 full days

- * Lunch may be a hot school meal, school packed lunch, or packed lunch from home. Parents are asked to sign the menu on the classroom door at the start of each day to select the meal choice for that day for their child.

School Uniform

We ask that all parents cooperate in our request that the following guidelines are followed:-

- Navy sweatshirts or cardigans
- Pale blue shirts, blouses or polo shirts
- Grey school style full length trousers, shorts, skirts or pinafores
- Navy fleece
- Plain black school shoes (No trainers please)

In summer children can wear checked or striped blue and white dresses or plain grey school style short trousers or culottes (not $\frac{3}{4}$ length fashion trousers or leggings). Although we understand the desire to wear sandals in the summer, they are actually quite dangerous in school, both in the classroom and playground, causing tripping, stubbed toes etc. If your child wears sandals they should conform to the school colour of black and they must be robust and low heeled, with closed toes.

Children should bring waterproof coats or fleeces for playtime each day. Globe Trot Hoodies are allowed. Sweatshirts in an alternative colour to school uniform are treated as outdoor clothing.

Our school uniform and Globe Trot Hoodies are available from TAYZ printing and embroidery. Please visit their website to place your order at:

<https://tayz.co.uk/collections/frampton-cotterell-cofe>



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Quality of Education

Curriculum Statement

The overall aim of the school is to cater for the developmental needs of the children – educationally, morally, physically, spiritually and socially, in accordance with our Visions & Aims and the National Curriculum. As expressed in our school motto we are encouraging the children to become the best they can.

We aim to provide the children with a vibrant and exciting curriculum to inspire their learning. We use a topic approach to deliver the curriculum. The progression of topics is carefully planned and follows a 2 year cycle (see website). Parents receive an outline of the main topics to be covered in their child's class at the beginning of each term. These are also available on our website www.fcceprimary.co.uk

The National Curriculum is divided into Key Stages:

The Early Years Foundation Stage: The Foundation stage has a separate curriculum covering birth to five.

The Early Years Curriculum continues to follow the same areas that your child has followed at pre-school or nursery. At the centre of the curriculum is how your child learns.

These areas are:-

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Throughout the Reception year all children will be encouraged to develop in these areas. There is a continuous play based approach to learning which continues through into Year 1 and Year 2. This allows children to independently follow their own interests, ensuring that children are fully engaged in their learning. In all year groups children will also have literacy, maths and phonics daily sessions along with other subjects.

Key Stage One:

This covers Years 1 and 2. Pupils in Year 1 take a Phonics test in June.

Key Stage Two:

This covers Years 3, 4, 5 and 6.

Children in Year 4 take part in the multiplication screening check during the summer term.

At the end of the Key Stage, the children in Year 6 take the Key Stage 2 SATs.

(* Standard Assessment Tests.)

Our school policies outline how different subjects are taught, and can be found on our website, or paper copies can be requested from the office.

Music

We are very proud of our music tradition at FCCE and children are given many opportunities to perform during their time in school.



We offer professional tuition for piano, harmonica, violin, guitar, and singing through peripatetic teachers. We also run a key stage 1 and key stage 2 choir. The children take part in various school and community events such as: Nativity, Y6 production, Class assemblies, Class workshops, Easter service, Y3/4 topic play, Colston Hall performances, Eisteddfod and the Big Sing.

We also welcome visiting musicians and theatrical groups, broadening the children's experiences and demonstrating the depth and beauty of music and drama.

Physical Education

PE and Sports funding is used creatively to enable all pupils to take part in inter or intra-schools events during the year. There are also extracurricular clubs covering a range of sports eg; football, netball, basketball, handball, tag rugby and cricket.

Children in Year 4 and Year 6 are invited to attend an extended visit (camp) to an outdoor centre, where activities such as abseiling, canoeing, caving etc. are undertaken. These help develop self-confidence and independence in the children as well as fostering team values.



Personal, Social & Health Education (PSHE)

PSHE and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the whole community. We ensure that they learn what it means to be a positive member of a diverse multicultural society. Children are encouraged to develop their resilience through explicit teaching through our PSHE curriculum, The Jigsaw Programme and through our use of successful learning wheels.

Sex and Relationships Education

SRE is part of a whole school PSHE programme. Materials are in line with government and LA guidelines. Although pupils will learn about elements of healthy relationships throughout Key Stage 1 and 2, the majority of the content regarding how children grow and change is delivered in years 3, 4, 5 and 6. Parents are informed about the units of work by letter and are invited to view the materials at home if they would like to. Parents do have the option to withdraw their child from the sex education curriculum but not from the relationships aspect. Sometimes it is more appropriate, given the sensitive nature of the subject, for boys and girls to work in separate groups, but where possible mixed groups are taught.

Modern Foreign Languages

French is the main language taught throughout key stage 2, however during their life at school they will encounter other languages through topic subjects and other more informal means such as answering the register. The aim is to provide a confident positive base for future studies of modern foreign languages at Secondary School. We also have French week where children throughout the school learn about the culture of a different French speaking country. This helps all our pupils to develop a greater understanding of the diversity in our world.

Assessment

Assessment is an on-going process that is used to help the teacher gain an insight into individual children's learning and informs future action. The children have individual targets for Literacy and Numeracy and their progress is regularly assessed. Each teacher meets with the leadership team 3 times per year to look at the attainment and progress of all the children in the class. This helps us to intervene early if any concerns arise with individuals or groups of children in the school in order to address potential underachievement. We aim to ensure that all pupils make expected progress or above every year.

Interventions are put in place promptly for pupils who need extra support to help them keep up and progress.

Statutory assessments also take place across the primary phase. In Year 1 children take part in the phonics screening check, in Year 4 children complete the multiplication screening check and in Year 6 children take part in the Key Stage 2 SATs. A Reception Baseline Assessment is also completed for all children during their first 6 weeks of starting school. At the end of the Reception year, children are assessed against the Early Learning Goals taken from the Early Years Framework.

Home Learning

Children are encouraged to complete home learning, although it is felt important that this should not detract from the children's involvement with outside activities. This simple introduction to working on their own promotes self-discipline and helps to strengthen the link between home and school. It also prepares the child for the more extensive home study required at secondary level. Home learning will relate to work being undertaken in school and may be in the form of pursuing an aspect of their topic work, investigative studies, learning number facts and spelling.

The amount of home learning will be increased as the children progress through the school. Parents will be informed at the beginning of each year regarding the format and expectations of home learning in their child's class.

All children are expected to read 5 times per week at home.

Library

All children are able to borrow books from the library for reading at home. We hope that this will encourage a love of books both for finding information and for enjoyment. Children are also encouraged to build upon their own personal collection of books.

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Collective Worship

Worship takes place at the end of each day and usually includes prayer, song, stories and an opportunity for reflection. Acts of worship may include the whole school, particular groups of children (Key Stage 1 or Key Stage 2) or class groups. We celebrate our link with the Church of England through our work with St Peter's Church. We ensure that our children encounter living Christian faith and meaningful Christian worship. However, worship is sensitive to the fact that the school community is multi-faith and some of its members are from a non-faith background. We respect the rights of parents to withdraw their children from assembly.

Celebration Worship

Every week (usually on a Friday) we hold a special Celebration Worship. During this worship children are presented with awards and achievements are celebrated. Parents can send in awards and certificates achieved outside school e.g. music exams, sports etc and these will be presented.



There is a Golden Book for pupils who have shown personal qualities to celebrate.

We celebrate the diversity of achievement in our school and we let the children know that as a school we appreciate every individual and the efforts they make.

Clubs and Activities

We have a wide range of after school clubs covering sports and other activities. Some are provided by school staff and are free of charge, others are provided by outside agencies who charge a fee direct to parents. The clubs/activities usually on offer are:-

- Netball
- Football
- Basketball
- Running Club
- Multi Sports
- Music clubs (violin, piano, harmonica, Guitar, Rocksteady, and Singing)
- Choir
- Drama
- Engineering
- Dodgeball
- STEM

We also have a variety of clubs that are run and organised by the children themselves. These are predominantly at lunch time and are supervised by a teacher.

Enrichment

We believe in providing our pupils with as many opportunities as possible. Therefore, we hold 'Enrichment' Days throughout the year where they have the choice of many different activities. These are incredibly popular and allow children to learn new skills alongside pupils from other year groups. Past opportunities have included woodwork, golf, dance workshops, coding, team challenges, pizza oven making, line dancing, pet portraits and Harry Potter Workshops.

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Residential Trips – Manor & Kilve Court

Our children currently attend two residential visits. In Year 4, our pupils visit Kilve Court for three days and two nights. In Year 6 they then stay in Shropshire for five days and four nights at the Manor Adventure centre. Both trips give children amazing life experiences.

Leadership and Management

The Senior Leadership Team (SLT) consists of:
Mrs Debbie Fisher (Headteacher),
Mrs Catherine Walker (Deputy and SENCO),
Mr Alex Knight (Key Stage 2 Lead) and
Mrs Jen Claridge (Maternity cover - Key Stage 1 Lead).
In addition teachers have subject leader responsibility.

The Governors

The Governors of Frampton Cotterell C of E consists of:-
3 Foundation governors
5 Parent Governors
2 Staff Governors including the Head teacher
1 LEA Governor
3 Community Governors

The Governors, Headteacher and staff work together in a partnership to ensure that the school runs smoothly and to the best advantage of all its pupils.

Class Organisation

Due to our Standard Intake Number being 45 we run a mixture of single year groups and mixed year groups throughout the school.

Teachers plan together as year group teams to ensure that children receive the same access to opportunities and have the same expectations set across the year group.

The following classes will run during the academic year:

- Class 1 and Class 2 (Reception)
- Class 3 (Year 1)
- Class 4 (Year 1/2)
- Class 5 (Year 2)
- Class 6 (Year 3)
- Class 7 (Year 3/4)
- Class 8 (Year 4)
- Class 9 (Year 5)
- Class 10 (Year 5/6)
- Class 11 (Year 6)