



Preston Candover CE Primary School

'Inspiring learning for life'



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report 2018

The distinctiveness and effectiveness of Preston Candover Church of England Primary School as a Church of England school are outstanding

As a result of the dedication of the Headteacher, staff and governors in promoting a community with a Christian foundation, the pupils have a secure understanding of the school's Christian values and how these can influence their lives.

The quality of the relationships between members of the school's community supports pupils in becoming independent, confident learners, who make good academic progress.

The pupils, and adults, within the school community are encouraged and supported to help them to become the best they can be in all areas of their lives.

ENGLISH

Language development is at the heart of the curriculum and has implications for all forms of learning in our school. Our school places great emphasis on teaching children to read and enjoy reading. We possess a range of graded reading schemes. Teachers monitor closely the children's progress and records are kept of books read and when children are heard to read. Children across the school develop their love of literature through widespread reading for enjoyment.

We have a well-resourced library of fiction and non-fiction books from which the children may choose, and books from the School Library Service which are exchanged regularly.

Generally, children must be able to express themselves clearly in the spoken word before they can write clearly in an interesting way. Discussion and drama are two of many ways in which children can develop imaginative writing. Written work takes many forms such as descriptive writing, imaginative writing, letter writing, poetry, explanations and accounts.

The rules of spelling, punctuation and grammar are taught at the appropriate time making age-related expectations. Teachers will often select a number of important keywords for correction but will not wish to discourage a child just starting to write by pointing out each mistake.

From YR, children will be taught to write fluently, legibly and in a cursive style. They use pencils and then pens as they progress through the school.

MATHEMATICS

The mathematics used in everyday life consists mainly of problems which have to be solved. The children need to be able to do more than find the correct answers to sums. Before they can solve problems successfully, children must fully understand the processes and concepts involved and not just learn techniques to get correct answers. The teaching of mathematics aims to bring understanding to all work done. With young children, much experience will be gained in using practical apparatus before any rules of number are taught. We give children the tools to solve problems and may not always use the traditional written method, but the most successful for that child. Mathematics is taught for up to 1 hour per day in all classes. Lessons begin with a mental/oral session which is followed by the main activity and concluded with a plenary session. All opportunities are taken to include maths in other curriculum areas. Children are encouraged to use their mathematical knowledge and skills in practical, written and investigational work. Multiplication tables are learned and committed to memory at the appropriate stage in each child's development.

SCIENCE

In order to develop a flexible and enquiring mind and a scientific approach to problem solving, children need to have the opportunities for scientific experiences within their environment.

The skills of observing, asking questions, investigating using special instruments and recording are at the centre of scientific learning and are also valuable across other areas of the curriculum.

Wherever possible, children are given first-hand experience of objects and events, practical activities and purposeful learning tasks enabling them to develop skills, concepts and knowledge which will help them to understand their world and the way it works.

ART

The children are given numerous opportunities to explore objects and materials. They will be able to observe shape, colour, pattern, design and texture. After exploration, comes doing and making. The children will begin to work in many different media and experiment in different techniques.

The work of well-known artists from a variety of cultures is studied and discussed. It is hoped that through experiment and critical examination the children become more aware of the importance and value of art in their everyday environment.

PE

Physical Education, usually referred to as PE, encourages children to be physically active. We have a large well-equipped hall with both large and small apparatus, and a grassed playing field. Children take part in 2 hours of physical activity weekly. As the children progress through Key Stage 1 to Key Stage 2 they experience a variety of tasks, covering athletics, dance, games, gymnastics, swimming and outdoor and adventurous activities. This work encourages children to make decisions, evaluate performance and develop the personal qualities of commitment, fairness and enthusiasm.

Sporting activities include netball, football, rugby, kwik cricket, rounders and tennis. Swimming takes place at Queen Mary's College, Basingstoke for Robins class during the spring term. We also take part in district and friendly inter-school sports activities, including football, netball and rounders competitions

We have recently been revalidated for the Activemark from the Sports Council in recognition of the sporting opportunities we offer.

Aims for Sports Education

Our aims are as follows:-

1. To encourage every child to enjoy and partake in some form of physical activity.
2. To enable children to develop physical co-ordination and competence.
3. To encourage children to develop positive attitudes to sport and competition as well as good social attitudes such as co-operation and tolerance.
4. To promote positive attitudes towards health and physical fitness and an understanding of the effect of exercise on the body.
5. To provide equal opportunities for all pupils to reach their full physical potential in a range of sports.
6. To develop in the children a full range of physical skills through the maintenance of a balanced physical education programme which ensures continuity and progression.
7. To train children to partake safely in physical activity and be aware of their own and others' limitations.

DESIGN TECHNOLOGY

Children are taught to develop their design and technology capability through combining their design and making skills with knowledge and understanding. On completion, they are taught to be able to evaluate their results successfully. Children are given opportunities to develop their skills in working with a selection of materials such as wood, card, plastic, textiles and food. They will develop the skills of reasoning and assessment linked to the design process.

GEOGRAPHY

Children are encouraged to develop geographical knowledge and understanding, beginning with our immediate environment and then the wider world. They are taught how to read maps and to develop a sense of identity through learning about the United Kingdom and its relationship with other countries. We believe that children learn best through first-hand experience and every opportunity is taken to support classroom learning with practical work in the school grounds, local community and beyond. ICT tools such as Google Earth are used to support teaching and learning. Units of work end with an assessment task based on key skills taught in the unit.

HISTORY

Children are encouraged to have an interest in and appreciation of the rich heritage of our past. They will develop knowledge and understanding of significant events in the local area, the United Kingdom and the wider world. This interest is maximised through education visits, the use of a variety of historical sources and artefacts and the use of drama. As well as acquiring knowledge, the children are encouraged to interpret historic fact in many ways such as distinguishing between facts and point of view. Wherever possible, ICT is used to support teaching and learning, and literacy skills are utilised.

MUSIC

Throughout the school, children are encouraged to develop their knowledge and understanding of the main elements of music through singing, rhythm work and the exploration of sound and percussion instruments. Children experience music from a variety of periods and cultures, through listening and performing, always building on previous work and achievements. The school offers a variety of extra-curricular musical activities including instrumental tuition and choir.

ICT/Computing

Information Communication Technology is used to support teaching and the children's learning across the curriculum. The pupils learn how to program. We have an IT Suite with PCs and laptops as well as iPads, which are used across the School.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Religious Education

The agreed syllabus for Religious Education in Hampshire is called “Living Difference” and this may be seen by parents on request to the Headteacher.

The principal aim of Religious Education in school is for children to develop a more reflective approach to life and to enable and enrich this process through their study of living faiths.

Religious Education places emphasis on the need to:

- a) contribute to the development of children’s personal visions of life by affording them positive help in their exploration of meaning, purpose and value; and
- b) contribute to the development of children’s knowledge and understanding of the “Living Difference” which forms the heart of the beliefs and practices of Christianity and the other major religious traditions represented in Great Britain.

In accordance with the requirements of the 1988 Education Reform act (Section 8), the syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in the country.

Collective Worship

We have a strong Christian ethos and place emphasis on teaching children to value the enduring beliefs of Christian life which include such moral values as respect for one another, truthfulness, compassion, sensitivity and love. Collective Worship is high on our list of priorities and takes place in the form of school assemblies on a regular basis. Our aim is to provide opportunities for children and staff to worship God and learn about how others worship. It reflects the traditions of the Christian faith. On some occasions we explore aspects of other world religions in the promotion of moral values and spiritual insights.

It is our expectation that all children will be present at Acts of Worship, but we are committed to respect each individual child’s faith stance. (As with RE, parents have the right to withdraw their children from all acts of collective worship and requests for withdrawal from these activities must be made to the Headteacher in writing).

OUR CURRICULUM

The school caters for the 7 years of Primary Education from YR to Y6. The classes are arranged in vertically grouped years.

Each teacher has a responsibility for teaching the whole curriculum to their class. Teachers deliver a broad and balanced curriculum which includes both specific subject and integrated topic based work and fulfils the requirements of the National Curriculum. English and Maths are taught as discrete subjects throughout the school. Children may work as individuals, group members or as a class. The nature of the tasks planned for the children and the outcomes we expect from them determine the teaching methods used. We place a high priority on helping children to become self-reliant and self-disciplined and to develop as independent learners. Each class covers a termly or half-termly topic on a 2 year rolling programme.

HOMEWORK

Children of primary school age, following a demanding school day during which we encourage them to achieve high standards, need the opportunity to relax and to develop their own interests and hobbies. A rich home life can provide for the needs of children through outings and time to talk with adults.

GIFT AID FUND

Preston Candover School provides children from the Candover Valley and surrounding area with their first formal education and plays a major role in linking the scattered communities which it serves. Although it is a Church of England foundation, which is reflected in the school's Christian ethos, it is funded and supported administratively by the Local Education Authority – Hampshire County Council. In order to supplement LA funding which, despite careful financial management, remains a continuing limitation on the school, the Governors have set up a Gift Aid Fund. The proceeds are devoted entirely to the benefit of the children of Preston Candover School through the purchase of educational resources such as books, musical instruments, sports equipment etc. The fund is administered as a charity. It makes provision for tax-efficient monthly, quarterly and annual donations, or alternatively one-off gifts from companies or individuals.

PRESTON CANDOVER SCHOOL ASSOCIATION (PCSA)

Preston Candover has an extremely active School Association – the PCSA - and all parents automatically belong to this group. A committee is elected each year and organises several activities ranging from helping in school to raising funds for purchases plus various social events. It has been responsible for some of the major improvements to the school grounds and plays an active role in promoting the work of the school.

CANDOVER VALLEY PRE-SCHOOL – (OUTSTANDING – OFSTED 2010)

Candover Valley Pre-school is an independent pre-school registered with the Pre-school Learning Alliance. It is located within our school and is open Monday to Friday. Many of our children have attended the pre-school in the past and it certainly provides them with a sound foundation to the more formal education that we provide. Further details can be obtained on 01256-389008.