



**THE MINSTER  
NURSERY AND INFANT SCHOOL**

SCHOOL OF INSPIRATION

**DETERMINATION HONOUR BELIEVE**

PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

# School Prospectus

## 2017-2018

‘Pupils ultimately reach high standards in their academic and personal development because of the richness of the curriculum and the outstanding quality of teaching and care’

Ofsted 2008

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## 1. A Letter from the Head Teacher

Dear Parents/Carers

Thank you for showing an interest in The Minster Nursery and Infant School. Here, we believe that your child is a unique individual with his/her own God-given talents, gifts and needs. We feel hugely privileged to be entrusted with your child's education. We fully understand that your child's time here is the beginning of their school journey. We take very seriously our responsibility to equip your child with all the right building blocks to pave the way for a future rich in successful learning, opportunity and choice. Our staff work very hard to ensure the safety, well-being, social development and academic achievement is the best it could possibly be. We aim to ensure that your child is extremely well prepared to face the challenges in his/her next phase of education with confidence and joy.

This is a school that is constantly focussed on continuous improvement; constantly seeking to improve outcomes for all our learners. Our Strategic Leadership Team members regularly visit other schools with more recent 'Outstanding' Ofsted judgements so that we can continuously evaluate our own practices to refine and improve the learning experience your child will have. We do this so that our school still confidently deserves the 'Outstanding' judgement received in May 2008. Ofsted haven't visited for such a long time because our attainment data continues on an improving trend.

Our safeguarding and welfare provision is of a very high standard. Your child's basic needs of safety, care and emotional security are of the utmost importance in a world where many children cannot depend on these needs being met. We want your children to achieve well and love learning.

I very much hope that you love what you see when you visit us and read our prospectus. I look forward to working in partnership with you in the future.

With very best wishes,

Mrs Stephanie Edmonds

Head Teacher

## 2. Christian Distinctiveness

The Minster Nursery and Infant School is a Church of England Voluntary Aided School within the Diocese of Southwark and the London Borough of Croydon.

### The Minster Nursery and Infant School Foundation

The Governing Body is proud that the Foundation of The Minster Schools is The Minster church, which has been a place of worship in Old Town, Croydon for over 1000 years. There are very strong and good relationships between the church and the school and we are keen that the Christian ethos of our school is given a high priority for everyone connected with the education and care of our pupils.

The Christian ethos is firmly rooted in the Church of England tradition and we are respectful of those who come from other traditions and those who have no Christian affiliation and we ask that all our pupils, parents, staff, governors and anyone connected with the school are equally respectful of those of other faiths and none. This is the classic Anglican tradition which believes that we have a definite contribution to make in the life of the church but that there are others who also contribute in their own differing ways. We believe people come to faith by the gentle invitation of God and by the obvious example that is set by Christian people living and working within any particular situation. St. Francis of Assisi said to his monks: 'go and preach the Gospel and, if you must, use words'. We believe that in our school, if we removed the name and took away any obvious Christian symbols, it would still be clear that we are a Christian school by the way we treat each other, respect each other and care for each other. This is the ethos of The Minster Nursery and Infant School and, as part of our admission policy, we ask that parents are very clear that this is the case. We would rather people know, at the beginning, the kind of Christian school we are rather than feel in any way disappointed at a later stage.

We are proud of our school and part of what we are proud of is the way in which people of very differing kinds and from all traditions mix together in an open and respectful way. We believe this to be a blessing and we ask that all our pupils and parents respect this part of our common life.

From the Foundation Governors of the School

## 3. Ethos of the School

## Ethos Statement

Recognising its historic foundation, The Minster Nursery and Infant School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The school encourages an understanding of the meaning of faith and promote Christian values through the experience we offer to all our pupils.

At the Minster Nursery and Infant School, we believe that we are all capable of being successful learners. Our children thrive in an atmosphere of high expectations set in a context of an exciting and creative curriculum.

## Inclusion Statement

At The Minster Nursery and Infant School we aspire to a culture that is responsive to the needs and diversity of the children in our community. Our commitment to inclusion ensures the entitlement of all our children to a broad and balanced, relevant and stimulating curriculum which is delivered in an environment that has the greatest impact on their learning and provides the resources to enable this to happen.

## Behaviour Statement

The School has the highest expectation of all members of its community. The ethos of the school is based on caring for others and building thoughtful and caring relationships between everyone within its community with the knowledge that with rights come responsibilities.

## 4. Admissions

### Criteria for admission

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Please see the School Admission Policy 2017-2018 on the school website [www.minsterinfants.co.uk](http://www.minsterinfants.co.uk) or [www.croydon.gov.uk](http://www.croydon.gov.uk)

## Pre Nursery & Nursery Admissions

Parents/carers who have been allocated places in the Pre Nursery or Nursery are not guaranteed a place in the Infant School.

## Reception Admissions

All parents/carers are required to complete both the Croydon Local Authority Application form online at [www.croydon.gov.uk/admissions](http://www.croydon.gov.uk/admissions) and, if applicable, The Minster Nursery & Infant School's Supplementary Application Form for the following year's Reception intake. *This additional form can be downloaded from the school's website detailed above. Once completed, the supplementary form must be returned to the Infant School office.*

## Late or In-Year Applications

All parents/carers are required to complete both the Croydon LA In-Year Transfer Application form online at [www.croydon.gov.uk/admissions](http://www.croydon.gov.uk/admissions) and, if applicable, The Minster Nursery & Infant School's Supplementary Application Form for the current academic year your child is attending.

## Waiting lists –Admissions

A waiting list is maintained when the school becomes over-subscribed. Priority in the allocation of places for pupils on the waiting list is accorded on the basis of the over-subscription criteria outlined in the School Admission Policy. Please note, the likelihood of success in securing a place does not take account of the length of time the pupil's name has been on the waiting list.

## Entry to The Minster Junior School

Children in Year Two need to apply for a place at The Minster Junior School. **It is not an automatic transfer.** We give you plenty of reminders to apply on time. Historically, all children who wish to transfer from Year 2 to the Junior School have been successful. The application is online at [www.croydon.gov.uk/admissions](http://www.croydon.gov.uk/admissions).

## 5. The Application Process

## Arrangements for visiting the school prior to application

Parents of prospective pupils are welcome to telephone or come into the school if they would like to collect an admission form or make an appointment to be shown around the school. These appointments are usually made for a Wednesday morning during Oct/Nov of the previous year of admission. Please contact the school office from September onwards.

## Application forms

On-line reception application forms should be completed via the Croydon Council website [www.croydon.gov.uk](http://www.croydon.gov.uk). **The Local Authority (CAF) application must be completed online by Sunday 15<sup>th</sup> January 2017 otherwise your application will not be considered in the first round of allocations.**

**In addition, parents/carers wishing to apply on denominational grounds must ensure that they also complete the school's own Supplementary Application Form available only from the school or on the school website [www.minsterinfants.co.uk](http://www.minsterinfants.co.uk). This form needs to be returned to the infant School office by Sunday 15<sup>th</sup> January 2017.**

## 6. School Data

The published number of places at the school is 428 pupils. There are places for 360 pupils in the Infant School and 68 part-time pupils in the Nursery.

## Assessment Results

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Assessment is a continuous process and enables teachers to monitor each child's progress in the Early Learning Goals and the National Curriculum.

In the Early Years Foundation Stage (EYFS), the children are assessed against the Early Learning Goals using the EYFS Profile. The children's independent learning is observed and recorded in their learning journals. The children are assessed throughout the year and the assessments chart the child's progress towards achieving the Early Learning Goals. These are reported at the end of the year to the local authority and parents receive a copy of their child's results with their end of year report.

Alongside teacher assessments, children in Y1 and Y2 are also assessed formally using summative assessments.

Children in Year 1 undertake a phonic screening check to assess their ability to decode words and non-words phonetically. The results are reported to parents with their annual report at the end of the year.

In Year 2, children have to be assessed against national standards for Key Stage 1. This is done by teacher assessment and includes some SATs (Standard Assessment Tasks or Tests) in reading, mathematics and spelling, punctuation & grammar (SPAG). The results are formally reported to parents at the end of Year 2.

Our Key Stage 1 SATs results for 2016 (unvalidated) are in the table below and include the targets set by the local authority. You can see that we have exceeded the targets set by the Local Authority.

%	LA targets 2016		School Results 2016	
	Expected +	Greater Depth	Expected +	Greater Depth
Reading	63	19	84	34
Writing	56	13	71	16
Maths	62	23	73	33

#### Year 1 Phonics Screening

2014	2015	2016
Sch:73%/ National 74%	Sch: 76%/ Nat:77%	Sch: 82% National data not published at time of print.

You can see that the school has a three year improving trend.



Foundation Stage end of year data shows that 59% of our children have achieved the 'Good Level of Development' compared with 55% last year and 45% in 2014

2014	2015	2016
Sch:45% / National: 60.4%	Sch:55% / Nat:66%	Sch:59%

You can see that the school has a three year improving trend.

As you can see, our children enter school with broadly below average attainment and leave us with broadly average attainment.

### Statement of SEND (Special Educational Needs and Disability) success

The School is proud that all children including those with Educational, Health & Care plan achieve their best. The School provides specialist support for children with SEND. Year on year, the SEND children attainment figures have exceeded the national levels in Reading, Writing and Maths.



## 7. School Uniform

Children at The Minster Nursery and Infant School wear school uniform of burgundy school sweatshirt or sweat cardigan, plain white polo shirt and grey trousers or shorts/grey tunic/grey skirt, and optional burgundy school fleece. In the Nursery, jogging bottoms are preferred for all children. All children wear 'polishable' black shoes. In the summer, red check dresses are to be worn. We pride ourselves in everything we do and children are expected to adhere to the school uniform to show that they belong to a very special school 'family'.

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School uniform is available for purchase through the School Trends website ([www.schooltrends.co.uk](http://www.schooltrends.co.uk)). Grey trousers, shorts skirts, white sock (girls), grey socks (boys), white polo shirts and white T shirts (PE) and black shorts (PE) can be purchased in many high street shops. Our school uniform is relatively inexpensive. The children look superb and take pride in their appearance.

You need to be warned that your child may get paint or dirt on their school uniform because they will be engaging in messy, creative learning. We do encourage children to wear aprons when this is appropriate.

On Forest School days, children are expected to bring a spare set of their own clothes suitable for outdoor learning. You will receive more details about this at the appropriate time.



## 8. The Curriculum

All children are involved in planning their topics, from voting on what theme they will adopt for their role-play area in our reception classes to considering what they already know about a topic and being asked what they want to learn about within the topics across all year groups. Teachers will often involve the children in setting the success criteria so that the children are very clear in their understanding about what they need to do in order for their outcomes to be successful. Children often use small whiteboards and pens while they are on the carpet to record responses and then show the teacher. Our teachers can then appraise the level of understanding and change their teaching accordingly.

## The Foundation Stage

In both Nursery and Reception, which are together called the Foundation Stage, there is a strong emphasis on learning through play and exploration. The outdoor area is considered as important as a classroom. In the Nursery, there is a free-flow learning environment where children make their own choice of activities. Children are supported in their learning by the nursery team of one teacher and three nursery keyworkers. All of our nursery staff are very experienced and highly qualified. The reception team of four Class Teachers and (up to) seven Teaching Assistants work closely together to provide an integrated learning environment for the children. The Early Learning Goals form the statutory Foundation Stage Curriculum.

There are six areas of the curriculum:-

**Personal and Social and Emotional Development, Communication, Language and Literacy, Mathematical Development, Knowledge and understanding of the world, Physical Development and Creative Development.**

Your child will be encouraged to be an independent learner and will be supported in making his/her own choices and decisions. This helps to build confidence and self-esteem.

Your child will be taught the cursive style of handwriting from the beginning of their school journey.

The Early Years and Foundation Stage curriculum is delivered through topics:-

<u>Nursery</u>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Getting to know you	Which nursery rhymes do you know?	Who are the people who can help us?	Shops	How can we take care of ourselves and our world?	What can we find out about our world?
<u>Reception</u>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Traditional Tales	Family and Friends	Bears	All around us	Growth	Water

Determination

Honour

Believe

Topic coverage is linked to Key Stage One to ensure progression in all subjects across the four years your child may spend in the school.

## Key Stage One

Children in Key Stage One are taught the National Curriculum which covers pupils from Year 1 up to Year 11 of Secondary Education through the subjects – English, mathematics, science, information communication technology, art, design technology, history, geography, music, physical education, religious education and personal health social education (PHSE).

The teachers in each year group plan skills and knowledge learning together. The content may differ; depending on the children's prior knowledge, questions and interests. In this way, we ensure that every child in each year group has access to the same opportunities as his or her peers.

Each classroom is organised in a similar way. Classrooms have areas to suit the needs of various activities. There are book areas, writing tables, maths areas, art bases etc. In this way children have all the resources they need readily to hand. It provides them with opportunities to make choices independently of the teacher.

For some work, the children are organised into groups according to their learning needs, this learning will either be under the direction of the class teacher or supported by a teaching assistant. At other times, the teacher will gather them together for whole class teaching. There will also be occasions when they will be given a task to complete with only the minimum of help. In whatever setting your child learns, we have high expectations of behaviour and achievement.

## Topics

<b>Year One</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Senses	Stories including 'The First Christmas'	Pole to Pole	Journeys	Light & colour	Minibeasts

  

<b>Year Two</b>					
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<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
How can sounds be changed?	What was life like in London during the Plague & the Great Fire of London?	How do toys move?	What's the story inside your head?	What is life like in the Rainforest?	What's under the ground?

We plan each topic carefully ensuring that your child is taught a broad and balanced curriculum. The subjects include science, religious education, design technology, art, history, geography, music, physical education and ICT.

The highest proportion of time is planned for the teaching and learning of English and mathematics. English and mathematics are heavily weighted in our weekly planning and careful assessment of your child's learning in these subjects informs our daily planning. In this way we meet your child's individual needs. The school has gained the Quality Mark from the Basic Skills Agency which celebrates our commitment to achievement in English and maths.

Each class has access to laptops and iPads.

All year groups participate in Forest School. This takes place in the wooded area within the school grounds. Teachers report that they see an increase in children's confidence and abilities to talk about their learning; using talk to clarify their thinking, problem-solving and team work.

## Religious Education

The aim of religious education is to develop an understanding of religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life.

It provides the opportunity for your child to explore and express his/her own responses and personal beliefs.

Religious education contributes to moral and personal education, and offers your child aesthetic, philosophical and creative experiences.

With these aims in mind, we include religious education into each half-termly topic. The school follows the Southwark Diocesan Board of Education Religious Education Syllabus to support the teachers' planning.

If you are considering withdrawing your child from collective worship, you must discuss this with Mrs Edmonds, the Head Teacher.

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## Philosophy for Children (P4C)

Teachers regularly provide opportunities for your child to ask and respond to higher order thinking (HOT) questions based on themes that arise in stories, Religious Education as well as opportunities that arise organically. These opportunities enable your child to improve his/her ability to articulate what she/he thinks, feels and believes in. It also enables your child to better accept that others have views which may be different from theirs.



## 9. Special Educational Needs and Disabilities

Each child is an individual; we therefore plan for teaching and learning to meet their varying needs.

Occasionally, a child may experience particular difficulty with an aspect of the curriculum. We identify and put measures in place to meet the child's needs as soon as possible.

Through discussion with you, we will tell you about your child's progress; listen to your concerns and work with you to ensure that your child makes progress. Many educational needs can be solved easily or over a short period. Occasionally, we may call upon outside specialists to help us. If this is necessary for your child, you will be involved in these decisions. All schools use the Code of Practice on the Identification and Assessment of Special Educational Needs and Disabilities. The school has appointed a Special Educational Needs & Disabilities Co-ordinator (SENDCo) to manage the Code. The Code recommends that schools should meet the needs of the child through stages, which match the level of help to the needs of the child.

The Code of Practice

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Children with Special Educational Needs and Disabilities will be placed on the SEND register. This will include children with a 'Statement' or 'Educational Health & Care Plan' (EHCP), also children who have an outside agency working with them.

## The SEND Pupil Monitoring List

The class teacher meets the needs of your child through 'differentiation' (i.e. planning differing work or giving extra support.). Sometimes, this is not enough to ensure good progress. The class teacher will inform you, the SENDCo and the Headteacher of any concerns they may have about your child's progress. An Individual Provision Map (IPM) may be agreed, implemented and reviewed each half term.

## The Single Category SEND Register (SCSEND)

A child is placed on the SCSEND if an outside agency is involved with them ie: SALT, OT, Physiotherapy or paediatrician. If there is continuing concern, the Educational Psychology Service is asked to advise the parents and school on any additional provision or strategies.

Should the parents and Head Teacher consider that the child is not making appropriate progress they may consider a request for Statutory Assessment. Details would be made available to parents at this stage.

**An Educational Health & Care Plan** would be awarded by the Local Authority following Statutory Assessment.

## Reading Support

Extra reading support is given to any child who is less confident with the printed word; at an early stage of reading development or causing their teacher concern in reading. This extra help is targeted at particular age groups during the year and is organised so that parents are fully involved. This support develops children's ability to read fluently with good understanding..

## English as an Additional Language

We have approximately 47 first languages spoken by children at The Minster Nursery and Infant School; they include Twe, Punjabi, Malayalam, French and Arabic. We are proud of the diversity of our children's experiences and encourage them to share their language and their culture.

## Individual Needs

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We aim to ensure that your child achieves to the best of his/her ability by providing support for individual needs. To ensure we meet this aim, we track the progress of all children. Teachers, in year group teams, prepare for and attend monthly Pupil Progress Meetings. The school is active in monitoring and ensuring the progress of all its pupils and the results are reported to the school's Governors at least termly.

## Enrichment Groups

Children who are more able; children who are able but underachieving (for whatever reason) and children who show particular potential, will have opportunities to work in different groupings to meet their needs. Parents will be kept informed and may be asked to support their child with a small amount of extra homework.

## More Able Learners

All children can excel. To boost confidence, each class has 'Class Experts' on display so that children's strengths in different areas of learning are recognised. Other children can ask 'experts' for help with a particular difficulty. Your child will learn '3B4ME' (three before me-the teacher) thus equipping him/her with strategies to find alternative ways of solving a particular problem or a blockage in his/her learning. Therefore, waiting for, and heavy reliance on, the class teacher is much reduced. This equips your child to develop good study skills and move his/her learning on with increasing independence.





*Discovering spiders!*

## 10. Partnership with Parents/Carers

We believe that you are experts in your child and we are experts in teaching and learning so, together, we make a great team. We encourage you, in the strongest terms, to support your child however you can.

Of course, you may choose not to help your child with learning at home. That is your choice. They will still make progress. When children start with us in Reception, we know by Christmas those children who do not have any support with learning at home because there is already a small attainment gap between them and the children who do have support at home.

Therefore, we believe passionately that we want your child to have as many choices about their future as possible. We see the bigger picture and think beyond 5, 6 and 7 years old. We want your child to have good choices available when they are choosing their GCSE subjects as well as post 16 and well beyond. That work starts here.

### Book Bags

All children have a book bag. You must check this **every day** for letters from school. You will also need to hear your child read the book they bring home and make a short comment on the reading record.

### Holiday Home Learning

## *Preparing for a bright future with innovative and exciting learning.*

Each holiday, you are invited to engage with your child to produce a piece of work on a particular theme. For example, What it was like at school? Where does your food come from? or making a maths game. Children may like to discuss and work with grandparents, older family friends etc. on these topics.

### Reception

We follow the Read Write Inc Phonics scheme. At the end of each week, a letter is sent home informing you of the learning activities the children have been engaged with that week. In English, each week there is a focus on a different set of letter sounds (phonemes) and your child is taught the correct formation, name and sound of the letters. The weekly letter also gives details of any maths concepts that are taught and ways in which you can support your child at home. We encourage you to help your child choose a book each day to read at home and also complete the reading record with them, making a note of your child's comments on the story. After the autumn half term, you will also have access to your child's digital profile, where you can make comments on your child's learning or even share your own observations of your child's significant learning moments from home.

### Years One and Two

Children are expected to read to you at home on a daily basis. They should remember to bring their book bag to school each day. The children may also be given a mathematical or language activity to reinforce in-class learning. Children will be given a small group of words to practise at home using the 'Look, say, cover, write and check' method. You will receive regular letters to let you know the broad area we are covering in class to help support learning at home.

### Assessment and Reporting to Parents

Assessment is a continuous process and enables teachers to monitor each child's progress in both the Foundation Stage and Key Stage One.

Nursery and Reception are referred to as The Foundation Stage and Year One and Year Two are referred to as Key Stage One. Currently, at the end of Year Two, your child will be assessed using a combination of teacher assessment and national assessment tasks. Teacher assessment will take into account your child's progress and performance throughout the Key Stage and results of the statutory KS1 tests. Your child will be assessed in Reading, Writing, Maths and Science. The statutory KS1 tests consist of English; reading, grammar, punctuation and spelling, and mathematics; arithmetic and reasoning. The school, Local Authority and National results are published annually. The Minster Infant School continues to be above the Local Authority and in line with national averages in all subjects. We are always looking at ways to improve outcomes for all of our children.

## Reception

At the end of the Reception year, class teachers will complete a Foundation Stage Profile for each child. This will help teachers assess every child's early experiences and enable them to plan future work. You are invited to see this profile and discuss it with the class teacher. At the end of the school year, you will receive a report on your child's progress.

## Year One

All children are taught the National Curriculum in Year One. Class teachers make assessments of the children's work in all areas. At the end of the year, a written report is sent to you to keep them informed of your child's progress.

## Year Two

Teacher assessments continue through this year until early in the summer term when full assessments in English, mathematics and science are completed. At present, the assessments are based on Teacher Assessment in all three subjects. As well as the annual school report, parents will receive a written report stating whether their child has achieved the expected standard. Consultation evenings are held in the Autumn and Spring terms.

## Consultation Evenings

We hold consultation evenings in the Autumn and Spring terms to give you the opportunity to talk to the teacher about your child's progress. Teachers will share your child's targets with you, and explanatory notes will be given. If you are ever concerned about any aspect of your child's education or development please make an appointment to see your child's teacher in the first instance, then escalating to the Year Group Leader, then Mrs Hudson, the Deputy Head Teacher, and, finally to me, Mrs Edmonds, the Head Teacher.

## Parent and Carer Workshops

We hold educational workshops on a regular basis. These give an opportunity for teachers to share aspects of the topics and curriculum with parents. For example, phonics and how to help your child at home.

## Written reports

A written Record of Achievement is sent home to you in a sealed envelope via your child's book bag at the end of the summer term each year. This report includes a summary of the year's activities and a statement of your child's achievements. You are warmly invited to make an appointment to discuss this should you wish to do so.

*Preparing for a bright future with innovative and exciting learning.*

## On a Final Note...

I hope you have found the information in the brochure useful as you make the most important decision; your child's school. It is an immense privilege to be entrusted with your child's education. If you have any other questions or if we can help in any way, please do not hesitate to contact us.

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