



## INFORMATION ABOUT COMPER SCHOOL

2019-2020

Comprising of Reception Classes (for SSMJ),  
Nursery School and Apple Child Care

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# WELCOME TO **COMPER** Reception Year

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*Dear Parents/carers and Families*

**A warm welcome to you and your family to Comper Foundation Stage School and its Reception Classes.**

*We hope that your child will have a happy and fulfilling time with us. Working together, we want your child's earliest experiences to be a strong foundation for their growing self-confidence, self-belief and their continuing learning, in school and beyond.*

*As parents, you are the first and most important educators of your children. We look forward to a close and meaningful partnership with you that promotes your child's well-being and learning. Our door is always open.*

*'Comper' is the overall name for our provision and includes:*

- *Apple Room Child Care*
- *Comper Nursery School*
- **Reception Classes (for St Mary & St John Primary School)**

*This guide gives you some information about the provision at Comper, our shared expectations, our aims and how we strive to achieve them. Further information about each 'part' of Comper can be found on the website.*

*If there is anything else that we can help you with, then please feel welcome to ask. We will be happy to help.*

*Chris Warner*

**Chris Warner**  
Head teacher

## **OUR AIMS**

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In partnership with parents and carers, our agreed aims seek to provide:

***High quality learning and care for young children, within a nurturing, secure (physically and emotionally), stimulating and inclusive environment that is positive, useful and enjoyable***

*We offer planned learning opportunities which:*

- build on the children's home experiences
- promote children's developmental and individual needs
- give equal access of opportunity for children of differing ability, gender, religion, culture and socio-economic backgrounds
- encourage, support and challenge the children in all aspects of their social, emotional, moral, spiritual, physical and intellectual growth
- develop necessary skills, concepts and attitudes for the children to grow into confident and independent learners.



***“Education is not filling a bucket but lighting a fire”***

**W B Yeats**

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### ***Children in Comper...***

- learn actively by doing, constructing, exploring, experimenting, problem solving
- have a range of learning styles
- require a wide range of experiences
- require opportunities, space and time to repeat, practise and consolidate what has been learned, as well as challenging new experiences
- build on what they can do and explore further what is familiar to them.
- work most effectively on current interest to them, learning from first-hand experience
- need opportunities to take risks, make mistakes and try things out without fear of failure
- learn from play – which can be spontaneous, purposeful, fun or serious – which encourage children to develop their ideas, understanding and language as well as promoting control, confidence and wellbeing
- are naturally curious and have an innate desire to find out more
- learn most effectively in a social context, but that the role of adults in mediating, supporting and extending learning is crucial
- learn from each other and benefit from working in an environment that reflects the needs of the whole age range from birth to five
- need opportunities to represent their first-hand experiences through a wide range of media as they move from behavioural to symbolic knowledge
- require opportunities to experience what it feels like to understand something in depth, so that their disposition to seek in-depth understanding can be developed
- gain the dispositions to be interested, engaged, absorbed and involved in intellectual effort when they have extended opportunities to work on their own interests over time
- are not likely to gain desirable dispositions from only instructions; rather, these are gained from being around people who exhibit, exemplify and model them
- gain a positive self-esteem when adults show respect for their ideas, thoughts, interests and concerns
- use talk as an important tool to express their ideas and feelings; and in so doing they question and develop their powers of reasoning, interpret thoughts, modify ideas and extend their thinking
- learn best when they are confident that their own abilities, gender, home culture and background are valued

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- benefit from the security of knowing that positive attitudes have been fostered between school and Home, through close partnerships and shared understanding
- Children need “..... freedom to investigate and try, to make mistakes, to choose where and with whom to invest their curiosity, intelligence and emotions. Children need the freedom to appreciate the infinite resources of their hands, their eyes, their ears, the resources of forms, materials, sounds and colour. They need the freedom to realise how reason, thought and imagination can create continuous interweaving of things, and can move and shake the world”.

**(Adapted from Malaguzzi: Hundred Languages of Children, 1996)**

## **COMPER RECEPTION**

**(in partnership with SS Mary & John Primary School)**

### **HOW YOUNG CHILDREN LEARN IN RECEPTION**

#### **The Early Years Foundation Stage (EYFS)**

We have two Reception classes, Strawberry Class (in the hall) and Mango Class (in the workshop). Both classes have about thirty children. Planning for Reception children involves all the staff and relates similarly to both classes. For example, there is a common structure to the day.

Each class has an equal mix of children from our own Nursery School with children from several different, other providers. We seek a balance in the make-up of each class, for example, of gender and age profile.

At the end of the Reception year, we review the make-up of each class to ensure that the balance is right for Year One and beyond. If any changes are needed, then we will always speak to the parents of the child about this in the first instance.

The latest version of the Early Years Foundation Stage (EYFS) is used in all early years' settings for children from Birth to 5 years. The EYFS promotes children learning best through purposeful play by active investigation and exploration with time to discover, wonder and use their senses to find out about the world around them.

We provide a broad curriculum which supports all aspects of the child's development, social, emotional, creative, physical, intellectual and linguistic. It includes the early stages of reading and writing, maths, science, physical development and humanities, and wide variety of creative skills. Promotion of equal opportunities, and inclusion of children, whatever their abilities and needs, is central to all our work. Learning in Comper is strongly promoted through the mediums of music and dance, in a fun and yet challenging way.

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Each term we develop plans based on observations of children's interests and needs which provide a focus for the resources and experiences. There is a wide range of ongoing school experiences: cookery, visual and other arts, sand and water, construction, role-play, outdoor play activities and a great deal more. We believe that children need to feel positive to learn, be confident to try out ideas; we strongly encourage learning dispositions, such as curiosity, perseverance and problem-solving.

We provide lots of hands-on and real-life experiences, such as vegetable gardening, cooking and den making. Through our provision, we want children to acquire the skills, knowledge and positive attitudes needed to make sense of the world around them. We encourage success and help the child to become more independent in making decisions.

The **four themes of the Early Years Foundation Stage** are firmly embedded into our practice and daily planning:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in **different ways and at different rates**.

### **The areas of learning and development**

There are seven areas of learning and development that must shape our educational programmes. All are important and inter-connected.

#### **The 3 Prime areas of learning**

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

- *Communication and language*
- *Physical development*
- *Personal, social and emotional development*

#### **The 4 specific areas of learning**

We also support children in four specific areas, through which the three prime areas are strengthened and applied:

- *Literacy*
- *Mathematics*
- *Understanding the world*
- *Expressive arts and design.*

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## **Planning for children's learning and development in Reception**

Staff have a vital job in considering the individual needs, interests, and stage of development of each child in their care. They use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development (see above).

Our staff working with the youngest children focus strongly on the three prime areas (Communication & Language, Physical, and Personal, Social & Emotional Development). The prime areas are the basis for successful learning in the other, four specific areas. The prime areas reflect the key skills and capabilities all children need to develop and learn effectively and become ready for Year 1 in school.

It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

## **English as an Additional Language**

For our many children whose first language is not English, we take reasonable steps to provide opportunities for them to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

## **Purposeful play**

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's early development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults; this makes play 'purposeful'.

## **The balance in children's learning as they go through Reception**

There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults.

Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for Year 1. Activities become increasingly challenging and, to best meet the wide range and complexity of needs, more often happen in smaller, targeted groups.

## **A typical day in Reception**

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**The Reception classes are open from 8.45am with registration at 9am when parents are expected to leave. If you arrive between 8.45 and 9am you must stay until 9am at which time the staff are legally responsible for the children.**

**It is important to leave quietly so that the children can settle calmly into their learning. Please do not arrive after 9am except in exceptional circumstances.**

**Please arrive in time to pick your child up at 3pm. Please do not arrive late as this is difficult for staff and can be distressing for the child.**

**Each day** includes:

- A time for the whole class to be together for registration, a story, to celebrate a birthday, to look ahead or to reflect on a day or activity etc
- A phonics session (in a group with an adult)
- A mathematics session (again, in a group with an adult)
- Time to self-select (indoors/outdoors); for example, sand, water and modelling (explorer time)
- A time for a snack of fresh fruit and a drink of water or milk
- A group session/time for (and this changes from day to day) music, physical activity, drama, cooking etc
- A challenge (perhaps for two or three times a week); for example, We need to build a house for the little pig that will not blow down in the garden

### **Characteristics of Effective Learning**

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

**Playing and exploring** - children investigate and experience things, and 'have a go';

**Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;

**Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Children's records and on-line learning record (Tapestry)**

Parents complete a form when children make their first visit to school. This gives an opportunity to explain about each child's interests and talents and anything which parents feel might be a concern.

During their time in Comper, each child's Teacher or Key Person keeps detailed observational profiles (On-line Tapestry) of children in their groups which contribute to records on all children. They have regular discussions with parents to share children's progress with parents. We now have **Tapestry**, an assessment tool, that also allows easy exchange of information about your

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child between home and school. This really helps you understand more about how your child is getting on and ways in which you can support their learning.

The percentage of children achieving and/or exceeding the expected levels at the end of their Reception year in Comper is above the national and county average and has improved in each of the last four years.

### **Special Educational Needs and inclusion**

The school welcomes and supports children needing special provision to enhance and develop their learning, including children with behaviour or learning difficulties, health problems, physical disabilities and children who are particularly able or have a talent. Such children can be supported through work in small groups or additional time with an adult. Comper is fully accessible to children and adults who use wheelchairs. If a child's progress in any prime area gives *cause for concern*, the practitioner will discuss this with the child's parents and/or carers and agree how to support the child.

Practitioners must consider whether a child may have a *special educational need or disability* which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate. *See below for further details.*

We have strong links with external agencies, such as health-visitors, school Psychologists and speech therapists. If, following discussions with parents, we feel their advice would be helpful, then we can call on their services.

***Our designated Special Educational Needs Co-ordinator (Chrissy Gower) helps to ensure the best of plans to support each child.***

Parents of children who are considered to have special educational needs will always be included in making arrangements to meet those special needs. Please talk to the head-teacher or Key Person if you have a particular concern about your child. Please ask for a full copy of our Special Educational Needs Policy and annual report or look on the web-site.

### **Transitions**

*Transitions into and through Nursery, into and through Reception, and finally into Year One are really important, both for the children and for you.*

We have a close and effective partnership with SS Mary and John Primary School in Meadow Lane. The teachers exchange visits and information throughout the school year. We arrange visits for your child to their new school, building up the experience as we get into the spring of each year.

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The children all attend **FOREST SCHOOL** for six morning sessions, sometime between late winter and the end of the Summer Term. We use **Boundary Brook** Nature Reserve for the sessions, all of which are led by a qualified Forest School Leader. Forest School is a treasured part of the children's Comper experience.

### **Breakfast and After School Club**

In Apple Room, we offer Breakfast club (7.45-8.45am) and After-School Club (3.15 – 5.30pm). We are registered with Ofsted and can accommodate 'Comper' children from 2 years old until when they are 5. During Breakfast Club we offer children a healthy choice of cereals or toasts with fruits and drinks. During After-school club, we provide various healthy snacks for the children. Often demand exceeds availability of places.

### **Holiday Club**

Our Apple Room is a year-round provision. During school holidays we provide a holiday club open to all children aged 2 to six. We provide high quality play opportunities and care for children, with an appropriate range of fun-based learning activities and experiences. Again, demand often exceeds available places.

### **Holding Club**

Only for children with a sibling currently in SSMJ. 3pm-3.40pm. £4 per session. Later than 3.40pm charged for After School Club (£14.50). Can be booked through Carole (in the office). Limited places.

### **How to apply: Reception**

*Parents will need to apply separately for a Primary School place in the school year in which your child turns four-years-old. Oxfordshire County Council will send application information to parents in the autumn term. The deadline for submission of an application form is usually about mid-January in the year ahead of starting.*

### **Please note:**

- **Having a place at Comper Nursery School does not automatically entitle your child admission to Saints Mary and John Primary School.**

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- **Having a place in Comper Reception, does ensure a place in Year One of SSMJ**

Parents have the right to seek to defer the place and to keep the child at Nursery, also fulltime, until you want to take up the offer of the primary school place.

If you need further information about admissions to Primary school, then call:

<b>Oxfordshire County Council's Early Years Information Line: 01865-815630.</b>
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<b>Oxfordshire's Family Information Service: 01865 882288</b>
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## **ADULTS WORKING WITH YOUR CHILD IN SCHOOL**

### **The teachers**

We have a full-time Head teacher (Chris) with overall responsibility for all the provision in Comper. In addition, the teachers in Reception are Sarah O'Flanagan (Strawberry Class) with Anne-Marie Shenton in Mango Class. Sarah Weaver intends to return to Comper as a teacher in the new year of 2020.

### **Early Years Workers (Learning support staff)**

We have three, highly qualified Reception Support Staff working across the two classes.

### **The support staff in Reception are:**

- Jola (Higher Level TA)
- Carol (on her journey to become a teacher)
- Tracy (specialises in Special Educational Needs)

### **Administration Support Staff**

Teaching staff are hugely supported by the hard work of the School Secretary (Carole), School Business Manager (Nicole), Child Care Administrator (Basha), site manager (Zoe), cook (Tracey) and a team of lunch-time supervisors to keep everything working well for you, the staff and, of course, the children.

### **Governors**

Our School Governors play an important part in the life of the school. They work closely with the Head teacher and have a general responsibility for overview of every aspect of the school, its activities and welfare. They meet regularly to discuss the curriculum and other issues concerning the management of the school, and to help to appoint staff.

*Ben Cairns is our Chair of Governors.* Ben can be contacted by appointment; ask at the school office. Parent Governors generally serve for four years but may stand down when their child goes on to primary school if they so wish. All of our governors have or have had children in the school. Our current, elected, parent governors are: Vanessa Lacey, Alex Hurrell and Rachel Weston.

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### **Attendance and absence**

Attendance is very important and something we take seriously in Comper. Attendance is a statutory obligation in the term after the child's fifth birthday (in Reception) when requests for absence for holidays etc. is not granted except in very exceptional circumstances.

For all children, absence must be reported to the school on the first day of absence either by telephone, in person or to the office ([office.1005@comper.oxon.sch.uk](mailto:office.1005@comper.oxon.sch.uk)).

**It is very important to arrive on time at the start of a day (or session), and to also collect on time to go home. Lateness is unsettling for your child, other children and the staff.**

### **Change of address/telephone numbers**

You will be asked to fill in an admission form and individual information about your child with you when she/he first starts at school.

Please make sure that we have a telephone number for use if we are unable to contact you at home in an emergency.

***We do not release children to unknown adults and require written permission for someone else to collect your child except for extreme circumstances. Each Key Group has a communication book in which written permission should to be recorded by the parent.***

### **Meetings with staff**

Please feel free to discuss your child's progress with your child's teacher or key person. Staff are available at the end of each session, or by appointment at other times during the week.

*Please come to talk with Chris, the Head teacher about anything urgent at any other time as well. We offer termly parent consultations where you can meet with your Key Person as well.*

### **Health and Safety and First Aid**

If your child is going to be absent, please ring school to let us know when she/he is likely to return.

Children who are ill with sickness/diarrhoea *should be kept at home for forty-eight hours after the symptoms cease.*

If your child is ill, please keep him/her at home even if she/he asks to go to school. Your child is much better off at home where they can sit quietly and not spread infection to other children or vulnerable adults. **Please let us know about any infectious diseases especially if anyone has German measles (Rubella).**

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There are clear guidelines for infectious conditions produced by the Health Protection Agency which we are obliged to abide by for the health and safety of all children and staff.

We have a stimulating and challenging learning environment for young children. Alongside these physical opportunities there will inevitably be some risks.

Many of us are Paediatric-trained First Aiders and all staff are vigilant for potential risks in the environment. We record all accidents/incidents on a form which we share with parents and ask to be signed.

In the event of more serious injuries we contact parents, who take the child to a doctor or hospital as appropriate. If we are unable to contact a child's parents a member of staff will do this. In the event of major injury or illness which clearly requires immediate hospital treatment, the emergency services will be contacted and the arrangements for transfer to hospital carried out before contacting the family.

### **Medicines**

We have a full Medicine Policy which is on the website or available in hard copy on request. **We will normally only give children prescribed medicine** and always require written permission procedures to administer any medicine. We recommend that any medicine is given to children before and after school hours to eliminate the need for this.

### **Healthy eating**

We receive free milk and fruit/vegetables for each child, which we offer at snack times. Children join a table where a selection of fruit/vegetables, milk or water is available so that children can choose when they wish to participate. Staff support with hygiene and how to take turns and share as well as using this informal group for general talk.

Our **school lunches** are free for our Reception children and are cooked on site by Tracey, our cook, who is trained in cooking healthy, balanced diets for young children. There is always a vegetarian option and the meals reflect a range of children's cultures. Children are encouraged to try food, but never made to eat. We have a 5-star environmental health rating for our catering.

Meals are social occasions as children sit with an adult so learning about being in a group other than their family and use of appropriate skills.

The menus are posted on our school web-site and on school notice-boards. As menus are organised centrally by 'Food with Thought', our cook adapts and amends some of the choices and menus to suit our children.

### **Charging for activities**

There is no charge for day-to-day activities in school.

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If we go on outings we may ask for a *voluntary-contribution* to just cover the costs. Trips may have to be cancelled if the contributions received do not cover the cost. (The school will support cases of hardship and will allow payments in instalments by prior arrangement.)

**Forest School:** Children attend 6 morning sessions of Forest School in small groups during their Reception year. There ask for a voluntary contribution to cover the cost. This is usually about £25 for all six sessions.

### **Clothing**

It is helpful if you send your child to school in comfortable, loose clothing which is easy to put on and undo when he/she uses the can (and do) happen! So, it is best if the clothes are washable and not 'special'. Please name all clothing clearly.

We consider outdoor play to be an important part of our curriculum and, so long as the ground surface is safe, we go out in all weathers. Your child needs a warm coat, suitable boots/shoes, gloves and hat so that he/she can enjoy the outdoors without getting cold. Equally, in summer months, we ask parents to put all-day sun-cream onto children before school rather than relying for us to do so. We also encourage children to wear hats and long-sleeved tops when hot for the best protection. Although water is available, it is a best to provide your child with their own supply.

## **Starting in Reception in September 2019**

### **Week 1**

<b>Day/date</b>	<b>Children</b>	<b>times</b>
Wednesday 4 September	Children new to Comper only	9am- 12.30pm (includes lunch)
Thursday 5 September	All children (New & Nursery)	9am-12.30pm (includes lunch)
Friday 6 September	All children	9am-12.30pm (includes lunch)

### **Week 2**

<b>Day/date</b>	<b>Children</b>	<b>times</b>
Monday 9 September	All children	9am-12.30pm Until 3pm (optional)
Tuesday 10 September	All children	9am-12.30pm Until 3pm (optional)
Wednesday 11 September	All children	9am- 12.30pm Until 3pm (optional)
Thursday 12 September	All children	9am- 3pm
Friday 13 September	All children	9am- 3pm

### **Week 3 (and thereafter)**

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- 9am-3pm **All children**

2 July 2019

## **Appendix**

### **COMPER KEY POLICIES**

#### **Sex Education**

Sex education is not taught as a separate subject but is sensitively dealt with as it arises; for example, answering children's questions after the birth of a younger brother or sister or during a theme about 'Ourselves'.

We value and promote sexual equality; for example, boys are encouraged to play in the home-corner, use dressing up clothes, help with tidying up; in turn, girls are encouraged to use construction equipment, woodwork, wheeled toys and so on. We choose books that show men and women in a variety of roles; for example, avoiding stereotyping with only women doing housework, being nurses or, only men mending things or going out to work.

#### **Racial Equality and anti-racism**

We are all committed to promoting racial equality and to minimising the effects of harmful stereotypes by encouraging children to learn about the similarities and differences between us all. We use books and other resources which reflect our fantastically diverse cultural community and deal with incidents of racial abuse by discussing concerns with parents.

Please ask if you would like to see our policy on racial equality or look on the website. Our school has many children who speak languages other than English; the professional understanding of the staff supports their development.

#### **Behaviour in school and our positive 'rules'**

Children's Personal, Social and Emotional Development is, from the earliest age, a most important area of their development.

Through mixing with many other children and adults the children grow in confidence, start to learn about themselves, and to feel part of a community.

The children learn about the needs and feelings of other people. Most of them will need a guiding hand to understand that others feel as they do and that the same sort of things upset them or make them happy. We help children to understand their feelings and that some actions are not acceptable.

At the start of each term we talk with the children about the need to have some rules 'so that everyone can be happy' and discuss with them what they should be. We go about this in a wholly positive way. We talk about what we *do* rather than what we *don't* do.

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If children find it difficult to play well together, and we have reminded them about the rules once or twice, they will leave the activity/area for a short time until they feel able to continue.

If ever a child is having significant difficulties with behaviour, we will want to discuss the problem with you as the parent. If needed, we apply an escalation procedure, which is supported by external agencies, such as the Local Authority, Educational Psychologist, Behaviour Support team and Home-School Link team.

## **Safeguarding**

***The needs and safety of the child are always our first duty and foremost responsibility.***

Children have the right to feel safe and protected from any form of abuse and aim to provide a caring environment which nurtures children's self-esteem and independence.

Everyone in our school community has a duty to safeguard and promote the care and welfare of children. We have a policy, procedures are in place and all staff are regularly trained to remain fully aware of expectations around all aspects of Safeguarding.

The school is committed to work in partnership with Oxfordshire Safeguarding Children Board (OSCB) and other agencies on child-protection issues. Investigation into any concerns is the responsibility of the Children & Families Assessment team and police, not the school. If a child with a child protection plan leaves the school, the information will be forwarded to the new school immediately and child's social worker will be informed.

We strongly encourage partnership between parents and other agencies if support is needed. All our staff and volunteers have to undergo an enhanced DBS check and are fully trained in safeguarding procedures. We adhere to Local Authority Safe Recruitment guidelines.

The Safeguarding Children Policy is on the school website and is available from the school office. Please come and see the head teacher about any safeguarding concerns.

All senior staff are trained to the highest level. Our designated lead for safeguarding is Chris Warner (Head). In his absence, a named, other person is identified to take on the temporary role.

## **Appendix 4 Practicalities**

### **Parents & carers in school**

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You are welcome to spend time in School with your child, and it can be helpful for all the children if we have extra adults to get involved with them in their play.

We usually find that it works best if you come in after your child's first term, so that they are securely established on their own before your visits.

You may like to stay and do a specific job, such as helping with Forest School, cooking, woodwork, etc.

We always need extra people to read books to children in the book-corner. If you would like to do this, then please talk to your child's group leader. (Grandparents, Aunts or Uncles are welcome too!).

Please let us know your skills, enthusiasms and talents- more or less any interest will be something children will enjoy sharing. If you are happy to help on a regular basis you will be very welcome.

***We will need to obtain DBS clearance for you if you are helping regularly.***

Parents are their child's first educators. We believe that parents and staff are partners in children's learning. We send regular learning letters so that parents are kept informed about all that is going on and how they can help.

*Please let us know if you have any concerns, large or small, about your children's progress or happiness. Staff are available briefly at the beginning of each session, however, it is usually easier to talk to your child's teacher or key person at the end of the session.*

### **Books and story sacks**

We have a good range of books and story sacks which you are welcome and encouraged to borrow, take home and share with your child. We ask you to sign for them and, please, to let us know if anything happens to them!

**The Little Library:** Do feel welcome to borrow books from our little library in the entrance area. We rely on you looking after the books and, of course, returning them!

### **Other useful things**

We can always make use of the following items:

'Junk' for modelling, e.g. empty boxes, cartons, yoghurt pots, bottle tops, corks, kitchen roll tubes (NOT toilet rolls), egg boxes, etc.

Wool, fabric scraps, string.

Any paper suitable for drawing or writing, coloured paper rolls of wallpaper Card, birthday/Christmas cards, scraps for collage work, large newspapers

### **Complaints Procedures**

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If you are unhappy about any aspect of the school, it is really helpful if you discuss this with the Head teacher first of all. If you feel, following this discussion, that you wish to make a formal complaint, please see our complaints policy (ask Carole for a copy)

**INFORMATION AVAILABLE IN COMPER (see website for policy and other details)**

- The following documents are available in school and on the website- Admissions
- Policy; Health and Safety Policy; Special Educational Needs Policy;
- Equal Opportunities Policy; Equality Statement; Safeguarding Children Policy Governors (2019)
- OFSTED Inspection Reports

**Privacy Notice - Data Protection Act (1998) and General Data Protection (2018)**

Comper is responsible for the Data for the purposes of the Data Protection Acts. We collect information from you and may receive information about you from your previous school. We hold this personal data and use it to:

- support and promote the teaching and learning;
- monitor and report on your child's progress;
- provide appropriate pastoral care, and
- assess how well your child school is doing

This information includes your contact details, national curriculum assessment results, attendance information<sup>1</sup>, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it.

We are required *by law* to pass some of your information to the Local Authority (LA), and the Department for Children, Schools and Families (DCSF).

If you want to see a copy of the information we hold and share about you then please contact Carole.

If you require more information about how the LA and/or DCSF store and use this data please go to the following websites:

- <http://www.oxfordshire.gov.uk/plink/publicsite/contactus/W/Internet/Contact+us/Website+information/CD+--+Help+--+privacy+notice+school+data> and

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<sup>1</sup> Attendance information is not collected for pupils under 5 at Early Years Settings or Maintained Schools

[http://www.teachernet.gov.uk/\\_doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc](http://www.teachernet.gov.uk/_doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc)

If you are unable to access these websites, please contact the LA or the DCSF as follows:

- Data Protection Officer  
Commissioning, Performance & Quality Assurance  
Children, Young People & Families  
**Oxfordshire County Council**  
County Hall  
New Road  
Oxford OX1 1ND      email:  
david.spark@oxfordshire.gov.uk
  
- Public Communications Unit  
**Department for Children, Schools and Families**  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
website: [www.dcsf.gov.uk](http://www.dcsf.gov.uk)  
email: [info@dcsf.gsi.gov.uk](mailto:info@dcsf.gsi.gov.uk)  
tel: 0870 000 2288.

### **Ofsted Inspections (see our website for copies of the latest reports)**

**Comper Reception (SSMJ)** was last inspected in March 2018 as part of SSMJ and judged good.

Quotes:

- *Children's achievements in the early years has increased well over the past three years..... and exceed the national average.*
- *Leaders in Comper School ensure that all children are safe and that safeguarding arrangements are effective and fit for purpose*
- *Children in Reception behave well and enjoy the attractive and inviting learning environments, both inside and outside*



*Confident staff, thriving children*

*Quote: From Pegasus Theatre*

*'The children from Comper are our best ever audience of children at the theatre. The director cried at the way the children sang along and joined in'. (October 2018)*

**Notes**

[Head.1005@comper.oxon.sch.uk](mailto:Head.1005@comper.oxon.sch.uk)