



Dear Parents and Friends

On behalf of the Governors, welcome to Oaklands Infant School!

We are absolutely delighted that you have decided to join our school community. Here at Oaklands Infants we firmly believe that the primary years of education are amongst the most important. It's during these early years that children establish themselves as members of a learning community and the start of their learning journey will shape the way children feel about school and about education long into their futures.

Our Oaktree vision 'Deep Roots for Future Growth' underpins everything we do here at Oaklands Infant School. The schools governing body work with the Corvus Learning Trust to set out the strategic direction of the school. But it's through our dedicated staff, their pupils and our parents and carers that the real value of our community is truly realised. Oaklands Infant School is a bright, safe and happy place for children to grow and develop.

We work as a team, nurturing the children so they settle into school and develop a love of learning and forge the friendships that will endure throughout their time with us. We are incredibly proud of the children in our school, and for good reason. They consistently achieve high standards across the curriculum and show great pride in their work each and every day. This is testament to not only them, but also to our incredibly committed teaching and support staff. We endeavour to work closely with our parents and carers and encourage them to take an active role in their child's learning.

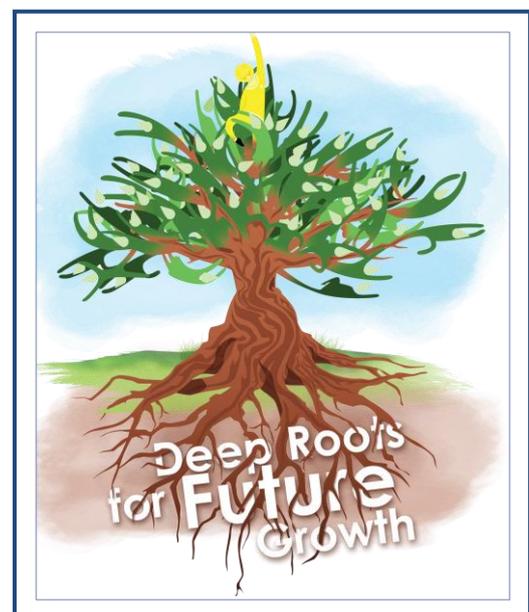
I would be remiss if I didn't highlight that we have a wonderful Parents and Teachers Association (PTA), who organise a great deal of engaging social and fundraising events throughout the year. And they're always on the lookout for new volunteers.

As Governors, we are appointed to monitor the welfare and education of the children, to make sure that Oaklands Infant School meets its objectives and that plans for the future are both ambitious and realistic. To do the best we can and continually improve, the governors meet regularly, get involved in school life and undertake regular training. We are available at parents' evenings and are also contactable by email.

Finally, I wish you and your child the very best during their time at Oaklands Infant School and I hope to meet you in person very soon.

With my best wishes,

Mat Parker
Chair of Governors





At Oaklands Infant School we
immerse children
in an **inspiring, nurturing**
environment that gives them
deep roots for future
growth.

How do I apply for a place?

Visits to Oaklands Infant School by prospective parents are encouraged. Prospective parent tours are held throughout the year, when the Head Teacher or Deputy Head Teacher will give a tour of the school. Please ring the school to check the dates and book a place.

Although it is usual to apply for the school which serves your area first, you may apply for other schools. Applications for the in-year school application are considered directly with the school office.

Please telephone Oaklands Infant School office.

01344 774644 or email admin@oaklands-inf.wokingham.sch.uk for an application form

Entry forms for each academic year need to be with them by the middle to end of January, so it is important that you check with them what the closing date is for this academic year. Admissions will then confirm allocated places usually around the middle of April.

More information can be found on the WBC website:

www.wokingham.gov.uk/schools-and-education/school-admissions/



Beech Class World Book Day 2022



Our School

Oaklands Infant School was opened in 1967 and is maintained by Wokingham Borough Council as a community school. Oaklands is part of the Corvus Learning Trust with other local schools. It caters for boys and girls between the ages of 4 - 7 years. They can begin full-time school at the beginning of the year in which they are five, although this is not compulsory, and transfer to a Junior School in the September after their seventh birthday. Oaklands Infant School has accommodation for 180 children and may admit up to 60 pupils in any academic year.

The majority of children transfer to Oaklands Junior School, but this is not automatic. It is also not automatic entry into other schools within the Trust. Priority is given to children within the school's designated area. If parents wish to enquire about the Junior School, the Headteacher, Mrs West, is always prepared to see parents. To make an appointment please telephone 01344 773496.

Although originally open-plan, the classes are now enclosed and the children work in their own areas. There is a spacious hall and two attractive libraries. The school has its own playground with play equipment. The school also has an IT Suite with 16 work stations and an interactive whiteboard.

The school is fortunate in having conscientious staff with wide experience, and very supportive parents. The school is equipped with many teaching aids, including interactive whiteboards in all the classrooms, musical equipment and PE apparatus.



Harvest Festival October 2022



Aims of the School

The Governing Body and Staff of Oaklands Infant School aim to meet the needs of each child by providing a carefully structured curriculum to allow for the highest standards of achievement by all pupils, regardless of ability, ethnic origin or gender, and by promoting the spiritual and moral welfare of the children.

As the only Infant School in Crowthorne we provide a small caring community where children can develop the personal qualities of self-discipline and a regard for others. We will accomplish this by close co-operation with parents through regular reporting of pupils' development and achievement.

The children will develop knowledge and understanding together with attitudes, concepts and skills appropriate to their age and ability by learning: -

- a) The basic skills of speaking, listening, spelling, reading and writing
- b) A firm foundation in all areas of mathematics and be able to apply their knowledge to solve every day mathematical problems
- c) A knowledge of the natural and physical world
- d) Problem-solving skills and the ability to observe carefully
- e) A wide range of creative arts and music, and to be encouraged to enjoy many different physical activities
- f) To develop constructive attitudes and qualities through spiritual awareness from Collective Worship and Religious Education in the curriculum
- g) To appreciate equality of opportunity, and to develop an understanding of, and respect for, the rights of others
- h) The importance of healthy living and to emphasise the value of personal relationships based on mutual respect
- i) To work in partnership with the family, the business community and society at large, leading to an appreciation of the value of co-operative development.

The School assesses and records the progress and attainment of each pupil to identify learning objectives and future targets.



Child Protection

We are committed to ensuring that all our children are well cared for, safe and protected. We follow Corvus Learning Trust Procedures and aim to work together with other agencies that support children and families. We are required to be watchful for signs of physical, emotional and sexual abuse and for signs of neglect. Parents should be aware that in urgent/repeated incidents, the school is obliged to refer these on to other agencies. The Designated Safe Guarding Lead is Mrs O'Neill (Head Teacher) and Deputy –Lead is Miss Weston (Deputy Head Teacher).



Whole School Christmas Play 2021

Equality Statement

At Oaklands Infant School we believe everyone has the right to be treated with dignity and respect.

We acknowledge and pay due regard to The Equality Act 2010 which prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

We will also have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups





Governing Body of Oaklands Infant School

Our role as a governing body is a strategic and supportive one. Helping the school to raise standards of achievement for its pupils and to act as a 'critical friend'. The day to day organisation and running of the school is the responsibility of the Headteacher.

The Governing Body's main responsibilities include determining the aims and overall conduct of the school with a view to promoting high standards of educational achievement. Specific duties may include appointing staff, setting and agreeing the school budget, ensuring that a broad and balanced curriculum is delivered as well as monitoring health and safety and the management of the premises.

Governor Type	Name
Chair	Mr M Parker
Headteacher	Mrs H O'Neill
Associate Governor	Miss E Weston (Deputy Headteacher)
LA Governor	TBC
Parent Governors	TBC
	Mrs C Barke
	Mr K Davis
Co-opted Governors	Mrs K West
	Mr C Rossiter
	Mr A Goodenough

Oaklands Schools Parent Teacher Association

Chair	-	Mrs Rebecca Legg
Treasurer	-	Mrs Sarah Gordon
Committee member	-	Mrs Louise Hine
Secretary	-	TBC

The PTA exists to give parents a chance to get involved in raising funds for the school, while meeting new people and having fun at the same time. It's very rewarding to help out at the various events and see how our efforts can provide new facilities for the children of both the Infant and Junior schools.

Funds raised by the PTA have been put to good use in the Infant school, going towards additional resources for all classrooms, an author visit in Book Week enrichment activities

and paying a Teaching Assistants salary. Many of these things would not be possible without the efforts of all the parents who volunteer for the PTA.

Teaching Staff

Headteacher Mrs Hannah O’Neill BA QTS

The classrooms at Oaklands Infant School are all named after trees. Currently, the classrooms are allotted to year groups as follows:

Class Name	Class Teacher	Year Group
Ash	Mrs K Cooke BA (Hons), PGCE Mrs S Virgo	Foundation Stage
Willow	Miss G Devereaux BA	Foundation Stage
Silver Birch	Mrs N Thuambe Mrs S Whibley	1
Chestnut	Mrs C Jolliffe BSc (Hons) PGCE	1
Beech	Miss M Davies BSc (Hons) PGCE	2
Elm	Miss E Weston BA (Hons) PGCE Deputy Head Teacher	2
	Mrs S Bunce	SENCO



Mrs O’Neill and the office team – World Book Day 2022

Non-teaching Staff

Position	Staff Name
School Secretary	Mrs S Hutchinson
School Office Manager	Mrs L Howard
Parent Support Advisor	Mrs N Lenon
Site Controller	Mr P Munson
HLTA	
HLTA	Mrs L Brown (STAC)
HLTA	Mrs J Peters (HLTA)
HLTA	Mrs E Penman (HLTA)
Support Teacher	Mrs D Toublic
Teaching Assistant	Mrs K Williams
Teaching Assistant	Mr S Smith
Teaching Assistant	Mrs C Thompson
Teaching Assistant	Mrs N Thuambe
Teaching Assistant	Mrs S Rozycka
Teaching Assistant	Miss Stacey Lewis
Support Assistant	Mrs N Allen
Lunchtime Supervisor	Mrs H Platt
Lunchtime Controller	Mrs K Lintell-Smith
Lunchtime Controller	Mrs G Greatrex
Lunchtime Controller	Miss H Fletcher
Lunchtime Controller	Miss E Pearse
Lunchtime Controller	Mrs Annelise Grierson
Lunchtime Controller	TBC



Beech class – NSPCC Number Day 2022

Morning

08.40 - 08.50	Classroom doors open
08.50	Bell goes and classroom doors close
08.50 - 09.00	Registration
09.00 - 09.10	School dinner ordering/choices
09.10 - 10.10	Teaching session
10.10 - 10.25	Assembly (except Friday 2:40 – 2:55, No Wednesday)
10.30 - 10.50	Playtime
10.50 - 12.10	Teaching session
12.10 - 1.25	Lunch
Afternoon	
1.25 - 1.30	Registration
1.30 - 3.15	Teaching session
3.15	Dismiss (Foundation Stage children are dismissed from 3.10 pm)

School Hours

Morning Session	8.55 - 12.10	3.15
Afternoon Session	1.25 - 3.15	1.50
		5.05
Playtime	20 mins	
Registration (2 x 5 mins)	10 mins	
Assembly	15 mins	
	45 mins	-45 min
		4.20 x 5 days
Weekly total		21.40 hours

The Statutory teaching requirement for an Infant School is 21 hours. Our school hours are shown above.



Pets As Therapy



Classes

The classrooms at Oaklands Infant School are all named after trees. Currently, the classrooms are allotted to year groups as follows:

Ash	Foundation Stage
Willow	Foundation Stage
Chestnut	Year 1
Silver Birch	Year 1
Beech	Year 2
Elm	Year 2



Year 1 trip to Windsor Castle February 2022



The School Curriculum

Foundation Stage

This comprises seven areas of learning:

- Three prime areas of communication and language, physical development and personal, social and emotional development.
- Four specific areas of literacy, mathematics, understanding the world and expressive arts and design.

As they move into Key Stage 1 the core curriculum subjects are English, Science, Math's, Information Technology and Religious Education and the foundation subjects taught are Design and Technology, Music, Art, History, Geography and Physical Education.

Topics are chosen for each term ensuring that all the programs of Study, which are the entitlement of each child, have been included. These topics are carefully planned to incorporate all the different subjects. A home learning sheet is sent home each half term identifying in greater detail exactly what the children will be taught during that term.

The children are based in mixed ability classes. Every assistance is given within the school to provide for each child's particular education need. This is achieved largely through a carefully differentiated curriculum which will stretch each child according to their ability, while also providing the necessary support.



Special Educational Needs

Identification is made by the Class Teacher and with the Parents. Subsequent support for children with learning difficulties will be given within the classroom. Children are referred to the Educational Psychologist or other specialists, where necessary, to be assessed. Parents are kept informed at all stages according to the National Code of Practice.



THE CURRICULUM

Foundation Stage

The children are taught through very broad topics that can be adapted to reflect the needs and interests of the children.



Elm Class 100 Day February 2022

English

Our aim in the Infant School is to develop the children's understanding, enjoyment and use of language, both spoken and written. Children have opportunities to participate in many speaking and listening activities, e.g. discussion, drama, assemblies and celebrations.



Year 2 Book Sale



The teaching of English includes structured reading, writing, spelling and phonic skills.

The school has a core Reading Scheme – The Oxford Reading Tree, supplemented by other reading books. Reading is the key to many curriculum areas and our aim is to make it purposeful and enjoyable.

Phonics is taught through the ‘Letters and Sounds’ scheme with support from Jolly Phonics. Children learn the sounds and shapes of letters and use them in their reading and writing.

Handwriting is taught as a subject, beginning with the correct formation of letters (lower case) followed by capital letters. We use Pen Pals to teach handwriting.

All children at Oaklands will be encouraged to view themselves as writers. They will be taught many styles of writing, eg story writing, letter writing, book reviews, recording factual experiences and poetry.

Spelling is also taught as a subject. This is usually done by identifying word families and encouraging the children to see the pattern/rhymes of the words, eg hen, pen, ten: fight, might, night. The English program study identifies in great detail what spelling patterns the children should know by the end of Key Stage 1.

Mathematics

Our aim is to develop the children's confidence in mathematics, and to provide the children with the skills and understanding to be able to solve calculations and real life problems.

In Key Stage 1 the emphasis is on teaching the mental skills necessary to manipulate numbers. The children are taught a wide range of strategies so they can play with and use numbers accurately, appropriately and confidently. They are also taught to use them to solve a wide range of problems involving numbers, shape, measure, geometry and fractions.

Within the main activity of a lesson, the work will be differentiated for groups of children in order to ensure they are always challenged at an appropriate level.

We endeavour to develop a life-long enjoyment of mathematics in every child.



Remembrance Day November 2021

Science

In school, children are helped to develop a greater understanding of the world around them, and see science as part of their daily lives. We aim to enthuse and excite the children using a very practical approach where children are encouraged to investigate and experience the joy of finding things out for themselves. The children are encouraged to ask questions, to reason, and to 'wonder why'. Knowledge of living things and materials is simultaneously developed.

Information Technology

Our aim is to enable the children to discover the knowledge or artistic expression through the communication of multi-media information and to be taught through age-appropriate experiences of coding. The school is well resourced with an IT suite and interactive whiteboards in all classrooms, as well as a varied selection of other equipment to develop the children's computing skills.

Design Technology

Our aim is to encourage children to extend their range of skills and techniques in using various materials such as wood, fabric and card. They learn how to use a variety of tools safely. We endeavour to develop their imaginations and assist the children to explore new ideas through problem solving tasks.

Art

The children are given the opportunity to design, explore, develop and evaluate ideas, through the teaching of and experimentation with various techniques. The children will use their skills and knowledge to produce both 2D and 3D pieces of work. They will be exposed to artists, designers and crafts people from a range of historic, cultural and social backgrounds, to develop their knowledge and appreciation.

History

History introduces children to the concepts of 'old' and 'new' and will encourage them to explore change. Stories, artefacts and role play will be employed to help them develop a sense of chronology and to appreciate different perspectives. They will progress to becoming 'detectives' and finding out information for themselves, thus gaining valuable research skills.



Governor Award Assembly December 2021

Geography

Geography raises the children's awareness of home/school surroundings and environmental issues. They will use and make maps and plans, discuss land usage and compare with other locations. The effects of climate, weather and seasonal changes will be integrated into their work, and the usage of geographical terms will be encouraged.

Physical Education

We encourage children to develop their physical potential through the teaching of PE. We believe it is important for children to begin to develop a sense of enjoyment and fulfillment from PE activities and to develop a positive attitude towards physical activity. This is achieved through the teaching of dance, gymnastics and games.



Music

There is a strong tradition of music in our school and the children take part in a wide range of musical experiences. All children are encouraged to sing and play instruments regularly. We have a good range of percussion instruments for use in music lessons. Lessons have an emphasis on singing, playing, performing and listening. Children have regular opportunities to perform in assemblies, end of term concerts and an annual carol service. Children are also encouraged to take lessons in violin or recorder (from Year 2) which are provided (at cost) by visiting specialist staff from Berkshire Maestros.



Perform Workshop March 2022

Religious Education

Religious Education is taught in accordance with the Wokingham Agreed Syllabus, using the 'Discovery' Scheme of Work.

Within Religious Education the children are introduced to a variety of religions and cultures and encouraged to explore their characteristics and similarities. The children are taught to identify what is of value to them, to express their feelings, and to be sensitive to the feelings and faiths of others.

Religious Education is taught in weekly class lessons and in assemblies, through stories, discussions, artefacts, practical activities, festivals and celebrations.

Members of the community are welcomed into the school to share their customs and beliefs.

Parents can exercise their rights to withdraw their child(ren) from RE lessons. The Headteacher should be notified in writing should parents wish to do this. Children withdrawn from these lessons will be supervised doing alternative work.



Sex & Relationships Education (SRE)

Education regarding sexual matters is not given formally, but in appropriate contexts, specific questions will be answered.

Assessment

The 1988 Education Reform Act stipulates the need for testing children at ages 7 and 11 during primary school. Teacher assessment is on-going in all subjects. Year 2 children will be assessed using Standard Assessment Tasks in English and Mathematics (SATS). This is during the first half of the Summer Term. These are used to inform the Teacher Assessments, which are given to parents as part of the Year 2 reports.

The most recent National Curriculum Assessment results for Oaklands Infant School are shown on the tables in the appendix, along with the previous year's National results.

Additionally, Foundation Stage children are assessed on entry, at the start of their Reception year. In June each year, Year 1 children are tested on their phonic knowledge and results published to parents.

Pastoral Care

Pastoral care comprises behaviour, welfare and the general needs of the child. Responsibility lies initially with the class teacher, but reference to the Headteacher may be necessary.

School discipline is dealt with as it arises, either by the class teacher or the Headteacher. Corporal punishment is not a Wokingham Borough Council policy, and punishment, if necessary, is usually in the form of loss of privilege. The staff exercise the kind of control that would be administered by reasonable, caring parents. This approach complies with policy guidelines.





SAT Results (School)

Please note that SATS were not taken during 2020 due to COVID-19.

KSI 2019 - School Summary

2132 Oaklands Infant School

Total number of Pupils		60
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The table below shows the **NUMBER** of Year 2 children achieving each level

TEACHER ASSESSMENT RESULTS											
Number at each level											
	A	D/U	BLW	PKF	WTS/ HNM	EXS	GDS		Below EXS	At or above EXS	GDS
Reading	1	0	0	1	6	32	20		6	52	20
Writing	0	0	0	1	10	34	14		10	48	14
Mathematics	0	0	0	1	8	29	21		8	50	21
Science	0	0	0	0	1	58	-		1	58	-
RWM	-	-	-	-	-	-	14		5	46	14
RWMS	-	-	-	-	-	-	-		0	46	-

The table below shows the **PERCENTAGE** of Year 2 children achieving each level

TEACHER ASSESSMENT RESULTS											
PERCENTAGE at each level											
	A	D/U	BLW	PKF	WTS/ HNM	EXS	GDS		Below EXS	At or above EXS	GDS
Reading	1.7	0.0	0.0	1.7	10.0	53.3	33.3		10.0	86.7	33.3
Writing	0.0	0.0	0.0	1.7	16.7	56.7	23.3		16.7	80.0	23.3
Mathematics	0.0	0.0	0.0	1.7	13.3	48.3	35.0		13.3	83.3	35.0
Science	0.0	0.0	0.0	0.0	1.7	96.7	-		1.7	96.7	-
RWM	-	-	-	-	-	-	23.3		8.3	76.7	23.3
RWMS	-	-	-	-	-	-	-		0.0	76.7	-

Code description:

A	Absent
D/U	Dis applied
BLW	Below the standard of pre-key stage
PKF	Pre-key stage foundations for the expected standard
WTS	Working towards the expected standard
HNM	Has not met the expected standard
EXS	Working at the expected standard
GDS	Working at a greater depth at the expected standard



Absence Statistics

During the academic year 2019-2020 the actual absence was 5.55%. This includes both authorised and unauthorised absences.

24 Hour Personal Accident Insurance for Pupils

It is very important that parents should be aware that if an accident occurs at school or on the sports field, neither the school nor the Corvus Learning Trust will automatically provide financial compensation. In cases of proven negligence and liability, compensation might ultimately be payable following extended and expensive legal action.

One way of minimising the effects of an accident of this nature is to take out insurance against personal accident affecting your child.

The **Parent Teacher Association** can also arrange personal accident insurance cover for pupils. This is a joint policy with the Junior school. Please contact the PTA for further information.

Complaints Procedure

Complaints under this heading only refer to curriculum areas, collective worship and charging policy and the actions of the Governing Body and the Corvus Learning Trust. Concerns about individuals should always be referred to the Head Teacher in the first instance.

All complaints must be investigated fully, fairly and carefully and those people making the complaint must be kept informed of progress during, as well as at the end of, each stage. Procedures to be followed are:

- Informal discussion with the Headteacher (where it is hoped that the complaint will be resolved).
- If attempts fail to settle the complaint informally, the complainant should write to the Clerk of the Governing Body for presentation to the Governors. The written notification should make it quite clear exactly what the complaint is about.
- If the person making the complaint is still dissatisfied after these procedures have been exhausted, it will be possible for the complainant to pursue the matter with Secretary of State.
- A copy of the full complaints policy is available on request and also on the school's website.



Charging Policy for Additional Activities

Under the terms of the 1988 Education Reform Act, Governing Bodies are required to issue a statement of their policy for charging for school-related activities. Our policy is set out below.

Introduction

The Governing Body recognises the valuable contribution that the wide range of additional activities can make towards a pupil's personal and social education. The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school, and as additional optional activities.

Charges

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school: -

1. **Charging in Kind.** Where parents indicate in advance that they wish to own the finished product of a practical activity, they may be asked to provide or pay for ingredients, materials, equipment etc. needed. No child will be at a disadvantage because of a parent's unwillingness or inability to contribute in this way.
2. **Activities** inside school hours. Voluntary contributions will be sought from each pupil for such activities as class trips, visits from theatre and music groups. If insufficient contributions are made the activity may have to be cancelled.
3. **Refunds.** There can be no refunds of money spent on coach hire, adult helper admission fees or pupil admission fees where these are part of a contractual booking. Pupil entrance fees can be refunded if individual admission rates apply at the point of entrance.
4. **General.** The Governing Body may, from time to time, amend the categories of activity for which a charge may be made.
5. **Breakages.** The Governors reserve the right to ask parents to contribute to the cost of replacement items incurred as a result of breakages, loss or damage to books, equipment, or material, other than the normal fair wear and tear.
6. **Remission.** The Governors will apply the statutory minimum remissions to any charges which they make in respect of pupils whose parents are in receipt of income support or family credit. Any further remission be at the absolute discretion of the Governors.

Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of providing additional educational activities.

Mr M Parker
Chair of Governors, Oaklands Infant School



Index

Absence statistics	21
How do I Apply?	3
Aims	5
Charging Policy	22
Child Protection	6
Classes	23
Complaints Procedure	21
Curriculum	14
Assessment	18
Foundation Stage	12 + 14
English	14
Mathematics	14
Science	15
Art	16
Geography	16
History	16
Design and Technology	16
ICT	15
Music	17
Pastoral Care	18
Physical Education	16
Religious Education	17
Sex Education	18
Discipline	18
Educational Records	12
Equality	6
Governing Body	7
Insurance for Pupils	21
Junior School Transfer	4
Non-Teaching Staff	10
Our School	4
Parent Teacher Association (PTA)	8
School Ethos	2
SATs Results	School 19
	Comparative Report 20
School Hours/Format of Day	11
Special Educational Needs	13
Teaching Staff	9
Welcome Letter	1