

Teaching Staff (as in 2010)

	Headteacher:	Mr. Edward Way
Teachers:	Mrs. Sarah Butler	Miss Mary Read
	Mrs. Laura Platt	Mrs. Una Tibbetts
	Mrs. Rebecca Moss	Mr. Mark Tetley

Ancillary Staff

Secretary:	Mrs. Angela Murrey	Midday Supervisors	Mrs. Margaret Shirley
			Mrs. Karen Williams
Teaching Assistants	Ms. Marina Burns		
	Mrs. Kelly Clinkard		
	Mrs. Amanda Munson		
	Mrs. Sheila Phillips		
	Mrs. Sarah Sellars	Caretaker:	Miss Tanya Fulker
	Mrs. Amanda Sam	Groundsman:	Mr. Derek Newell
	Mrs. Mary Sutton		
Ms. Anna Wallis			

Class Organisation

In 2010/11 we had a school roll of approximately 92 pupils and classes were organised as follows. Arrangements do change.

Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
Mrs. Platt Miss. Read	Mrs. Butler	Mrs Moss Mrs. Tibbetts	Mr. Tetley

"You are taught extremely well and this is the key reason why you are making excellent progress. Your headteacher and staff take very great care of you to ensure that you are safe and happy."

Letter to the pupils from the Ofsted Inspector 2008

The Governing Body

Mark Anthony	Parent	Rachel Mitchinson (Vice-Chair)	Parent
Viv Bennett (Chair)	Local Authority	Pauline Parker	Community
Sarah Butler	Teacher	Simon Parker	Community
Anthony Corbett	Parent	Mary Sutton	Non Teaching Staff
Catherine Hennessy	Parent	Ed Way	Headteacher
Kaye Roberts	Associate Member	Angela Murrey	Clerk to Governors

Great Tew School governors are always happy to speak to parents. We can be contacted through the school, or alternatively through our Chair, Viv Bennett.

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Little Tew
Chipping Norton,
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What is the role of the Governing Body?

- *School governors work with the headteacher to set the future direction for the school and decide how the school's budget should be spent.*
- *Governors provide the headteacher with support and advice, drawing on their knowledge and experience.*
- *Governing bodies make decisions, collectively, on matters such as performance targets, school policies and the school's development plan.*
- *Governors monitor the impact of policies and oversee the use of the school's budget.*
- *They report to parents on the school's achievements and respond to inspection recommendations.*
- *They hear appeals from pupils and staff and consider complaints.*

Our National Curriculum Level Results

We are aware that school life is about very much more than success in tests. Nevertheless, we are very proud of our national curriculum level results which are consistently above national averages.

ACHIEVEMENT AT KEY STAGE 1 (AGE 7)				
2009 Results		Reading	Writing	Maths
% of pupils gaining level 1+	school	100	100	100
	national	97	96	98
% of pupils gaining level 2C+	school	94	94	94
	national	84	81	90
% of pupils gaining level 2B+	school	88	69	94
	national	72	60	74
% of pupils gaining level 2A+	school	75	25	69
	national	49	32	48
% of pupils gaining level 3+	school	56	13	25
	national	26	12	21

ACHIEVEMENT AT KEY STAGE 2 (AGE 11)				
		English	Maths	Science
% of pupils gaining level 3+	school	100	100	100
	national	95	95	97
% of pupils gaining level 4+	school	100	100	100
	national	80	79	89
% of pupils gaining level 5+	school	43	71	86
	national	29	34	43
Value Added Score	school	100.9		
	national	100		

School Times and Terms***The School Day***

School opens at 8:40am and children should be in their classrooms at 8:55am at the latest as we place a high priority on punctuality. Lunchtime is from noon until 1:00pm and school closes at 3:15pm. After-school classes run on some days.

Provisional Term dates for pupils 2011/12**Subject to amendment**

Autumn Terms	Term 1	05.09.11 - 21.10.11
	<i>October holiday</i>	24.10.11 - 28.10.11
	Term 2	31.10.11 - 16.12.11
	<i>Christmas holiday</i>	19.12.11 - 02.01.12
Spring Terms	Term 3	03.01.12 - 10.02.12
	<i>February holiday</i>	13.02.12 - 17.02.12
	Term 4	20.02.12 - 30.03.12
	<i>April holiday</i>	02.04.12 - 13.04.12
Summer Terms	Term 5	16.04.12 - 1.06.12
	<i>Late Spring holiday</i>	4.06.12 - 08.06.12
	Term 6	11.06.12 - 23.07.12

The following information relating to provision for disabled pupils and those with Special Educational Needs is required by law. Full copies of our Equality & Community Cohesion Policy and Special Educational Needs Policy are available from the school office.

ACCESSIBILITY PLAN

Introduction

This plan is to be read in conjunction with the school's Community Cohesion & Equality Policy plus the School Development Plan.

Responsibility for the plan lies with the headteacher and governing body. In Great Tew the plan will be managed by the headteacher working with the Equality Working Party, consulting where necessary with other Governing Body Committees e.g. Buildings/H&S Committee

This plan sets out our proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act 1995 (DDA)

- 1. Increasing the extent to which disabled pupils can participate in the school curriculum.*
- 2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.*
- 3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.*

1. Increasing the extent to which disabled pupils can participate in the school curriculum.

- 1.1 Great Tew School seeks to remove all barriers to learning and participation for disabled pupils and will look into individual circumstances, leading to a flexible, tailored response.*
- 1.2 We will continue to provide facilities for children to access the curriculum via the SEN framework and through differentiated work.
The school will continue to develop and extend its SEN practice.*
- 1.3 The school will continue to set and monitor individual targets for pupils and this should alert staff to circumstances where pupils are unable to access the curriculum.
The school will continue to develop and extend its target setting practice.*
- 1.4 The school actively monitors the extent to which disabled pupils participate in and benefit from the curriculum and we take steps to ameliorate any problems we identify.*
- 1.5 One priority, highlighted in the Community Cohesion & Equality Policy is to collect and analyse information to discover the existing the extent of the participation of disabled pupils and to draw up detailed plans for improvement in the light of this.*

ACCESSIBILITY PLAN cont.**2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

- 2.1** When resources allow, internal works to improve the main school are carried out. The needs of the disabled in our existing and potential future intake are considered during these works.
- 2.2** Where required we are able to reorganise room allocation to cater for a pupil's disability.
- 2.3** The school implements colour contrast decoration schemes to aid the visually impaired when the buildings are decorated.
- 2.4** We aim to build a new classroom block that will be fully DDA compliant

3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

- 3.1** This will be achieved through a personalised approach. Where an individual's disability prevents them accessing writing they will be classed as having a SEN and this will trigger the production of an Individual Education Plan to address this.
- 3.2** We will liaise with Local Authority support services to obtain specialised advice and equipment

4. Making it Happen

This accessibility plan will be implemented, publicised, reported and reviewed as described in the school's Community Cohesion & Equality Policy.

Immediate priorities will be presented in detail in the annual School Development Plan.

SCHOOL ACTION TO IMPROVE FACILITIES FOR THE DISABLED**ARRANGEMENTS FOR THE ADMISSION OF PUPILS WITH DISABILITIES**

We are an inclusive school and welcome applications from parents of disabled pupils. We will take all reasonable steps to accommodate a disabled pupil and invite parents to discuss their child's needs with the headteacher as soon as possible.

EXISTING FACILITIES TO ASSIST ACCESS BY PUPILS WITH DISABILITIES

- *The Grade II listed building does cause some difficulties in allowing ease of access for pupils with mobility problems but we have previously accommodated pupils in wheelchairs and have developed our new building to be readily accessible to all.*
- *The mezzanine level is designed to be able to accommodate a stair-lift.*

EXISTING FACILITIES TO ASSIST ACCESS BY PUPILS WITH DISABILITIES continued

- *Disabled pupils are catered for by their class teacher who calls on the advice of the Special Needs Coordinator where appropriate. The County Council provide additional services for disabled pupils and the school strives to bring in all the appropriate agencies to support individual pupils.*
- *The school has a policy for children with medical needs. We aim to ensure that pupils with medical conditions can participate as fully as possible in all aspects of school life.*

STEPS TO PREVENT DISABLED PUPILS BEING TREATED LESS FAVOURABLY THAN OTHER PUPILS

The school has Disability Equality Scheme which is made up of the relevant sections of our Equality & Community Cohesion policy together with sections from our School Development plan. This explains how we intend to promote equality of opportunity for the disabled. The scheme gives more detail on the following action points:

- 1. Set up the Equality Working Party and ask it to collect information*
- 2. Charge the Equality working party with trying to ensure greater involvement of disabled people.*
- 3. Charge the working party to produce an analysis of where the disabled are disadvantaged at Great Tew School.*
- 4. Set up procedures to ensure:*
 - A. the headteacher produces an annual Equality Report which encompasses disability issues.*
 - B. The equality working party consider the headteacher's report and produces action plans ready for the SDP based upon it.*
- 5. Develop a detailed disability equality action plan which forms part of the annual School Development Plan*

INFORMATION ABOUT THE IMPLEMENTATION OF OUR POLICY ON PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND CHANGES IN THIS POLICY OVER THE LAST YEAR

In the last year the school has taken on an extra teaching assistants which help increase our special needs provision. We continue to improve our assessment and monitoring of children with special needs and have further developed our intervention programmes. We have continued developing our provision for the more able and talented pupils with additional cross-curricular and cross-age group activities. Our Special Educational Needs Policy and Policy for the More Able & Talented are available from the school office.