



THE HISTORY OF WINNERSH PRIMARY SCHOOL

Winnersh Primary School is a Community School for children between the ages of 5 and 11 years. The School's capacity is 420 and our Standard Number is 60. It is controlled by Wokingham Borough Council, from whom information can be obtained at; Children Services Department, Shute End, Wokingham, RG41 1WN.

The school opened in January 1971 as a one-form entry Primary School to meet the needs of Winnersh village to the north of the A329. Winnersh Primary School opened with just over one hundred children in a partially completed building. The number of children attending the school has steadily increased as the village of Winnersh itself has grown. The growth in pupil numbers has resulted in a number of extensions and refurbishments to the school in recent years. The school benefits from extensive grounds and outdoor facilities.

In 2002 the school logo was changed to project the modern image of the school and celebrate the contribution made by Mr Cowley during his 31 years at the school. The design uses the three 'primary' colours and the 'O's represent ' Outstanding Curriculum' (Ofsted) and the 'Opportunity' the school gives to the children. The design also incorporates the letters 'P' (Primary) and 'S' (School).

SCHOOL AIMS

Our Mission Statement

Winnersh Primary School is committed to ensuring that all children have a happy and meaningful learning experience. Each child is inspired and motivated to succeed in an atmosphere of mutual respect, whilst developing the capacity to become independent, creative thinkers and learners.

'Opening Minds, Unlocking Potential, Celebrating Success Together'

Our Aims

- To provide a nurturing, learning environment where the pupils learn by example.
- We seek to develop and maintain close partnerships within school and the wider community.
- We offer a curriculum which engenders a love of learning and the excitement of discovery, and which develops the academic potential of the pupils. We aim to prepare children for the opportunities, responsibilities and experience of later life, while being broad enough to meet and respond to their differing needs.
- To encourage children to become independent and creative thinkers and learners.
- To develop the children's physical and aesthetic awareness and promote involvement in a variety of creative and expressive pursuits.
- To develop the children's understanding of themselves as individuals and as members of the community.
- To foster courtesy, good manners and consideration for others as well as habits of self-discipline.
- To help children acquire and apply skills in all areas of the curriculum, in a stimulating and vibrant environment.
- To help children understand the world in which they live, the interdependence of people and our relationship with the environment.

EQUAL OPPORTUNITIES POLICY SUMMARY

This school is committed to equal opportunities and aims to be a school where everyone:

- Is respected and respects others
- Takes part in the life of the school
- Achieves to their potential
- Develops skills essential to life
- Exercises choice

We will ensure that the best education possible will be available to all pupils, irrespective of their ethnic background, gender, disability, religious or cultural background.

We will do our best to ensure that all opportunities in our school are available to all pupils.

Everyone in our school will be treated fairly and given every opportunity to develop.

Our school will make sure that we know if any group is being treated unfairly or makes less progress than others here.

Racist, sexist and bullying incidents will be reported and monitored, with support available to pupils and staff.

CHILD PROTECTION POLICY - IN BRIEF

The school is required to have a Child Protection Policy to meet Government Health and Education requirements.

Principles

- Children have a right to be safe
- Parents have a right to be informed
- Children are best protected when parents and school can work together

Partnership

The school will inform the parents of any concerns about their children (providing it does not compromise their safety) and will help and support them as necessary.

Prevention

The school will actively seek to prevent children suffering abuse and neglect through the development of an open culture which informs children of their rights and encourages them to speak about any concerns. The school will address the issues of children's safety through the curriculum.

Responding to Concerns

The school will **refer** allegations or concerns that a child has been or is likely to be abused or neglected to the Social Services Department.

The school will **consult** when it has concerns that a child may have been abused or neglected.

The school will discuss with parents any concerns they have about children.

Parents will be kept informed of what has happened.

ADMINISTRATION



ADMISSIONS AND TRANSFER

Choosing a school for a child is an important decision and it is vital that parents/guardians are happy with the school selected for a child's education. Starting school is a very big step and we are conscious of the anxiety that it may cause to parent and child alike. We try to make entry to school as easy as possible by inviting the children to spend some time with us in the preceding term. The Headteacher and staff are always ready to advise. Prospective parents are always welcome to visit us and see around the school in order to have all the information to make a choice.

ADMISSIONS POLICY

Winnersh Primary School admissions operate under the Wokingham Local Authority Admissions scheme.

The scheme gives:

- a co-ordinated approach to all primary admissions
- a consistent admissions timetable shared across all schools
- a single applications process with a single letter offering a place

The scheme ensures:

- that all preferences are treated on an equal basis taking into account the admissions criteria
- where there is potential to offer a place at more than one school, the single offer will be for the school the parent ranked highest
- where allocation of the preferred school is not given, parents/guardians will be informed of their right to appeal

Currently the admission of 'Rising 5s' operates with intakes in September, January and April depending on the birth date of the child. The cut-off for application for all three intakes is March. Parents will typically be informed of decisions in April. Any appeals need to be lodged in May. The specific dates may vary from year to year.

Application forms are available from:

Admissions Section
Children's services
Wokingham Borough Council
Shute End
Wokingham
RG40 1WN

Telephone: 0118 9 746245

Email: schooladmissions@wokingham.gov.uk

A full supporting guide 'Parent's Guide to Primary School Admissions' is available from the above address or is available to download from the web at: www.wokingham.gov.uk

SCHOOL HOURS

Pupils are not expected to arrive at school before 8.35am and no later than 8.55am. It is important that children are punctual but not too early, especially when it is cold and wet! Children are able to enter the school building at 8.45am and begin organising themselves for the day ahead. Registration will take place at 8.55am so that lessons can begin promptly at 9.00am. Supervision by the Teaching Staff will only commence from 8.45am.

Lunchtimes are staggered between 12 noon and 1.15pm. Key Stage 1 pupils begin lunch at 12noon and the older children start lunch at 12.15pm. All children have a morning break and the younger children also have an afternoon break.

School finishes for all pupils at 3.15pm. At the end of the school day, supervision cannot be provided unless, of course, your child is participating in a Club Activity.

The school office is open from 8.45am until 3.30pm. There will be a member of staff in the office or reception to assist any parent in the morning or afternoon.

DISCIPLINE

We aim to create an orderly and quiet atmosphere in school which is relaxed and pleasant. The discipline is firm but fair. Pupils are expected to give of their best in their behaviour and relationships with others. We believe it is important for children to develop a sense of self discipline and an acceptance of responsibility for their own actions. We encourage specific social skills (politeness, good manners etc), respect for school rules and concern for the environment. We believe the best discipline is self discipline and our efforts are concentrated on achieving this goal. The school's policy is a positive one of encouraging good attitudes, rewarding and praising where possible, generating high expectations and treating children with respect. However should a child repeatedly transgress appropriate action will be taken. The school will inform parents if there is a serious incidence of misbehaviour or a sustained pattern of unsatisfactory conduct.

YOUR CHILD'S HEALTH

We are able to request, with the consent of the parent, the school nurse to visit the school to discuss a pupil's health. On entering school all pupils will have an initial screening by the local health authority.

In the majority of cases it should not be necessary for medication to be administered during school hours except for children suffering from asthma (inhalers), diabetes or requiring first aid. There is no obligation for schools to administer medicines, but we realise that a child may be fit for school and still require some medication. We are prepared to help providing all medicine is handed in to the school office, clearly labelled with the child's name, the dosage clearly stated and the school's medication form completed.

Should a child feel ill or have an accident at school, a member of staff will treat them. In some cases it may be necessary to contact you directly. It is important that your contact details are kept up to date on the school records.

The Education Welfare Officer visits the school regularly to deal with problems arising from home circumstances and monitors attendance.

YOUR CHILD'S SAFETY

In School

Of paramount importance at Winnersh is the need to ensure a safe and secure environment for the children, staff and visitors. The whole site is fenced and covered by CCTV cameras. All our doors have digital door locks with push bars to exit. All adult visitors are required to report to reception where they are issued with a security badge. Parents wishing to see a teacher must make an appointment via the reception.

Bicycles in School

Children are only allowed to ride bicycles to school under certain conditions:

- have passed the Cycling Proficiency Test and must be wearing a helmet
- or they must be accompanied all the way by an adult

It is essential to note that bicycles are left on the premises at your own risk.

Parents' Cars

Considerable concern is often expressed about the parking of cars outside the school at the beginning and end of the school day. All the children would be safer if parents would consider the following:

- not entering Greenwood Grove with your car
- keep footpaths clear near the school to avoid forcing children to step into the road
- wait for your child in the infant playground, rather than at the gate or car park
- if possible, please walk to school.

Broadmoor Escape

The school has established contingency plans in the event of a Broadmoor escape. A copy of these arrangements is given to parents of new children. Please keep this information for reference.

SCHOOL MEALS

School Dinners

Lunchtime at the school is from 12 noon to 1.15pm. Meals are cooked on the premises and meet stringent nutritional guidelines and the school's Healthy Eating policy. On a daily basis children can choose either to use the service or bring a packed lunch. Children are asked to bring their money in each day in a suitable purse or sealed envelope which is clearly labelled.

Sandwiches

Packed lunches should comply with the school's Healthy Eating policy. Sweets, chocolate bars and fizzy drinks are not permitted. Packed lunches should be in an unbreakable and clearly labelled sandwich box.

Free School Meals

If you are receiving Income Support or Income Based Jobseekers Allowance your child may be entitled to free school meals. Please ask the school secretary for further details.

SCHOOL UNIFORM

The following items of clothing are recommended as being suitable and practicable for schools:

- Royal blue cardigan, sweater or sweatshirt
- White shirt, white blouse or white polo shirt
- Grey trousers, grey pinafore/skirt
- Blue gingham/striped dress in summer
- White or grey socks/tights
- Sensible black school shoes

For P.E. and Games

Key Stage 1

Yellow T-shirt

Royal blue shorts

Plimsolls

Drawstring bag

Key Stage 2

Yellow T-shirt

Royal blue shorts

Trainers (boys and girls)

Football boots (boys and girls)

For reasons of hygiene it is important that children do have a change of clothing for their P.E. and Games lessons.

All footwear should be practical and give the feet good support. The wearing of shoes with stiletto or tapered heels are not permitted because of possible injury and damage to floors. Open-toed sandals also pose an increased risk of injury in the school environment.

School sweaters, cardigans, fleeces, reversible coats, PE kit, PE bags, baseball caps and book bags can be ordered through the school or purchased from the school shop which is open at 2.45pm on Thursdays.

It is essential that all items of clothing are clearly marked with the child's name and we kindly ask parents to ensure their children take great care of all their personal belongings.

Jewellery

The wearing of jewellery in school is not desirable. The school cannot accept responsibility for any loss or any injury caused by or exacerbated by the wearing of ear-rings, sleepers or studs, which must be removed or covered with tape during P.E. and games lessons.

Lost Property

Lost property can be found in cloakrooms and parents are welcome to look for items that have been mislaid. Lost property will be laid out termly for parents and children to view.

Breakages

The Governors reserve the right to ask parents to contribute towards the costs incurred in replacing or repairing items as a result of breakages, damage or loss, other than through normal wear and tear.

THE CURRICULUM



ORGANISATION FOR LEARNING

As well as providing a balanced and broad curriculum for learning, we seek to provide a balance in the teaching approaches used. Every child is placed in a class group with their own teacher and we have two classes in each year group.

Much of the work is structured for individual and group needs but at times there is a need for a more formal class lesson approach. At Winnersh Primary School we recognise that much of children's learning needs to be practical and based on first hand experience. Active learning and purposeful activities give the children enjoyment, interest, confidence and a sense of personal worth. However, children need to practise and consolidate skills, therefore some more formal activities are necessary.

THE SMARTER WAY TO PAY

We run a scheme to fund a wide range of enrichment activities for all the children throughout the year. The Smarter Way to Pay Scheme enables parents to make a 'one-off' contribution at the start of the academic year and in return the children will experience trips, workshops, music and theatre productions, swimming lessons (Year 2) and lessons requiring specialist materials (technology, food technology)

ENGLISH

The aim is to develop the children's use and love of language and literature. English is taught through the literacy framework and a cross-curricular approach is taken whenever possible.

Reading. In the school day the children will experience a wide range of fiction and non-fiction texts. They will read as a whole class, in small groups and individually. The school uses a structured reading programme that is graded to meet the needs of children at each level. A positive attitude towards reading is promoted,

encouraging children to read for pleasure, information and to develop their understanding of the English language.

Writing. The children write creatively and expressively for a range of purposes. These will include stories, poetry, reports, recounts of events, instructions, explanations and dialogue. They will learn to choose an appropriate way to present their writing and choose a style appropriate to its audience.

The importance of grammatical accuracy, correct spelling, punctuation and fluent handwriting are emphasised in all aspects of written work. The handwriting style is distributed to parents.

Speaking and Listening. The children are encouraged to communicate actively in all lessons. They learn to listen, respond and share their ideas with others in a supportive way. Drama is used to express ideas and explore communication in all areas of the curriculum. There is an opportunity for all children to take part in productions and presentations during their time at the school.

MATHEMATICS

All mathematics teaching follows programmes of study outlined in the Primary Framework. The school aims to offer a balanced programme of mathematical experiences; number, shape and space, data handling, mental agility and investigative maths. To achieve these objectives, the school uses a wide range of materials and resources. Mathematics is developed across the curriculum, as understanding is fostered through the application of skills to real life situations. Every child is carefully monitored and assessed. Parental support for all children is encouraged.

SCIENCE

Our objectives are focused on scientific enquiry allowing the children to make predictions, record and interpret data, analyse information and formulate conclusions. The lessons are planned by the teachers based on schemes of work, differentiated to meet the range of abilities and allowing for progression. The teaching activities are presented as whole class or group work, giving the children opportunities to experiment practically, working together to discuss the aim and outcome, thus sharing their opinions, stimulating their interest and increasing their motivation. Opportunities to work outside, within the school environment and at nearby Dinton Pastures are actively encouraged.

FOUNDATION CURRICULUM

ICT

We are a very well resourced primary school. We have an ICT suite equipped for a whole class, computers and interactive whiteboards in every classroom, all of which are networked and have access to the internet. The children have access to a wide range of technological resources which they use across the curriculum. The continuing importance of this area of the curriculum is reflected in the resources available and how ICT activities are incorporated across all subjects of the curriculum.

PHYSICAL EDUCATION

We aim to develop a range of skills through a variety of activities. In the hall we provide opportunities for gymnastics and movement and outside there are opportunities for the development of skills with balls, ropes and other small apparatus. During outdoor games lessons we provide opportunities for team sports such as netball, football, tag-rugby, athletics, hockey and cricket. We also encourage self-expression and promote skilful performances in movement, dance and drama. Pupils in Year 2 have swimming lessons and Year 6 pupils have the opportunity to take part in Outdoor and Adventurous activities. The school participates in a range of sporting competitions and encourages sporting organisations to provide activities at the school.

MUSIC

We offer a variety of musical activities, such as singing, creative music making and the use of different musical instruments, providing opportunities to stimulate children's creativity and imagination. Our choir performs at a number of events in the local community. Parents are able to opt for their children to take part in musical instrument tuition (e.g. violin guitar, piano).

ART AND DESIGN

Art and Design is essentially a practical subject in which we encourage children to combine their creative and practical skills, with knowledge and understanding, in order to create works of art through drawing, painting, printing, pottery, collage, needlework and model making.

Children are encouraged to explore different techniques, materials, tools, equipment and ideas. They use a sketch book which helps to inform their understanding of art and make sense of what they are trying to achieve. In addition to this they explore artwork from different artists, styles, periods and cultures so that their own work will be informed and developed. On completion of their work, children are taught to evaluate and reflect upon the outcome and their progress in a constructive way, so that they may develop their skills and achievement in the future.

Children's work is displayed in classrooms and throughout the school environment so that children can celebrate and reflect upon their achievement whilst absorbing the ideas of others. We want children to feel a sense of pride and confidence in their work.

Art and design draws upon and links together a range of subjects, but above all we want art and design to develop the confidence, imagination and creativity of all children to enable them to respond to the world in their own unique way.

HISTORY

At Key Stage 1 pupils are given opportunities to develop an awareness of the past and how it differs from the present and to understand some of the methods that we can use to find out about things that happened long ago. This is achieved by looking at famous people and stories about events. At Key Stage 2 the children study ancient civilisations, some of which have made an impact on how we live today. They also study local history and learn about a range of resources that can be utilised for learning about the past. They use these different sources (including trips to historical sites) to help them investigate the past, using dates and historical vocabulary to describe events, people and developments.

GEOGRAPHY

Throughout the school, Geography is taught following specifically designed programmes of study for each key stage. Our aims are to promote geographical skills and enquiry, to provide knowledge and understanding of people and places, and to recognise patterns and processes, for example seasonal changes or those caused by man. Environmental issues facing our planet will also form part of the work.

PSHE AND CITIZENSHIP

Our aim is to promote the independence of the children, preparing them for their place in society and as citizens of the 21st century.

This provides planned learning opportunities for the children to promote personal and social development, through a range of activities, which include, the curriculum, trips, visitors, extra-curricular activities, assemblies, fund raising and caring for the environment. There are many opportunities for the children at Winnersh to be actively involved in working on projects where they learn about people from cultures, backgrounds and ages different from their own.

The children are encouraged to help and assist one another within the school through sharing assemblies, talk partners, buddy activities and monitor duties.

We operate a House System in Key Stage 2 with elected House Captains from Year 6. The children compete for the House Points trophy each term and sporting activities throughout the year, such as Sports Day.

Each class selects representatives to sit on the School Council along with staff and governor members. The School Council contributes to the decision making process at the school. In 2008 the school achieved the Healthy Schools and the Active Schools Awards.

The children learn about drugs, sex and health, giving them the skills and knowledge to appreciate the benefit of a healthy lifestyle and relate these to their actions, both now and in their future lives.

SEX AND RELATIONSHIP EDUCATION

It is the responsibility of the governors to decide the school's policy on Sex and Relationship Education. The Government's guidelines recommend that Sex and Relationship Education be included as part of a broader spectrum of a personal, social and health education programme. The governors endorse this view and our Sex and Relationship programme is in keeping with Government guidelines. A copy of the school's policy may be seen on request in school.

RELIGIOUS EDUCATION

Schools are required to offer Religious Education and provide daily an act of collective worship.

Our R.E. programme is non-denominational, although it does reflect the fact that Christianity is the main religion of the country. It also reflects the broad range of cultures and religions that help make up our society.

Parents have the right to withdraw their children from lessons or assemblies of a religious nature if they so wish, but would be required to provide alternative material for reading, study or reflection during these times.

FRENCH

We have strong links with the Holt School who provide staff and resources to support our own staff in the delivery of a French language programme to pupils in Key Stage 2.

SPECIAL EDUCATION NEEDS

The school will provide a broad and balanced curriculum for all children including those with Special Education Needs.

The school will identify those children with Special Education Needs as soon as possible through screening, teacher assessment, National Test results and information from both parents and outside agencies.

The policy covering this important aspect of education can be viewed at the school.

FAMILY LEARNING

To support the teaching and learning which takes place in school the children are expected to carry out a variety of activities at home as outlined in the school's Family Learning Policy. It is anticipated that parents will help their child to complete any tasks set. It is also expected that parents will listen to their child read every day.

TESTING AND ASSESSMENT

Children's progress is closely monitored throughout their time at the school with assessment procedures to measure the extent to which children have reached Attainment Targets within the National Curriculum.

The procedures consist of class based continuous assessments and external standardised assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6). The results of these Standardised Assessment Tasks and Tests (SATs) are reported to parents. At the Foundation Stage profiles are completed for all children.

EXTRA-CURRICULAR ACTIVITIES

There are a variety of extra-curricular activities made available to the children each term. Some are run voluntarily by staff, either at lunchtime or after school and their dedication and enthusiasm are greatly appreciated. Some are run by outside organisations, which provide a wide range of sporting activities after school. The following are examples of those organised throughout the year (these change from term to term):

Football	Choir	Sports Skills
Netball	Orchestra	Archery
Gymnastics	Art	Climbing
Computers	Tag Rugby	Cricket
Athletics	Hockey	The Environment

The children in Year 6 will have the opportunity of participating on a week's residential trip. All classes undertake educational visits throughout the year as an integral part of their normal class work. Cycling proficiency courses are organised annually for the Year 6 pupils. There are also many openings for children to learn to play musical instruments - violin, viola, piano, guitar and brass.

SCHOOL AND THE COMMUNITY



PARENTS AND THE SCHOOL

We believe that a constructive partnership between school and home, teacher and parent is vital. The school wishes to encourage parents to enter into the life of the school and appreciates the high level of interest and extensive support that exists. We do ask parents to sign our home school agreement on their child's entry to the school.

There is a very active P.T.A. which, through its committee, promotes many activities that benefit the school and the children. Apart from fundraising activities they organise social events for both parents and children, support organised events and undertake improvements to the school's environment. All parents with children at the school will automatically belong to the P.T.A. Information regarding meetings and activities are circulated via newsletters and the school website. Parents wishing to assist the school through the P.T.A. should contact the school.

There are many opportunities for parents to become involved in the school and we always welcome your help, sometimes asking directly for it, both on a regular and occasional basis. There are many aspects of school life which would be impossible without parents' help. Any help you can offer would be very much appreciated.

Every effort is made to keep parents informed of activities in the school. Regular newsletters are issued (spare copies are available from reception) and the school website is regularly updated. We also issue a Teaching and Learning News at the start of each term.

Teachers are of course very willing to discuss with parents any matter relating to a child's education and welfare. Much of this contact will be of an informal nature at the end of the day. Parents should understand that the morning is not usually a convenient time for lengthy discussions and should consider making an appointment for after school via reception.

We do rely upon the co-operation and support of parents for all we do at school. Unfortunately problems can arise and we do invite you to tell us about your concerns so that we can work together to resolve any issues. The class teacher is normally the best person to see and an informal chat at the end of the day may be all that is necessary.

Administrative matters are dealt with by the school's office staff.

Parents are of course keen for information on the progress made by their children and so there are Consultation Evenings during the year, giving parents the opportunity to discuss their child's educational development with the class teacher. In the Summer term we issue a written progress report on all children. All parents have access to information regarding the work of the school. This could be school produced, issued by Governors, produced by the Local Authority, Ofsted or the Department for Children, Schools and Families.

PARENTAL ACCESS TO A CHILD'S REPORT

Winnersh Primary School keeps careful records on the development and progress of each child. These are based on standard Local Authority systems and help to make sure that when children are transferred from school to school all necessary information goes with them.

The two main reasons for keeping records on the children are, retaining personal information (gender, age, contact details etc.) and the progress being made by children, looking at how and what they have learned. These records help teachers to keep parents informed about their child's progress.

All school records are marked confidential as they are not open documents. They are confidential to the school and to a child's parents or guardians. They are important in enabling teachers to communicate in a helpful and constructive way about how well a child is progressing in their education. Parents may, within the arrangements made by the school, ask to view their child's records, but it would be more meaningful if progress was discussed with the child's teacher, when fuller explanations can be given than it is possible to record on official records.

PARENTS' COMPLAINTS

The Local Authority has arrangements for considering parental complaints in respect of the school curriculum. Initially it is hoped that any complaint would be discussed and resolved with the Headteacher and staff. Where an issue is not resolved the matter may be referred to the Governing Body or to the Local Authority as a formal complaint.

LIAISON WITH OTHER SCHOOLS

We feel it is important to establish and maintain links with other local primary schools and our principal secondary schools. Winnersh Primary School is part of a cluster of seven local primary schools who work collaboratively and share best practice. It is through our links with the secondary schools that we can ensure a smooth transition from one sector of education to another. Winnersh Primary School plays a very active role in the Wokingham Area Schools Music Association (WASMA) and sporting activities, such as the District Sports.

LINKS WITH THE COMMUNITY

We have an excellent relationship with local playgroups in the village, one of which is in the school grounds (Greenwood Pre-school). We have strong links with the local church and welcome the Reverend to share regularly in our assemblies. We also welcome representatives from a wide range of organisations and charities to speak to the children. The children organise activities to raise money for a number of charities throughout the year. The school choir performs at a number of community events during the year. The community Police Support Officer regular visits the school to meet the children.

SATs RESULTS



This table shows a summary of the National Curriculum assessment results of pupils in the school (2010) and nationally (2009) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 49.

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and Listening	Boys	0	7	64				29	0	0
	Girls	0	0	81				19	0	0
	Whole School	0	4	71				24	0	0
	National	2	11	65				21	0	0
Reading	Boys	0	7		11	18	29	36	0	0
	Girls	0	10		14	24	24	29	0	0
	Whole School	0	8		12	20	27	33	0	0
	National	3	13		12	22	24	26	0	0
Writing	Boys	0	7		18	21	43	11	0	0
	Girls	0	14		19	24	33	10	0	0
	Whole School	0	10		18	22	39	10	0	0
	National	4	15		21	28	20	12	0	0
Mathematics	Boys	0	11		11	14	43	21	0	0
	Girls	0	0		38	14	38	10	0	0
	Whole School	0	6		22	14	41	16	0	0
	National	2	8		16	26	27	20	0	0
		W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	0	4	57				39	0	
	Girls	0	0	81				19	0	
	Whole School	0	2	67				31	0	
	National	2	9	67				22		

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1. U represents children for whom it is not possible to determine a level.

These tables show the percentage of year 6 pupils achieving each level in 2010, compared to national end of key stage 2 teacher assessment levels and test results for 2009.

The number of eligible children is: 53.

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils Disapplied	Pupils Absent
English	School	0	2	2	9	42	45	0	0	0
	National	1	1	4	15	49	30	0	0	0
Mathematics	School	0	2	0	8	43	47	0	0	0
	National	0	1	3	15	46	33	0	0	0
Science	School	0	2	0	6	46	44	0	0	0
	National	1	2	2	11	48	38	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below Level 3*	3	4	5	Pupils Not Entered#	Pupils Absent
English	School	4	8	48	42	0	0
	National	6	14	51	29	0	1
Mathematics	School	8	0	42	46	0	0
	National	7	7	45	34	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

- represents pupils who were not entered for the tests because they were working below level 3 in English or mathematics, pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

represents pupils working at the levels of the tests, but unable to access them.

WINNERSH PRIMARY SCHOOL STAFF

TEACHING STAFF

Mr H Penny	Headteacher
Mr A Howell	Assistant Head/ K.S.2 Manager/ Year 6 Teacher
Mr G Saunders	Year 6 Teacher
Miss T Knight	Year 5 Teacher
Miss L Hammond	Year 5 Teacher
Mrs C Warke	Yr 4 Teacher
Mrs J Elvin	Year 4 Teacher
Mrs S Bartlett	Year 3 Teacher
Mr A Cobb	Year 3 Teacher/SENCO
Mrs Carpenter/Mrs Morton	PPA Teachers (Key Stage 2)
Mrs D Ifill	Assistant Head/ K.S.1 Manager/ Year 2 Teacher
Mrs W Crocker	Year 2 Teacher
Mrs C Vincent	Year 1 Teacher
Mrs N Evans/Mrs J Russell	Year 1 Teacher
Miss G Devereaux	Reception Teacher
Mrs J King	Reception Teacher

NON-TEACHING STAFF

Mrs H May	School Secretary
Mrs J Woodward	Finance Officer
Mrs L Cooley	Reception/Admin Assistant
Mrs P Sykes	Caretaker
Mrs H Gill	Cleaner
Mrs O Haigh	Cleaner
Mr T Yates	Handyman
Mrs T Luxton	Cook Supervisor
Mrs L Orford	Learning Support Assistant
Mrs J Bennett	Learning Support Assistant
Mrs H Knights	Learning Support Assistant
Mrs A Povey	Learning Support Assistant
Mrs J Hampton	Learning Support Assistant
Mrs N Lowe	Learning Support Assistant
Mrs K Shears	Learning Support Assistant
Mrs J Kingsman	Learning Support Assistant
Mrs D Meredith	Learning Support Assistant
Mrs T Gilbert	Learning Support Assistant
Mrs M Holdsworth	Learning Support Assistant
Mrs E Hutchison	Learning Support Assistant
Mrs P Broom	Learning Support Assistant
Miss G Haddon	Learning Support Assistant
Mrs L Thomas	Learning Support Assistant
Mrs A Conerney	Learning Support Assistant
Mrs S. Currie	Midday Supervisor

THE GOVERNORS OF WINNERSH PRIMARY SCHOOL

Staff Governors:.....Mr Howard Penny
Headteacher
.....Mrs Nicola Evans
.....Mrs Nicola Lowe

Community Governors:Mrs Sarah Coupe
.....Mrs Anne Harris
.....Mr David Watson
Vice Chair

Elected Parent Governors:.....Mr John Bradshaw
.....Mr Manish Jamthe
.....Mrs Lesley McCarthy
.....Mrs Danielle Watkins

LEA Appointed Governors: Mrs Carole Smith
Chair
.....Mr Jon Goosey
.....Mr Robert Wigley

Associate Governor:Mr Anthony Howell
.....Mrs Dorel Ifill

Clerk to the Governors:.....Pat Horne