

Medstead C of E Primary School



2011-2012





School Vision Statement

At Medstead C of E Primary School we are committed to provide an inspiring, creative, challenging and innovative learning environment, where everyone enjoys taking responsibility for shaping their own learning.

This approach begins in the Foundation Stage where the best practice is carefully built upon and enhanced throughout the school and through well planned transition and partnership into secondary education and beyond.

School leaders at all levels continually work to ensure that all groups of pupils achieve their potential and make excellent progress, that teaching and learning is consistently good, with many examples of outstanding practice.

The personal development and well-being of children and adults is held in the highest regard; we recognise that this must sit alongside a rigorous **drive for high standards and reflect the school's unique Christian character.**

We work to fully develop strong and positive partnerships with parents and wider communities to ensure there is a sense of belonging and that diversity of different backgrounds are appreciated and valued, so that the school **motto: "Together we Learn" is intrinsic to our practice.**



"Welcome to Medstead C of E Primary School.



We are a successful , popular village primary school, located at the heart of the community of Medstead, and I am delighted you are considering our school for the next stage of your child's education.

We are proud of our school, its exciting and challenging curriculum, the high quality of teaching and learning and the wide range of opportunities we provide for all our children. The staff, governors and parents have high aspirations for our children and we aim to ensure all children meet their full potential; within a caring ,nurturing and inclusive environment that recognises the individuality of each of our children.

Our strong links with the parish church of St Andrews and the Winchester diocese are important to us as a Church of England school, and Christian values are embedded in all aspects of school life.

We also have links with local pre-schools - in particular with Medstead Pre-school and Nursery which is located on our site, and with our local secondary schools and colleges. This ensures effective transition both when children join our school, and when the time comes for them to move on to the next stage of their education.

Our school is set in established school grounds, which reflect the rural location of the school. These grounds enhance our curriculum and help make our school a unique learning environment for our children.

I hope this prospectus gives an insight into our school and I would encourage you to take a look at our website which contains further information. I would also invite you to contact the school office to arrange a visit and meet our staff and children.

We look forward to welcoming you to our school."

Ian Waine

Headteacher

WELCOME



Medstead is an inclusive and high-achieving school with standards above the national average.

At Medstead School we believe that there should be:

- Recognised and structured home/school links
- A framework which enables working in close partnership with parents
- Consolidation and extension of learning outside the immediate school environment
- **Learning differentiated to a pupil's individual ability**
- Development of personal responsibility
- Promotion of independent learning
- Development of good work habits
- Promotion of self organisational skills

Home School Partnership

At Medstead the learning partnership between school and home is recognised as being vital in ensuring all pupils meet their potential.

There is a Home School Agreement, given to all new families, which defines the roles and responsibilities of parents, pupils and the school, and is available on the school website or from the school office.

The school welcomes parents into school both formally and informally, **to support their children's learning and development. In particular the Headteacher and a representative from the governing body hosts a half termly 'parent forum' which provides an opportunity to discuss new ideas and initiatives.** Another important part of this partnership is the termly learning workshops held in each class as an opportunity for parents and children to learn alongside each other. Alongside this, children regularly bring home work that they have chosen to share with their parents.



*I love playing in the castle.
We can dress up as knights,
a dragon or princesses and
we have a sword!*

Year 1 child

At Medstead



Safeguarding Statement

Medstead C of E Primary School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We ensure that all our recruitment and selection practices reflect this commitment. All staff, governors and volunteers are subject to Criminal Records Bureau checks along with other relevant employment checks.

Accessibility Statement

At Medstead School we are committed to reduce and eliminate barriers enabling full access to the curriculum and to participation in the school community for pupils, and prospective pupils, with a disability. The full range of educational activities, as well as the physical environment are adapted to include all pupils.

Travelling to and from School

Children are encouraged to walk to school where possible. Children who have completed their cycling proficiency are encouraged to cycle to school. The school provides priority parking for disabled visitors in the staff car park.

Personal, Social and Health Education

The school has a well established Personal, Social and Health Education programme. This includes sex education which is presented in the context of caring relationships and of respect for others and oneself. The school respects the legal right of parents to withdraw their children from sex education lessons, and alternative provision will be made for such children. Other aspects, such as drugs education, are carefully planned, and policies are available on the school website or from the school office.



Sex Education

The objective of Sex and Relationships Education is to help and support young people through their physical, emotional and moral development to enable them to make responsible and well-informed decisions about their lives. It is planned as an integral part of our Personal, Social and Health Education where pupils are given accurate information to help them develop skills that enable them to understand differences between the sexes and to respect themselves and others.

Special Educational Needs (SEN)

At Medstead Primary School we value all pupils equally and believe that all pupils should be offered full access to a broad, balanced and relevant education whatever their needs and abilities.

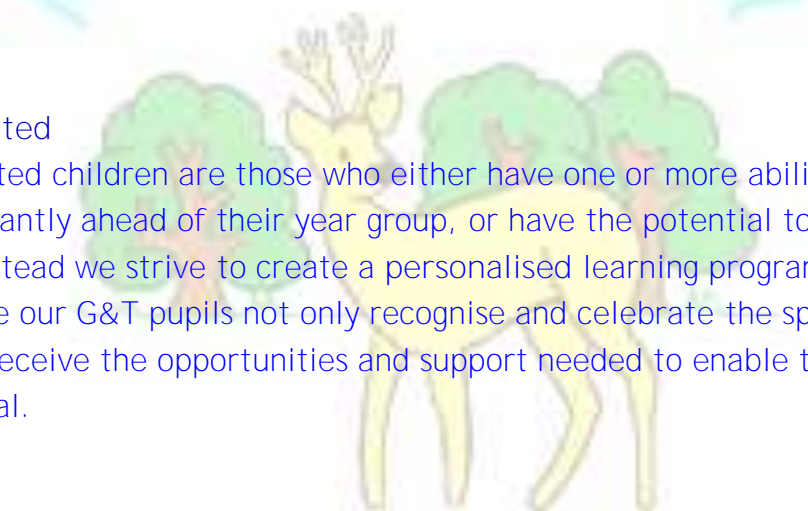


We do this by identifying an individual's needs for special educational provision as early as possible and ensuring the most appropriate provision is in place through careful assessment and monitoring.

At Medstead we focus on developing self esteem, self confidence, positive attitudes and independent learning, equipping pupils with the skills to successfully deal with the challenges in life. Pupils are set challenging targets and are encouraged to be fully involved in the decisions that affect their education. We work in close partnership with parents and where appropriate, involve outside agencies to ensure that the best provision is obtained to **meet the pupil's needs.**

Gifted and Talented

Gifted and Talented children are those who either have one or more abilities developed to a level significantly ahead of their year group, or have the potential to develop these abilities. At Medstead we strive to create a personalised learning programme which is tailored to ensure our G&T pupils not only recognise and celebrate the spectrum of their capabilities but receive the opportunities and support needed to enable them to reach their full potential.



Hearing Impaired (HI)

The Yew, or Hearing Impaired Resourced Base, is a purpose built unit within the school which caters for children with hearing impaired statements. The Yew has places for seven children. The unit is staffed by a Teacher of the Deaf, six communicators, qualified to at least BSL Level 2 and a Deaf Instructor. The Yew, like all other HI units in

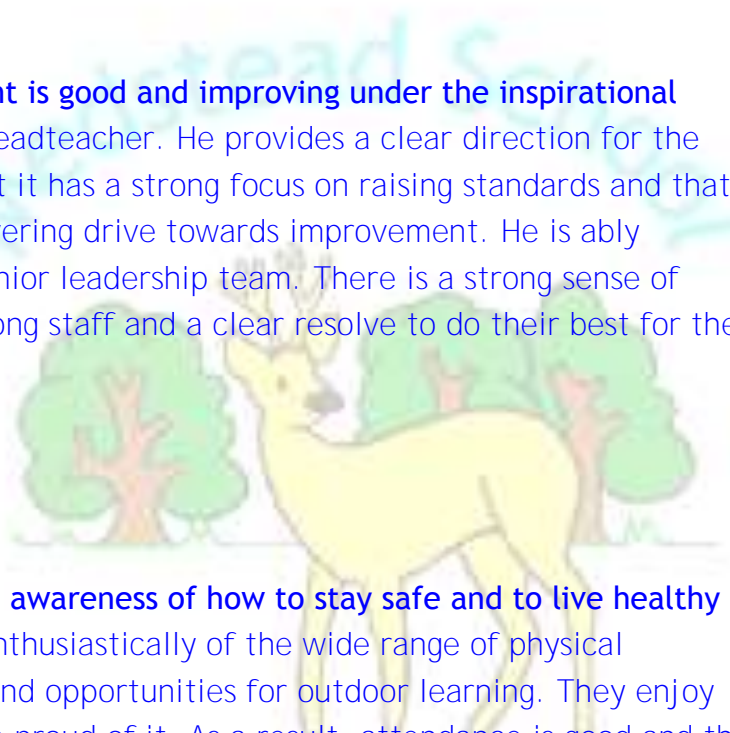


Hampshire, uses a Total Communication approach, tailoring the support package to meet the needs of the individual children, ensuring they make best use of their residual hearing, aids such as Implants and Radio Aids, and providing them with signed support as appropriate. The children have access to a quality 1:1 learning environment within the unit to support their classroom learning, which also provides excellent listening conditions for speech and language work.

When the school was last visited by Ofsted inspectors in July 2007, they judged Medstead as:

“... a good school that has made significant improvements over the past year and is well placed to improve further. The school strives to do even better and much has been done to ensure that pupils achieve well.”

“Pupils' achievement is good and improving under the inspirational leadership of the Headteacher. He provides a clear direction for the school ensuring that it has a strong focus on raising standards and that it maintains an unwavering drive towards improvement. He is ably supported by his senior leadership team. There is a strong sense of shared purpose among staff and a clear resolve to do their best for their pupils.”



“Pupils have a good awareness of how to stay safe and to live healthy lives. They speak enthusiastically of the wide range of physical activities on offer and opportunities for outdoor learning. They enjoy their school and are proud of it. As a result, attendance is good and the vast majority of pupils behave well.”

Since this inspection, the school has been judged by Hampshire County Council to have many outstanding features. In Ofsted's interim **assessment, July 2010, it indicated that the school's performance had been sustained and due to high academic performance and excellent pupil attendance, the next full Ofsted inspection has been deferred.**

Ofsted says...



Collective Worship

At Medstead, we highly value our status as a church school. We **have close links with St Andrew's, our parish church, and have developed positive working relationships with other churches in the locality.**

The daily act of collective worship at Medstead Primary School follows the requirements of the 1988 Education Act. Collective worship at the school is creative and of excellent quality. It is a time of togetherness and sharing for the school community, and a **celebration of shared values. The school visits St Andrew's church** each term to celebrate church festivals and to mark important milestones in the life of the school.

Members of our local churches lead worship on a regular basis and children are encouraged to become actively involved. During this time, they learn many new songs that they not only sing with great enthusiasm but often learn to sign as well.

Foundation Governors

The Governing Body of Medstead C of E Primary School includes foundation governors, all of whom are appointed by the Parish Church Council, including the rector of St Andrews.

" I really enjoy our daily acts of worship. We even play games, such as Snakes and Ladders! We sing lots of good songs and we talk to God." Year 2 child

"Each class has a lantern which they bring to worship." Year 3 child



The school respects the legal right of parents to withdraw their children from acts of worship, and alternative provision will be made for children under these circumstances.

Church Links



The Curriculum

The school is well resourced to support all areas of the curriculum. It has a broad and balanced curriculum which fully meets the requirements of the national curriculum. We are passionate about offering our children an exciting curriculum that provides rich and relevant learning. Opportunities are given for children to follow lines of enquiry that appeal to them and to enjoy compelling learning. This creative curriculum motivates children whilst offering challenge at all levels of ability. The progress of every child is monitored carefully to ensure that teachers are aware of, and cater for, the needs of individual pupils.

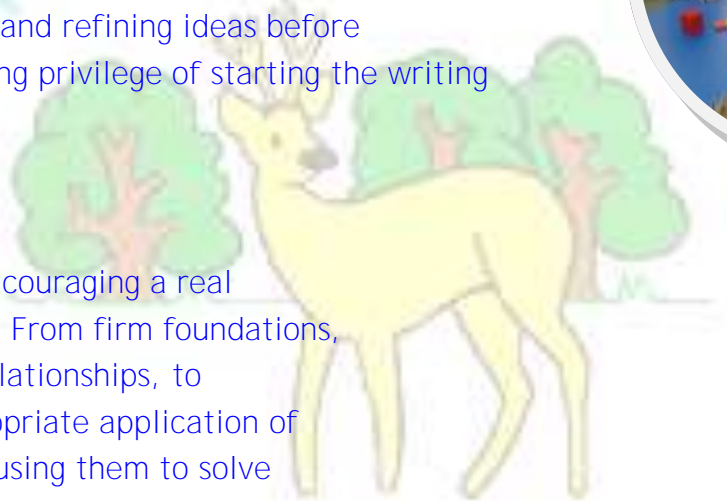
English

Literacy is at the heart of our creative curriculum, helping to connect subjects and making learning relevant and purposeful. Children are encouraged to talk through their ideas and experiences, developing their speaking and listening skills whilst, at the same time, collecting vocabulary, experimenting with sentence structure and refining ideas before being allowed the exciting privilege of starting the writing process.



Mathematics

We are committed to encouraging a real appreciation of number. From firm foundations, noticing patterns and relationships, to understanding the appropriate application of number operations and using them to solve practical problems. Children are supported at every stage of their mathematical development **with practical targets or 'next steps', informed** by continuous and rigorous teacher assessment.



Science

Science forms part of our creative curriculum and is taught through enquiry based units. We **aim to build on children's natural curiosity and there is an emphasis on a 'hands on'** investigative approach. Children are encouraged to develop their scientific skills, making observations, predicting, experimenting and drawing conclusions.

Curriculum



Creative Arts

Creative art at Medstead School is at the heart of our curriculum. Art and Design, Music, Dance and Drama make up our Creative Art subjects. In 2008, we were awarded a Silver Arts Mark by the Arts Council for England in recognition of the quality of provision of creative art teaching and learning at the school. We are currently working towards the Gold standard award. As a result, children at **Medstead achieve well in the 'art' subjects and receive accolades** such as acceptance of work for display in public galleries and are invited to perform locally and nationally. Most importantly, all **children's work in creative arts is highly valued, displayed with pride** and pupils at the school regularly mention arts subjects among their favourites. Music education is a strong feature of the curriculum, this includes a variety of musical tuition.

Sport and Physical Development

All classes have 2 hours of PE each week; one hour of outdoor games and one hour of indoor gymnastics or dance.

Aspire Coaching deliver games sessions to all classes. Early on this involves travelling, sending and receiving a ball or other equipment, followed by simple tactics for attacking and defending in a range of net, striking/fielding and invasion type games.

Gymnastics and dance are taught by class teachers. The focus is on developing children's awareness and understanding of the movements of the body; it develops physical skill and confidence in movement and it builds stamina and mobility. Gymnastics offers a mixture of floor-work and apparatus and the children are encouraged to be independent **and cooperative in the use of this. All PE activity develops the children's understanding** of how their bodies work and the importance of a healthy lifestyle, where exercise is regularly taken. The school offers a wide range of sports clubs both during the lunch hour and after school for children across all key stages.



Intercultural Education and Modern Foreign Languages (MFL)

The main foreign language that we teach the children is French, although a short German course is offered to Year 6 in their final half term.

Although there is no national entitlement to a foreign language in Foundation and KS1, we believe that early exposure to French has **a beneficial and positive effect on the children's learning. By** starting French in Year R, children enter KS2 with an already well developed awareness of how French sounds, of basic similarities and differences in French and English life, and with a range of basic vocabulary and skills which gives them confidence in their ability to progress further.



Information, Communication Technology
There are interactive whiteboards and a sound field system in each classroom. ICT teaching is supported by 30 wireless laptop computers, and a number of desktop computers, that can be used in whole class or group teaching. ICT is used in all areas of the curriculum as a teaching tool.



Religious Education (RE)

Our aim is to help children to develop an awareness of themselves, others and the world around them. We help them develop their spirituality through attitudes of wonder, reverence, curiosity, self-respect and integrity. We encourage children to be reflective, to debate and evaluate BIG questions. Through studying other faiths, we hope children will develop tolerance, understanding and respect towards the religious beliefs and practices of others.

We have strong links with our local church, St Andrews and other churches from surrounding villages and towns.



Curriculum



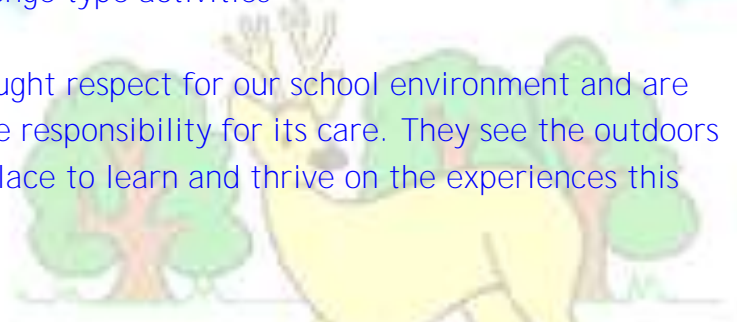
Outdoor Education

The school has excellent grounds and these are used to promote sport and environmental education as strengths of the school. The school has extensive sporting links and also has Healthy School Status. We are a 'Trailblazer' school which means each class works towards a county validation for their learning in the outdoors.

This learning focuses on 3 key strands:

- caring for our environment which we do through looking after our school pets, our vegetable garden, our pond and care for our grounds
- discovering our environment which we do through cross curricular work such as pond dipping, map work and local studies
- exploring our environment which we do through team building and challenge type activities

All children are taught respect for our school environment and are encouraged to take responsibility for its care. They see the outdoors as a very special place to learn and thrive on the experiences this provides.



Community Cohesion

We work hard to ensure our children actively engage in their local surroundings and community. The local area is utilised as much as possible in our creative curriculum; we have forged close links with various groups within our local community, including the lunch club, gardening club and the parish council. Our curriculum includes as many multicultural opportunities as possible so that we can widen the children's **experience of the 'Multifaith' country and world we live in.** This involves visitors from other countries, intercultural weeks and use of intercultural resources.



Enrichment



Extra-Curricular Activities

Music is an important aspect of life at Medstead. There are weekly whole school singing sessions and regular musical productions to complement the music curriculum. In addition there are opportunities to learn musical instruments, through the support of the County Music Service.

The tour was awesome! A guide showed us round and we followed the footsteps that The Queen takes when she opens Parliament. It was immense and we all learnt loads of stuff that we didn't know before. Year 6 Pupil

The school also runs a wide variety of day and residential visits to enhance the curriculum. These are planned carefully in advance by the staff and meet the requirements of the Local Authority off-site **regulations. Schools are not able to 'charge'** for these activities but without voluntary contributions from parents to cover the costs involved, they would not be possible. Contributions can either be made on a termly or trip by trip basis.



The school strives to provide a wide range of after school opportunities for children in both Key Stage 1 and 2.

A wide variety of clubs, sports activities and inter-school matches happen regularly. We take part in an annual sports day organised by Perins secondary school as well as undertaking our own school sports day.



Starting School

The school provides a caring, happy and secure environment in its foundation stage and has a well established induction process for both parents and children; including a range of in school experiences for children, parent-child visits to school, parent information sessions and a home visit by staff. The school has strong links with the village pre-school and liaises with other local nurseries and pre-schools. The foundation stage curriculum continues and



builds on the curriculum provided in previous settings and is carefully planned and delivered to meet the needs of each child. The school works hard in these early stages to build a strong partnership with each parent through both informal chats and formal consultations.

Before and After School Clubs

The school offers a Breakfast Club, in partnership with Medstead pre-school, from 8.05am and an After School Club from 3.15 - 5.45pm. Further details, including costs, are available from the school office.

School Meals and Packed Lunches

Excellent school meals are prepared at the school.

There is a choice of a cooked meal followed by a choice of dessert. Drinking water is made available. A copy of the menus can be obtained from the school office or by visiting the [HC3S Website](#). Special diets can be catered for.

Children may bring a sandwich lunch to school. It must be in a secure labelled container. Drinks must be in an unbreakable, watertight container, not made of glass. A drink of water will be **available**. In accordance with our status as a 'Healthy School' we have a Healthy Food Policy. Children therefore should not bring sweets or fizzy drinks into school. Nuts should not form any part of the school lunch as we have children who have severe nut allergies.

For morning break children may bring in fresh fruit and vegetables for a mid-morning snack. All children may subscribe to the school milk scheme, which is free for under fives, and children in Key Stage One receive a free piece of fruit or vegetable daily as part of the government scheme.

All children should bring a sports style water bottle which can be refilled from the cold water dispensers provided. Once children start in reception, they are provided with a sports-style water bottle.



A Healthy School



Young Governors

Our young governors are chosen twice a year by the children in each class. This group of children (one boy and one girl from each class) meet regularly with the Headteacher and other members of the school community to discuss a variety of issues that have been put forward by their classmates. Recently they have decided which charity to **support, planned and organised a 'school swap' day with St Mary's, Bentworth and worked on a 'child speak' School Improvement Plan** with the Headteacher and Deputy Headteacher.

Positive Behaviour and Rewards

Our behaviour policy is built upon a five step system. It is a positive reinforcement, recognising good behaviour at all times. Each class spends time at the beginning of the year developing their own class rules as well as devising a class reward which they can all work towards. Individuals can collect merits as well as receive gold badges from the Headteacher for excellent work.

" The gold badges are really special. You have to work really hard for them and then explain to the Headteacher **why you have got the badge!**"
Year 3 child

House Groups

All children in the school are members of a mixed house team, comprising of children from each year group. There are seven teams named after inspirational historical figures, chosen by the children. The children come together in these groups on a regular basis for a wide range of educational and non-educational purposes, for example, a weekly circle time meeting, art activity days, Christmas and Easter activities and sporting events. These groups are also an important aspect of pastoral care provided by the school, giving opportunities for older and younger pupils to work together.

Peer Leaders

The Year 6 children demonstrate a positive role model to all other children. Peer educators lead activities where children will be working **with other year groups, including during 'house' circle times. They also** work as peer listeners; this allows children to talk about problems that are worrying them and that just need sharing with a caring ear. Playground pals are Year 6 children who are available to all age groups so that everyone has someone to play with. It also helps some children to learn to play in a sociable manner.

Friends of Medstead School (FOMS)


All parents become a member of FOMS when they join the school and are welcome to join the FOMS committee at any time, to support them in all their activities.

The school has a flourishing parent/teacher organisation, the ‘Friends of Medstead School’ which is a registered charity. FOMS organise fund raising and social events throughout the year. The objective of FOMS is to advance the education of the pupils in the school by: developing extended relationships between the staff and parents; engaging in activities to support the school and advancing the education of pupils attending it; assisting in the provision of activities. The school benefits greatly from all the hard work of the association.

Community Links

We have close links with the Medstead community, inviting members of the community into school to share experiences with us, to tell us about their jobs and interests or to help us out! Children are also involved in the community in various ways . We take part in local competitions and events such as art exhibitions and community carol singing, and often act as hosts for inter-school sporting events. We have very strong links **with our local schools, especially St Mary’s Bentworth, where we have fostered a supportive working relationship.**

We have links with other schools in the UK in order to provide children with some understanding of the rich variety of cultures in our national community. We also have links with schools in Europe and a baby house in Uganda, which is currently our international charity. This helps children relate to European and International communities. We also choose to support local charities, such as The Alton Food Bank at specific times of the year.



“...we would like to say a very big thank you to you and your colleagues as well as all the children and parents who gave so generously at your harvest festival. Yours was our very first food collection and it has been a great encouragement to us as we move towards the launch of this venture.”

The Alton Food Bank Committee September 2011

Community and Learning Room

We are incredibly fortunate to have a new community room, which is where our after school club takes place.

It is also available for hire to community groups, Monday–Saturday 6pm-11pm. Please contact Pamela Ritchie, our admin assistant, to organise this.

Community



Our Office Staff are:

Katie Brench

(Finance)

Elizabeth Lowther

(PA to the Headteacher/ Admissions)

Pamela Ritchie

(Reception/Admin)

The School Office

The school office is officially open from 8:30am to 4.00pm. The office staff will be happy to discuss matters of a domestic nature (e.g. school meals, uniform, etc.). They will also be happy to arrange appointments with, and pass on messages to, the teaching staff.

Absences

If a child is absent from school for any reason, the school office should be informed as soon as possible and by 9.30am at the latest. The office staff will make contact with home if the school is not informed to ensure all children are safe. All absences are required by law to be recorded as authorised or unauthorised. Unauthorised absences are those for which the school has been given no reason, those that do not fall into such categories such as for medical reasons, or have not been previously agreed by the Headteacher.

Requests for planned absence should be made using a form obtained from the school office. Such absences are at the discretion of the Headteacher who follows County guidelines, only authorising absence under special or exceptional circumstances.

Please do not hesitate to contact the school with any queries or concerns.

Policies

There are copies of all our policies in school that you are welcome to look through at any time.

You can also look on our website:

www.medstead.hants.sch.uk



School Uniform

If children wear school colours they feel a sense of identity with the school, which helps to encourage a community spirit. Our uniform is designed to be practical, washable and comfortable.

If you have any difficulty in providing school clothes for your child for financial reasons, help may be available, depending on your income. Please contact the school office for information.

Accidents, Medicines and the School Health Service

Minor injuries, such as cuts or grazes are dealt with by the school staff. The school has a number of trained first aiders. In the case of more serious injuries, including head injuries, the school will always try to contact parents or other named contacts, to arrange any necessary medical treatment. If unable to do so the school will take appropriate action. It is vital that the school has up to date contact details, for both parents and another named contact, in case of emergency.

The school office are usually able to administer medicines during the school day, providing the child is felt to be well enough to attend and the correct medical form is completed.

The school is supported by a designated school nurse, who visits regularly. Parental permission is always sought before a consultation and parents are welcome to attend.



Dr West came to visit us. We asked him lots of questions about our bodies. We wanted to know how our heart works and lots of other things. He let us listen to our hearts.

They beat very fast!

Year 1 child

The Governing Body

Governing Bodies are representative of the community and are elected or appointed by different sections of the community:

Parent Governors are elected by other parents at the school.

Staff Governors are elected by the staff at the school and usually include a teacher, a support staff member and the headteacher.

Foundation Governors are appointed by the diocese and are members of the local church.

Authority Governors are appointed by the Local Authority.

Community Governors, who live or work locally, are appointed by the governing body to represent community interests.

At Medstead, we have a total of fourteen governors who each have a concern for the **quality of children's education, an interest in the community as well as an ability to give generously of time and energy in an enthusiastic and committed manner.**

Governors' responsibilities are:

Determining, monitoring and evaluating the aims and objectives, policies and plans and procedures within which the school operates.

The development and implementation of the school's strategic plan (School Improvement Plan).

Ensuring the requirements of the National Curriculum are met.

The financial management of the school's delegated budget, and any other income.

Ensuring that there is no discrimination, either directly or indirectly.

Parent Governors:

James Bowling

Jonathan Hewett

Julie Russell

Joanne Thomas

Hayley Wienszczak

Staff Governors

Michelle Dickinson

Sarah Spencer (Deputy Headteacher)

Ian Waine (Headteacher)

LA Governors

Margaret Crowe

(Chair of Governors)

Terry Marsh

Foundation Governors

Rev Ben Flenley

(Vice-chair of Governors)

Deborah Jackson

Community Governors

Peter Fenwick

Clerk

Judy Totman

Governors

Senior Leadership Team

Headteacher - Ian Waine

Whole School Leadership including Whole School Financial Management

Deputy Headteacher - Sarah Spencer (Y2)

Curriculum Development, Assessment, Reporting and Recording,
Subject leader for: Religious Education (RE),
Social, Moral and Spiritual Curriculum (SMSC) and English

Senior teacher - Margaret Garnett (Y6)

Key Stage 2 Leader
Subject leader for: English

Senior teacher - Jane Cox (Y1)

Foundation Stage & Key Stage 1 Leader
Subject leader for: Local, National and International Communities

Teacher in Charge of Resourced Provision for Hearing Impaired

David Brown

Subject Leader for: Information, Communication Technology (ICT)
Mathematics

Key Stage 1 Class Teachers

Lou Duckett (YR)

Leader for Science

Rachel Cox (Y2)

Leader for Mathematics

Key Stage 2 Class Teachers

Sarah Sibbald (Y3)

Leader for Science

Caroline Burningham (Y3)

Ros Sporton (Y4)

Leader for Personal, Social, Health Education (PSHE)

Johanna Hickey (Y4)

Leader for the Creative Arts

Claire Robson (Y5)

Leader for Outdoor and Physical Education

Teaching Staff

Special Educational Needs
Liz Tilbury (SENCO—Special Educational Needs Co-ordinator)
Liz Knight
Barbara Raynsford

Gifted and Talented
Sandra Houghton

Modern Foreign Languages (MFL)
Faye Mylward

Learning Support Assistants

Chris Byford
Heather Cobley
Michelle Dickinson
Jane Flood
Lorraine Grinstead
Georgie Lawrence
Di Marlow
Kim Welland
Carol White
Jacquie Wright
Angela Yarham

Communicators
(Hearing Impaired Unit)

Jan Caws
Jamie Chivers
Nicky Hine
Rose Howard
Emma Smith
Tracey Walsh
Sally Fithian

Caretaker
Mr David Laney

Cleaning Staff
Mrs Donna Butcher

Peripatetic Music teachers
Peter Charles (Ukulele)
Chantal Swales (Keyboard)
David Thomas (Brass)
Anna Wilson (Woodwind/Recorder)
(Guitar)

Lunchtime Supervisors

Rosemary Carter
Sheila Chick
Fiona Chivers
Elaine Dabrowski
Shelagh Laker
Helen Male
Marion Smith
Anne Taggart



Support Staff

COMPARATIVE REPORT
Key Stage 1 2011

This table shows a summary of the National Curriculum Assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 30

Figures may not total 100% 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	0	40	-	-	-	60	0	0
	National	3	13	66	-	-	-	18	0	0
	Girls	0	0	60	-	-	-	40	0	0
	National	1	8	65	-	-	-	25	0	0
	Whole School	0	0	50	-	-	-	50	0	0
	National All	2	11	66	-	-	-	21	0	0
Reading	Boys	0	0	-	0	13	20	67	0	0
	National	4	15	-	14	24	22	22	0	0
	Girls	0	0	-	0	27	27	47	0	0
	National	2	9	-	11	22	26	30	0	0
	Whole School	0	0	-	0	20	23	57	0	0
	National All	3	12	-	12	23	24	26	0	0
Writing	Boys	0	0	-	13	33	27	27	0	0
	National	5	19	-	23	27	16	8	0	0
	Girls	0	0	-	0	47	27	27	0	0
	National	2	11	-	18	29	24	16	0	0
	Whole School	0	0	-	7	40	27	27	0	0
	National All	4	15	-	21	28	20	12	0	0
Mathematics	Boys	0	0	-	7	20	20	53	0	0
	National	2	10	-	16	25	24	23	0	0
	Girls	0	0	-	7	33	33	27	0	0
	National	1	8	-	16	28	29	18	0	0
	Whole School	0	0	-	7	27	27	40	0	0
	National All	2	9	-	16	26	26	20	0	0
Science		W	1	2	2C	2B	2A	3 or above	U	
	Boys	0	0	33	-	-	-	67	0	
	National	2	11	65	-	-	-	22	0	
	Girls	0	0	53	-	-	-	47	0	
	National	1	8	70	-	-	-	20	0	
	Whole School	0	0	43	-	-	-	57	0	
	National All	2	9	68	-	-	-	21	0	

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

Our Results- KS1

COMPARATIVE REPORT
Key Stage 2 2011

These tables show the percentage of year 6 pupils achieving each level in 2011, compared to national end of Key Stage 2 teacher assessments and test results for 2010. Results have been broken down by gender.

The number of eligible children is: 30

Figures may not total 100% because of rounding

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	School	0	0	0	0	23	77	0	0	0
	National	1	1	3	14	49	32	0	0	0
Mathematics	School	0	0	0	0	27	73	0	0	0
	National	0	1	3	14	46	35	0	0	0
Science	School	0	0	0	0	10	90	0	0	0
	National	1	0	2	12	49	36	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	School	0	3	57	40	0	0
	National	6	13	48	33	0	1
Reading	School	0	0	20	80	0	0
	National	8	8	33	51	0	1
Writing	School	0	7	67	27	0	0
	National	5	23	50	21	0	1
Mathematics	School	0	0	27	73	0	0
	National	5	14	46	35	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

Our Results-KS2



My daughter loves all the different activities they do here. She enjoys the stories, playing outside, painting and weekly swimming at the local sports centre.
Parent of 3 year old

Medstead Pre-School and Nursery is a community run setting, located in the grounds of Medstead Primary School. They are affiliated to, and held under the constitution of, the Pre-School Learning Alliance. They are also a Registered Charity in their own right and are registered with, and approved by, the Early Years Directorate with the Office for Standards in Education (OFSTED).



They have also been awarded the Hampshire County Council Early Years and Childcare Unit's 'Early Years overall Outstanding Provider' award.

Similar to Medstead Primary School, the playgroup provides a Total Communication environment for the education of Hearing Impaired children, supporting this through a high proficiency in British Sign Language and the promotion of signing in families and the wider community via Sign Language courses.

To arrange a visit, please contact:
Mrs Pat Brough
Medstead Pre-School and Nursery
Roedowns Road
Medstead
Alton
Hampshire
GU34 5LG
01420 561028



Pre-school



Amery Hill is our link school, although many of our children also live in the catchment areas for Eggars and Perins.

Amery Hill is Medstead's catchment school and is situated in modern buildings in the heart of Alton. It was recently chosen to be part of a national network of Leading Edge schools that are recognised for their excellence and innovation.

The school is recognised for three main strengths. It has an excellent track record for achieving academic success in public exams, it offers a very wide range of extra curricular activities and it is well known for its caring ethos.

The school liaises closely with Medstead and staff are involved in various curriculum initiatives during the year. Medstead pupils have been involved in a number of musical concerts, held at the school and at the Anvil in Basingstoke, as part of the Amery Hill specialism.

Amery Hill has invested more than £5 million in new facilities over the past decade. The school is now equipped with eight computer suites, a recording studio, a dance studio, an astro-turf pitch, seven science laboratories and classrooms equipped with interactive whiteboards.

Eggar's School has established itself over the last few years as one of Hampshire's most successful secondary schools. In 2010-11 the results at 5 A*-C (97%) were the highest in Hampshire, with one in ten leavers gaining 10+ A*-A grades.

Eggar's isn't only about high academic standards, it is also very proud of the quality and range of extra curricular activities that it offers, particularly in Music and Sport, and as a slightly smaller secondary school, parents' regularly highlight that one of the most appealing features of the school is that staff get to know every child as an individual, helping them to establish a calm and caring climate and a keen sense of community.

'Perins is an inclusive community school providing students with an outstanding education. Students overall make outstanding progress. Attainment levels are high. It has achieved the Sportsmark Gold and Artsmark Silver awards and Investors in People status. Students make outstanding progress because of the excellent care and guidance they receive, the high expectations of staff and because of the outstanding learning habits they have developed. The innovative developments in information and communication technology (ICT) across all curriculum areas have facilitated the opportunity for students to develop as independent and inquiring learners.' OFSTED 2010

Secondary Schools

Small school with big heart

Lively, active, working

Medstead School is like a mum - firm
but friendly

I'm going to miss Medstead School

Like a lone wolf cub, about to leave
his mother

Medstead School

Working hard together

Good bye Medstead School!

Matt and Peter

Medstead School

The best of the best

Fun, exciting and enjoyable

It is like a helpful hand on the way to
success

Proud to say that we belonged to

Medstead school

Like someone who has overcome their
fears

Medstead School

Informative and always
here to help

Tom and Olly

Medstead school

The school that we grew up
in and treasured

Fun, inspiring and exciting

School is like a key unlocking
your

opportunities to learn

Rushing to get to a lesson

Buzzing like a bee to get to
learn

Medstead school

I think other people are lucky
like us to be going to

Medstead school

Alistair



We have really enjoyed our
movie maker work and we have had a
fantastic time working
together to make our movies.

Writing the script, taking photos and
dressing up in costumes made it all
seem real !

Elliott

Our Children say...

Medstead School

The best school in the world

Learning, Teachers and Friends

Smiles like stars on the children's faces

Excited about our first day there

Like a lightning fast car, the time rushes past

Medstead School

An amazing experience for everyone.

Josh and George



It was really good fun taking part in this project. I really enjoyed singing in front of all our parents at **the Anvil. I wasn't nervous** because I have done performing before but I think some of my friends were nervous, I could see it on their faces. I enjoyed learning music with John and playing the singing and listening games with him. He is a very talented man.
Joe

The school we all love truly

Fun loving opportunity

Like being in a house of delicious sweets

A once in a life time opportunity to learn

A happy place of fun learning

Medstead School

Giver of confidence and knowledge to move on in life.

Ruby

