







## Class Jobs

# Welcome

Luca  
Flori

Spike  
Lotte  
William  
Oscar

Nat  
Rosie

Conrad  
Sivania

Jasmine  
Polly  
Braxton  
Alicia

Guy  
Cecily  
Abigail  
Jacob

strength

special

sentence

naughty

heart

different

important

possession

Kitchen Scale

Kitchen Scale

Kitchen Scale

Kitchen Scale

Kitchen Scale

SALTER

SALTER

SALTER

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*It is my great pleasure to welcome you to Salway Ash Primary School.*

*Selecting a school that will provide the best education for your child is one of the most important decisions that we as parents have to make for our children. This brochure provides the information to help you make that choice.*

*Salway Ash is a thriving and successful school. We are committed to high standards in English and maths, have high expectations of all pupils and, through the offer of a rich and varied curriculum, providing children with some of their most cherished memories.*

*I believe that children learn best when their learning is contextualised. Through our innovative curriculum, children have lots of opportunities to learn through first-hand experiences; they are excited to come to school each day.*

*At Salway Ash, we strive continually for outstanding results but place equal emphasis on helping to create happy, confident children. We have high expectations of our children and enjoy watching them live up to those expectations.*

*Please don't hesitate to get in touch if you have any questions and would like to find out more about life at the school.*

*Yours sincerely,*

*Mr Overment*





## *School Vision Statement*

*Our aim at Salway Ash School is to:*

- provide a safe and supportive environment where children, staff, parents and governors all work in partnership with the local community to attain high standards, achieving academic, creative, spiritual, social and emotional fulfilment.*
- develop pupils who are kind and considerate towards one another and want to make a positive contribution to the world around them*
- provide a secure, caring Christian ethos that enables us to grow together, learn together and inspire each other.*







## Our School Values

### Compassion

*We show compassion in the way we act with our friendships and people in our community.*

### Perseverance

*We are determined and resilient in the face of challenges.*

### Hope

*We share high expectations and aspirations for everyone in our school and seek to make a positive difference to the world.*

### Respect

*We are respectful in the way we interact with each other and the world around us.*

### Joy

*We celebrate the joy of each others' achievements and bring joy to the world.*



*"The school ensures that pupils who need additional support to recognise and manage their feelings receive the right help. Pupils are equipped with the tools and confidence to manage their own behaviour and to secure friendships." Ofsted 2023*





## SCHOOL LIFE

*Our school operates with a mixed-age structure across our four classes. Each class has a dedicated teaching assistant which means we are able to devote increased support and challenge to our pupils.*

*Our class structure is as follows:*

Class Name	Year Group	Key Stage
Robin	Reception / Year 1	EYFS/ KS1
Bumblebee	Year 1 & 2	KS1
Badger	Year 3 & 4	KS2
Dragonfly	Year 5 & 6	KS2

### *Timings of the school day*

*The school gates are opened at 8.30am each day and we ask that all children be in school for 8.55am when the register is taken. The morning consists of Collective Worship together in the hall,*

*Reading, Writing and Maths lessons.*

*All children eat lunch in our school hall. Hot lunches are served from our supplier, Local Food Links. Many children choose to take up the offer of a free school meal in Reception to Year Two and after this, meals can be booked and paid for by parents.*

*The afternoons consist of lessons in foundation subjects, which includes two weekly PE sessions.*

*The school day finishes at 3.25pm for children in Robin & Bumblebee classes and 3.30pm for children in Badger and Dragonfly classes.*

*After school, we offer a range of extra-curricular clubs and activities which include football, dance, dodgeball, Lego, comic and choir.*





*"Positive relationships between staff and pupils help pupils to become independent, resilient learners, willing to 'have a go'. Pupils are keen to learn the school's ambitious new curriculum. They are well prepared for the next stage of their education." Ofsted 2023*





## EARLY YEARS FOUNDATION STAGE

### *Early Years Curriculum*

*Personal, social and emotional development, communication and language, and physical development are the prime areas of learning and development in the Early Years Foundation Stage (EYFS). These areas are important as they form the foundations upon which all further learning is built.*

*Literacy, mathematics, understanding the world, and expressive arts and design are the specific areas of learning and development in EYFS. It is through these areas that the prime areas are further applied and strengthened. These areas are equal in importance all are interwoven.*

*At the end of the reception year, children are assessed against the Early Learning Goals (ELGs). The purpose of these assessments is to ascertain whether children have achieved the expected level of progress within each area of learning and development.*

*We interweave all of these areas of learning and development into projects which run throughout the school year. These provide a central focus for our children's play and help to inspire their creativity and thirst for knowledge.*





# OUR CORE CURRICULUM

## Reading

Our children's reading journey starts on day one in Reception, with Phonics. We follow the Little Wandle Letters and Sounds programme which includes daily whole-class phonics lessons followed by small-group reading lessons. Once children complete our phonics programme and are sufficiently fluent readers, they move on to whole-class guided reading. Through these lessons, they explore quality texts and the associated vocabulary. They also develop their ability to infer, predict, explain, recall and summarise, all with the goal of enabling them to better engage with a wide range of texts.



## Writing

Our teaching of writing is linked to high-quality children's literature. The range of literature studied across the school is designed to challenge, motivate and stimulate children's imagination and understanding of the world around them. Children examine the language and rich vocabulary used, as well as exploring characterisation and themes within the books. Through exploring high quality texts, pupils gain an understanding of how to compose writing in different genres, writing for both engagement and purpose, and for a range of audiences.



## Maths

Maths lessons are taught daily in all classes throughout the school. A variety of manipulatives are used within lessons, within the concrete, pictorial and abstract approach, enabling all children to have clear models and images to aid their understanding. Lessons are designed with small steps to ensure that learning is deep and sustainable. We use White Rose maths as the basis for our curriculum planning, but this is supplemented by a variety of other resources. Arithmetic and basic maths skills are practised daily to ensure key number work is embedded and children are able to recall key skills fluently.





# OUR WIDER CURRICULUM

## ART

All children hold a natural creative instinct. Throughout the course of their education at Salway Ash, children will be encouraged to undertake Art and Craft projects which encourage independence of thought and action and involves them in exercising choice and making decisions. Through observations and different recording methods, children are guided into expressing the natural and manufactured world through a variety of media to help develop practical skills.

## SCIENCE

The aim of science education in the school is to encourage the children's natural curiosity through experimentation, observation and investigation to make sense of the world around them. Teachers endeavour to make it fun and interactive, including a mix of practical activities and investigations and recording of results, which enable children to gain first-hand knowledge and experience.

In their early years the children will encounter key ideas and concepts in simple form and then will continue to build on these to develop a higher level of understanding.

## GEOGRAPHY

At Salway Ash Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world and their place in it. The geography curriculum at Salway Ash enables children to develop knowledge and skills that are transferable to other curriculum areas and use these to promote their spiritual, moral, social and cultural development.

## HISTORY

The history curriculum at Salway Ash draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the national curriculum and are sensitive to

children's interests, as well as the context of the local area.

## FRENCH

Children are introduced to French in Key Stage 2, where each class has a weekly timetabled French lesson. Lessons are supplemented by the use of French to give basic instructions and refer to familiar objects in the classroom. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

## DT

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. We follow the DT Association's "Projects on a Page" as the basis for our DT curriculum.



## COMPUTING

Computing is taught by an ICT specialist using the Kapow/QCA: Computing scheme as a starting point for the planning of their computing lessons, which are often richly linked to engaging contexts in other subjects and topics. Knowledge and skills are mapped across each topic and year group to ensure systematic progression. We have a computing suite, class sets of iPads and a set of laptops to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons.



## PSHE

PSHE is taught as explicit lessons, using the SCARF scheme of work; but it is also embedded in other areas of the curriculum and day-to-day life of the school. In SCARF lessons, children meet Harold the Giraffe and his friends. They engage in discussions, stories, activities and watch short films about Health, Relationships and Living in the Wider World. We also have a yearly visit from the Life Education Van that is operated by Coram Life Education where we get to meet Harold and his friends.

## RE & COLLECTIVE WORSHIP

As a Church of England Voluntary Aided (VA) School we maintain strong links with the Church. We carry a strong Christian ethos, building upon children's fundamental unity, sensitivity to difference and the faiths of others. Our Christian values of Compassion, Hope, Respect, Perseverance and Joy create an ethos within the school where all children are valued equally, we work together as a team and all seek to achieve their potential.

Our values and vision statement are explored in the context of biblical stories so we can root our values in biblical precedents.

Every day we hold an assembly (collective worship) and often welcome outside speakers. Friday Celebration Assemblies are held to recognise children's achievements and parents are welcome to attend.

RE lessons are designed to provoke thought and enquiry in a religious context and to inform the children about Christianity, along with other important World faiths. We hope to broaden children's horizons and, through understanding, lay the groundwork for a more tolerant and informed society.





## SPORT AT SALWAY ASH

Physical Education is a real strength at Salway Ash. The school has very successful school teams which compete against other primary and middle schools. There are many opportunities for pupils to enter area and district sporting competitions, for example in cross country running, swimming, gymnastics, tennis and golf. In the early years, lessons are designed to improve hand and eye skills through a variety of activities such as group games, individual exercises and using and exploring apparatus.

As children reach Key Stage 2, they are introduced to games which require specific skills in particular football, netball, cricket, tag rugby, uni-hoc and short tennis. All children attend school swimming lessons held at Bridport Leisure Centre. Children and

teachers are transported by bus and lessons are run by trained instructors. Voluntary contributions are requested to cover transport and tuition costs. In 2013, 2014, 2015, 2016 and 2017 the school has been awarded the GOLD School Games Kitemark for PE and Sport. In 2018, 2019 and 2020 we received the top Platinum Award, one of only a very few in Dorset.



## MUSIC

There is a strong tradition of music at Salway Ash School which we aim to maintain and develop. Throughout the school every child is given an opportunity to express themselves through music. Children experience performing, composing, listening and appraising music.

Singing plays a prominent part in school and it is wonderful to hear the children singing in assemblies, performances and concerts.

Through being actively involved in music-making, children learn about the main elements of music, about music of different styles and from a range of times and places.

All pupils in year 4 are loaned an instrument for 10 weeks and given free tuition during school time in order to have a taster in playing an instrument. There is then the opportunity to carry on with lessons if so desired.

A team of visiting instrumental teachers offer tuition in woodwind, piano, drums, brass and strings. A charge is made for this tuition. Information can be obtained from the school office.





*"The school meets the needs of individual pupils right from the start. Staff get to know the interests and needs of children before they start school. Appropriate adaptations are then made to ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) learn the same curriculum as their peers. The school ensures that pupils who need additional support to recognise and manage their feelings receive the right help." Ofsted 2023*

## **INCLUSION AT SALWAY ASH**

*The school is committed to equal opportunities for all pupils and to enabling those with physical disabilities access to the everyday activities in the school. The school is on a single floor for the pupils, enabling easy access for those with a physical disability. Where there are particular needs, physical adaptations will be made to the school environment as and when they arise.*

*Mrs Smith is our special educational needs co-ordinator, working alongside our five teaching assistants and specialist SEN teacher to support pupils in our four class bases.*

*The school has developed a comprehensive policy for special educational needs and our policies and procedures are subject to regular evaluation and audit. Parents are involved throughout and can see the policy at the school on request or via the website. Our SEN policy includes the current guidelines for identifying, assessing and providing for pupils with special educational needs. Information about our 'Local Offer' is on Dorset's Family Information Directory.*

*The school liaises with various support services through the Dorset Educational partnership, for example the Educational Psychology service. Information regarding Dorset's funding and provision arrangements for children with special educational needs is available at [www.dorsetcc.gov.uk/educ/sen](http://www.dorsetcc.gov.uk/educ/sen).*





*"The school has high aspirations for pupils' behaviour. This is evident in pupils' exemplary conduct and attitudes to learning. There is a calm and orderly environment in the school." Ofsted 2023*



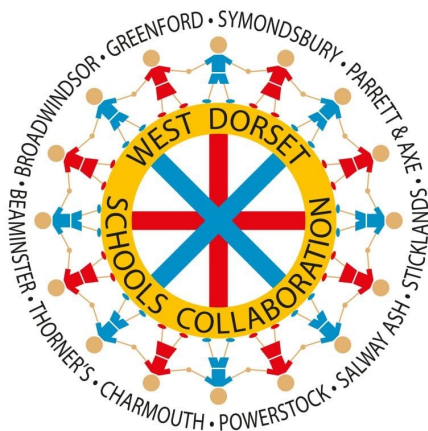
## West Dorset Schools Collaboration

At Salway Ash, we are founding members of The West Dorset Schools Collaboration. This is a partnership between 8 primary schools and 1 secondary school in which we work closely together to share good practice and provide excellent opportunities for our pupils.

The **West Dorset Schools Collaboration** consists of the following schools:

- Salway Ash Primary, Sticklands Primary (Evershot), Greenford Primary (Maiden Newton), Parrett and Axe Primary (Mosterton), Broadwindsor Primary, Thorner's Primary (Litton Cheney), Powerstock Primary, Symondsbury Primary School, Beaminster School

All the primary schools have made a financial commitment to the group and Beaminster School provides on-site facilities, administrative support and valuable advice. The aim of the Collaboration is to create closer ties in order to share knowledge, experience, ideas and resources. This is through teacher exchanges, shared projects such as High Needs support and other initiatives which are currently being developed.



## The Harmony Project

The harmony curriculum is based on nature and the principles which exist in the natural world (interdependence, adaptation, diversity, oneness, cycles, health, geometry) and how they can guide us in the way we live, individually and collectively.

It is an approach to education that promotes learning from nature, in addition to learning about nature and in nature. By structuring learning in this way, children can develop a more connected, systemic way of seeing and understanding the world and their place in it.

The harmony curriculum uses enquiry-based learning to help children contextualise and bring together different subject skills and knowledge through what is being studied.

We link aspects of our science, geography and history with principles of harmony in nature. Each half term, learning is linked to an enquiry question based on one of these subjects. At the end of the half term, classes will share a "Great Work" which is an opportunity to showcase their learning to a wider audience, such as parents, a local group or the wider community.



















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