



Prospectus 2022-2023



High Road
Cotton End
Bedford
MK45 3AG
01234 740100

office@cottonendforestschool.co.uk

Dear Parents/Carers,

I warmly welcome you and your family to Cotton End Forest School and look forward to building a strong home/school partnership with you. Cotton End Forest School provides a caring, happy and safe environment where every child is valued and encouraged to develop a positive attitude to learning which will continue throughout their lives.

We are dedicated to striving for high academic standards whilst encouraging the core values of integrity, understanding and loyalty so that our pupils grow into independent, responsible citizens. Our curriculum is designed to enable each child to discover their strengths by providing a wide variety of outdoor learning as well as sporting, musical and artistic activities.

This prospectus aims to give you information about our school and its organisation but we would like you to visit school to see our teachers and children at work when we are able to. Please telephone the office to make an appointment.

Yours sincerely,

Karen Headland
Head Teacher



Gateway Building

School Staff

"I feel that the headmistress knowing all the children's names and greeting them each morning is fabulous." Parent

Karen Headland	Headteacher-Designated Safeguarding Officer, Child Protection, Standards, Health and Safety. FS Leader
Kylie Grey	Deputy Headteacher, Safeguarding Officer, Numeracy coordinator, Geography, Creative curriculum. FS Leader
Rebecca Sohanpal	KS1 teacher, Assistant Headteacher, SENDCo,
Elizabeth Russell	EYFS teacher, Assistant Headteacher, Safeguarding Officer, Literacy coordinator, Music, FS Leader.
Diane Catchpole	KS2 teacher, Assistant Headteacher SENDCo, Safeguarding Officer, FS Leader.
Sarah Pryor	KS1 Teacher.
Emma Devereaux	Reception EYFS teacher
Mandi Hudson	KS2 Teacher, Computing, FS Leader
Esther Beams	KS2 Teacher, PE, Outdoor Learning. FS Leader
Georgiana Wickham-Joseph	KS2 Teacher. FS Leader, School Council.
Stephanie Hendry-Taylor	KS2 Teacher
Carmela Migliano	KS1 Teacher
Megan Savage	KS1 Teacher
Pauline Redpath	Business & Facilities Manager
Jenny Coe	Office Manager, FS Leader
Dawn Askew	Receptionist / Administrator
Donna Reid	Administration Assistant / MDSA
Rebecca Chesters-Lewis	Family Support Worker / Safeguarding Officer
Sophie Dear	Student Teacher
Angie Toms	Higher Level Teaching Assistant
Jonathan Ogilive	Higher Level Teaching Assistant
Olivia Rowland	Teaching Assistant - Interventions
Jenny Cox	Teaching Assistant, Display Art
Lisa Rance	Reception Teaching Assistant
Diane Barfoot	Teaching Assistant
Karen Childs	Teaching Assistant

Victoria Nicolaou	Teaching Assistant
Sarah Long	Teaching Assistant
Claire Sweet	Teaching Assistant
Dorota Wojnicka	Teaching Assistant
Jacqui Chan	PreSchool Teacher
Sarah Coe	Senior PreSchool Practitioner
Michelle Zobian	PreSchool Practitioner
Sally Harradine	PreSchool Practitioner
Kimberley Herbert	PreSchool Practitioner
Hollie Jones	PreSchool Practitioner
April Johnson	PreSchool Practitioner
Mark Warner	Site Agent
Yvonne Bird Jess Davey Sian Field Charlene Smith Abbie Constant Ruth Denton Caroline Cahill Kirsty Winn Paola Della Santa	1:1 learning support staff
Shirley Garrigle Laura Draper Elise Carter Rebecca Kirby	MDSA
Vicky Wharton Nadia Guilherme Amy Matthews Deborah White Abigail Goddard	Cleaning Team



School Organisation

Cotton End Forest School covers the Foundation Stage, Key Stage One and Key Stage Two. Our school is organised into 12 classes;

Preschool	-	Cherry
Year R	-	Willow
Year R	-	Oak
Year 1	-	Wagtails
Year 1	-	Owls
Year 2	-	Woodpeckers
Year 2	-	Skylarks
Year 3	-	Kingfishers
Year 3	-	Nightingales
Year 4	-	Eagles
Year 5	-	Ospreys
Year 6	-	Kestrels

Each class from YR-6 has a teacher who is supported by a teaching assistant either on a full or part time basis. Other staff are deployed to support children's individual needs.

Children are taught in mixed ability age groups where a variety of teaching methods are used to cater for the individual needs of the child, including whole class teaching, group work and individual work.

Curriculum

Cotton End Forest School follows the creative curriculum which includes maximising the opportunity for outdoor learning. This provides a broad, balanced and differentiated curriculum to promote the intellectual, physical, emotional, moral, cultural, aesthetic and spiritual development of every child at the school. We follow the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum through focussed teaching of the key skills of literacy, Numeracy and ICT. Learning in other subject areas is taught through cross-curricular activities within carefully planned topics. The school also uses specialist teachers for PE and music (Years 2 to 6).

Homework is set on a regular basis and we ask that you support your child's learning at home by ensuring that they complete homework tasks and listen to them read regularly.

"My Child loves to learn and always has. This has been enhanced by his teacher's passion for learning and teaching and making every topic real and exciting and using lots of different ways to show them the topic." Parent

Religious Education

Religious Education is taught in accordance with the Bedfordshire Agreed Syllabus. The children attend a daily act of Collective Worship and parents have the right to withdraw their children from all or part of RE or Collective Worship. RE contributes educationally to the development of our children as individuals and members of society by encouraging a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of mankind. RE is taught through specific units of work, cross curricular links and through spontaneous experiences

Forest School and Learning Outside the Classroom

Forest School actively encourages outdoor learning and each class has a dedicated session within their timetable to engage the children in all sorts of activities including den building, campfire activities including toasting marshmallows etc.

Outdoor learning will aim to develop:

- Self Awareness
- Self Regulation
- Intrinsic motivation
- Empathy
- Good social communication skills
- Independence
- A positive mental attitude, self-esteem and confidence

"Parents describe the school curriculum as "real" because pupils experience so many interesting and imaginative 'hands on' activities. Pupils speak enthusiastically of 'stunning starts', 'marvellous middles' and 'fabulous finishes' to each topic they study." Ofsted February 2017.



Early Years Foundation Stage

Children in the Preschool and Reception follow the Early Years Foundation Stage curriculum.

There are seven areas of learning and development

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The three prime areas, are:

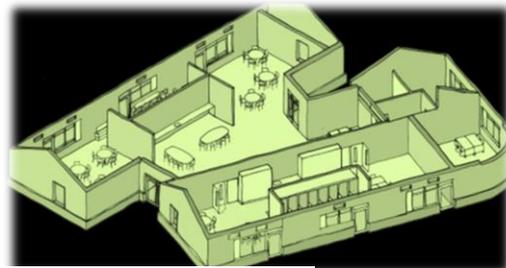
- communication and language;
- physical development
- personal, social and emotional development

We also support children in four *specific areas*, through which the above areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.



Early Years Pavilion



Early Years Pavilion Plan

These areas are developed within the child through initiated play based environment with focused teaching sessions at an age appropriate level. We make full use of both the engaging indoor and well equipped outdoor provisions.

A child's first experience of school is crucial in developing their enjoyment of learning and encouraging their natural curiosity. Here at Cotton End Forest School we aim to nurture these qualities in all our children within our caring surroundings.

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development." Early Years Foundation Stage, Department for Children, Schools and Families, 2008.

Play and Exploration

At our school, we do not make a distinction between work and play. We support children's learning through planned play activities, through observation of child-initiated or adult-led play activities and by providing a framework for individual and group learning opportunities.

We believe that it is important for adults to support children's learning during play by getting involved in the play ourselves and modelling and extending that play. We believe that children

learn by doing, seeing, feeling, experiencing, understanding, experimenting, listening to instructions, hearing and sharing.

Active Learning

Active learning occurs when children are motivated and interested and we think children learn best through physical and mental challenges. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions.

Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children should be given opportunities to be creative through all areas of learning. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Pre School-age children

We accept children from the age of 3 into Preschool at the start of each academic year in September. We also offer a small number of limited spaces for 2 year olds. Parents need to apply for a place with us and sessions will be allocated:-

"My daughter absolutely loves coming to school, she loves her teacher and she cried this morning because she isn't at school". Parent

"I want to say a massive thank you to you and all the Pre-school team for everything you have done with my daughter. She started as a shy little girl but has come so far in her confidence and engaging in positive interactions with others. We are really proud of her and look forward to seeing her grow and develop in her next chapter of school life as she moves into reception." Parent

"It is very hard trying to keep her entertained! Hats off to you girls! You are super amazing at what you do!" Parent



Behaviour

We aim that children understand the need for considerate and co-operative behaviour towards all members of the school community and beyond. The school operates a positive behaviour policy and children can be rewarded for good behaviour in our postcard picnic book with a postcard home at the end of the week and are invited to attend the Postcard Picnic with Mrs Headland at the end of every half term.

The school therefore operates on a policy of encouraging children to develop self-control, self-respect and the ability to consider the views and needs of others. This is achieved mainly by a system of praise and reward and the use of a traffic light card system.

Unacceptable behaviour is very rare in the school which functions as a friendly, well ordered but industrious community. However, the most orderly school requires some basic rules and these are communicated to the children on a regular basis.

If occasionally, children cannot co-operate, sanctions are taken, usually with the withdrawal of privileges. Our Behaviour Policy and Anti-Bullying Policy outline a range of sanctions which are used, where necessary, to reinforce sensible conduct. Copies of these policies are available for parents from the website.

"They know everyone's views are respected. You and your staff believe pupils learn best when they are happy" Ofsted February 2017

Consultations and Reports

We have parent consultations in the Autumn and Spring term. Parents are invited to book a time slot for a consultation with the child's class teacher, so that we can discuss progress, what is going well and any concerns that either party may have.

In Preschool we would normally have a termly consultation with your child's keyworker, where you can discuss your child's development and progression.

We will send out a written report at the end of the summer term, which we are happy to discuss with parents.

We pride ourselves on our parent/school relationship and if a situation occurs during the school year, we would ask parents to either to make an appointment to discuss any issues or talk to the teacher at the end of the school day or preschool session.

"The relationship between parents and teachers. It feels like at home, like a big family."
Parent



Special Educational Needs

Cotton End Forest School follows the Special Educational Needs Code of Practice. Where children have special educational needs the curriculum may be adapted to suit them. Children needing extra help will usually be supported within the classroom but they may be withdrawn in small groups or individually where appropriate. Children are closely monitored by their class teacher who will provide additional resources or support in the classroom and will write a personal plan for their needs. The SENDCos will oversee all children's needs in school. Parents will be kept informed of their child's progress, and Individual Needs Action Plans will be shared with them. We may also use professional staff and outside agencies, such as the educational psychologist, whose expertise will help us to try to ensure all children reach their full potential.

Any children showing an exceptional talent will be encouraged to develop this further.

We are an 'Achievement for All' School, which enables us to identify and address individual needs. We work closely with parents and carers to provide the best opportunities and experiences for all children to develop and cement their learning, whilst forging a close working relationship with everybody involved.

"Pupils for whom English is an additional language continue to do well. These pupils have very positive attitudes to learning and make the most of the opportunities they are given." Ofsted February 2017



Cotton End Forest School Results

2019 / 2020

Early Years Foundation Stage Profile

	School	National (2018)
% achieving a GLD	75%	71.5%

Phonics

Year 1 Phonics Screening

	School	National (2018)
% achieving required standard	78.9%	82%

Year 2 Teacher Assessments

% Achieving the Expected Standard	School	National (2018)
Reading	60%	75%
Writing	46.6%	70%
Maths	66.6%	76%
RWM combined	40%	65%



Year 6 Results 2019 / 2020

% at expected	Year 6 cohort	National (provisional)	Cotton End High Standard
R	70%	73%	10%
W	80%	78%	20%
M	90%	79%	10%
GPS	90%	78%	30%
combined	70%	65%	10%

N.B. Combined is R, W and M - **GPS isn't included.**

Average Scaled Score	Cotton End	National 2019	National 2018	National 2017	National 2016
Reading	103	104	105	104	103
Maths	105	105	104	104	103
GPS	106	106	106	106	104

Progress Measures:

Reading: -1.3 (2018: -2.8)

Writing: 0.1 (2018: 0.0)

Maths: -0.5 (2018: 0.1)



School Times

The school gates are opened at 8.45am and children go straight to their classes to start the day with independent learning tasks, this gives them an opportunity to settle in before school starts. The school day starts at 9am (when the gate closes).

Children are not allowed to leave the school premises during the day unless it has been requested in writing prior to the appointment. Children arriving late or leaving early should be signed out from the school office.

Children who arrive after 9am will be considered as late. Parents/Carers will need to sign them at the school office and state a reason for the lateness. Persistent lateness is reviewed by the Education Welfare Officer on a termly basis and they monitor and take action where necessary.

Morning Break	10.30am to 10.45am	Owls, Wagtails, Woodpeckers & Skylarks
	10.45am to 11.00 am	Kingfishers, Nightingales, Eagles, Ospreys & Kestrels
Lunch Club	12pm to 12.30pm	Cherry
Lunch Break	12pm to 1pm	Willow, Oak, Owls, Wagtails, Woodpeckers & Skylarks
	12.15pm to 1pm	Kingfishers, Nightingales, Eagles, Ospreys & Kestrels
Afternoon Break	2.15pm to 2.30pm	Owls, Wagtails and Woodpeckers & Skylarks
School ends Monday to Friday 3.30pm		

Willows, Oaks and Cherry Class have free flow play so do not have a designated morning or afternoon break.



School Lunches

Children may have a school lunch or bring a healthy packed lunch. Hot meals are prepared freshly on site by HCL and cost £2.32 per day. Universal Free School Meals are available for children in years Reception, 1 and 2. Free School Meals (FSM) are available to all children whose parents receive the relevant benefits. You can speak to Mrs Coe in the office or apply on line through the Bedford Borough website

www.bedford.gov.uk/education_and_learning/education_grants/free_school_meals.aspx

Packed Lunches

We have several children in school with a nut allergy, therefore please do not send your child with nuts or items containing nuts.

We are committed to being a "Healthy School".

Packed Lunches should be placed in a clearly named box or bag and should ideally include:

- At least **one** portion of fruit and one portion of vegetables **every day** (e.g. apple, banana, cucumber, baby sweet corn, carrot, raisins etc. **not fruit winders**)
- Meat, fish or other source of non-dairy protein (e.g. lentils, kidney beans, chickpeas, hummus and falafel) **every day**
- Oily fish, such as salmon, **at least once every three weeks**
- a starchy food such as any type of bread, pasta, rice, couscous, noodles, potatoes or other type of cereals **every day**
- dairy food such as milk, cheese, yoghurt, fromage frais or custard **every day**
- a treat such as small cake may be included but we do not encourage snacks such as chocolate bars or sweets.
- a drink such as fruit juice, squash or water. **Fizzy drinks are not permitted in school.**

Snack

All children in Preschool, Reception, Year 1 and 2 are provided with a piece of fruit or vegetable at morning break, under the government '5 a day scheme'. Key Stage 2 children are encouraged to bring fruit or a healthy snack from home, not fruit winders. All children under the age of five in Cherry, Willows & Oaks & FSM children are also entitled to free school milk. Parents may order school milk through our milk provider Coolmilk at www.coolmilk.com/parents. Should you have any further queries please do not hesitate to contact Ms Askew in the School Office.

As part of our healthy eating ethos we also encourage children to drink water and we provide each child with a named water bottle.



Partnership with Parents

We encourage and welcome parents into our school on both formal and informal occasions.

Parents are encouraged to attend open mornings, special assemblies, and other events such as Christmas concerts and Sports Day. We also value parental help in school for reading or small group work, on educational visits and forest school sessions.

We regularly send letters and newsletters home via Parentmail, with up to date information and important diary dates, this information is also displayed on our website.

All children and parents receive a Home-School agreement to sign to reinforce and strengthen the partnership with the school.

The school operates an open door policy allowing parents to raise any concerns, with the Class Teacher or Head teacher.

"We will certainly try and support her with her future targets" Parent 2018

*"If the helpfulness of the office staff is a representation of the school, it will be amazing"
Prospective Parent 2020*

Parents, Teachers and Friends of Cotton End Forest School (PTFA)

Parents, Staff, Governors and members of the community form our PTFA. Members help to raise money for the much needed funds for school by organising a range of sponsored events such as a school fair, prize draws, beetle drive and quizzes etc.

We welcome parents to join the PFTA and we encourage any new ideas or suggestions to raise extra funds for our school. We aim to provide a mixture of fund raising and social events which greatly benefit the school and help us to grow as a school community.



Breakfast and After School Clubs

Our Breakfast Club and After School Club is run by Dawn until Dusk

They provide a safe, healthy and stimulating environment for your child.

Your child can choose from the many activities on offer, or play in the pavilion or out in the playground. They can be sure of a freshly prepared meal or snack in a relaxed and inclusive environment.

Music

Children are encouraged to pursue and develop their musical talents both during and out of school. Bedford Music Service offer recorder, violin, flute, guitar, piano and ukulele tuition for children in Year 2 and above via Bedford Music Co-operative.

Sports Clubs

Premier Sport offer a variety of sports clubs for KS1 and KS2 once a week at lunchtime or after school. Activities include speed stacks, tag rugby, football, hockey, tennis, basketball, gym etc.

After School Clubs

We also offer the service of After School Clubs including dance and sports etc. which are bookable on a half termly basis.

School Uniform

We are proud of our uniform and expect children to wear it smartly. The uniform is practical for school activities, and gives the children a sense of school identity. **Please mark all items of clothing clearly with your child's name.**

Boys should wear a school navy sweatshirt, white polo shirt, grey trousers or shorts, grey socks and black shoes.

Girls should wear a navy school sweatshirt, white polo shirt, grey skirt, pinafore dress or trousers, plain white socks or grey tights and black shoes. In summer they may wear a blue and white checked dress with plain white socks.

School shoes should be a sensible black shoe, easy fastenings are recommended e.g velcro or buckle fastening so that your child can dress themselves with limited help until they can tie their own shoe laces. Trainers, high heels, open toed or sling-backed sandals may not be worn. Boots are also unsuitable for school as they are and unsafe for climbing and running around the playground.

Pre School

Children in Cherry Class (Preschool) can wear school uniform if you choose however it is not mandatory. This could consist of a burgundy polo shirt, sweat shirt or fleece either with the school logo or plain. Please send in a change of clothes & shoes in a named draw string bag just in case of a little accident.

"I like my child to wear a smart uniform in preschool as it saves their normal clothes from getting dirty and covered in paint" Pre School parent

Outdoor Learning/ Forest School

Children need to have waterproof trousers, coat and wellies in school to enable them to take part in outdoor activities in all weathers.

Logo Uniform

Sweatshirts, cardigans book bags etc with the school/pre school logo can be purchased from Marks and Spencer online at www.mandsyourschooluniform.com or My School Clothing online at <https://myclothing.com/>

Jewellery

Children should not wear jewellery to school for health and safety reasons. They may wear small stud earrings which must be covered for PE and a watch.



Admissions Policy

The Local Authority will apply the following criteria (in the rank order shown) to decide the order in which places will be allocated when there are more requests from parents / carers than the number of places available:

1. All 'looked after' children or children who were previously 'looked after' (see definitions);
2. Pupils living in the catchment area with siblings at the school (see definition of sibling);
3. Other pupils living in the catchment area;
4. Other siblings (see definition);
5. Any other children

In the case of multiple birth applications to school, in most cases twins will be separated in different classes where possible. This will be standard practice and in liaison with parents.

For the full admissions policy including definitions please refer to our website.

For details regarding the admissions process please see Bedford Borough website:-

http://www.bedford.gov.uk/education_and_learning/schools_and_colleges/school_admissions.aspx

We have a few children who join us from other schools during the school year. As we are a friendly school they settle and make friends very quickly.

"My daughter has thrived at Cotton End" Parent 2018

"From the moment they arrive, to be greeted warmly by you or a member of your staff, pupils thrive in the positive and encouraging atmosphere" February Ofsted 2017



Governors

"The leadership team has maintained the good quality of education in the school since the last inspection". Ofsted February 2017

Cotton End Governing Body

Karen Headland	Headteacher, Health & Safety
Sandra Thacker	Chair Person, Local Authority, Leadership & Management, Science.
Diane Bozier	Vice Chair
Sarah Gallagher	Safeguarding
Angie Toms	Staff Governor
Rebecca Lant	SEND
Jo Roberts	Associate
Abi Daffurn	Parent
Alan Stupple	

Committee Meetings

Governors meet monthly

Roles and Responsibilities:

Chair - Sandra Thacker

Vice Chair - Diane Bozier

Standards Lead - Diane Bozier

Mental Health - Sandra Thacker

Safeguarding - Sarah Gallagher

SEND - Rebecca Lant

