



Abingdon Learning Trust

# Rush Common School

Primary School Prospectus

2024



***'Pupils love coming to Rush Common School. Within this nurturing environment, they are able to 'dream, aspire and succeed'. Happiness is all around. It is as if pupils have an extended family at school'***

***Ofsted November 2021***

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## Welcome to Rush Common School

We pride ourselves on pupils feeling happy and safe in our school at all times, and to achieve this we provide a wonderful learning environment and have a welcoming and talented team of staff. Pupils love coming to our school and this is always reflected in parent surveys, which demonstrate overwhelming support for the school. Whilst the children's happiness, well-being and safety will always remain our priority, we are also hugely ambitious for our pupils and set ourselves high standards for the quality of education we provide.

We believe in balancing pupils' academic achievement with their all-round personal development, and as such we have developed a broad, creative and exciting curriculum that builds learning characteristics over time and enriches the lives of our pupils. We treat children as individuals and look to nurture their talents and interests as they progress through our school, so they can truly 'Dream, Aspire and Succeed'.

Kristen Fawcett

Headteacher



***'Adults shows exceptional care to children'***

***'Staff are ambitious for pupils to do well'***

***'Pupils benefit from a rich curriculum that ignites their knowledge and talents'***

***Ofsted November 2021***

## School Introduction

Rush Common School was built in 1968 and the name derives from Rush Common Field, which was part of Northcourt Farm towards the end of the 19<sup>th</sup> century. The school badge incorporating the stag and crown indicates our earlier connection with the Royal County of Berkshire.

In 2012 the school converted to an academy and in 2016 became part of 'The Abingdon Learning Trust'. The Trust is funded directly from Government (the Department for Education) and independent from local authority control. As such, we have greater freedoms on how we run, enabling us to focus on the needs and priorities of our children and our community.

The school has many facilities including its own football pitches, playgrounds, forest school area, a trim trail and an adventure playground. There is also a performance area, a sensory garden and an outdoor reflection space. The library is in a purpose built room in the heart of the school and the old library has been transformed into a music room. Additionally, there is a newly refurbished preschool and a very popular Before and After School Club facility (BASC), which is housed in one of our newer buildings.

## School Organisation

We have two classes in each year group and our school is organised as follows:

<b>Year Group</b>	<b>Ages</b>	<b>Phase</b>
Reception	4–5 years	Early Years Foundation Stage (EYFS)
Year 1	5–6 years	Key Stage 1
Year 2	6–7 years	Key Stage 1
Year 3	7–8 years	Lower Key Stage 2
Year 4	8–9 years	Lower Key Stage 2
Year 5	9–10 years	Upper Key Stage 2
Year 6	10–11 years	Upper Key Stage 2



## School Day Timings



### **Reception**

8.30 Pupils arrive  
11.45 Eat Lunch  
12.30 Lunchtime play  
1.00 Afternoon starts  
3.00 End of School day

### **KS1 & Year 3**

8.30 Pupils arrive  
10.10 Break time  
10.30 Break time ends  
12.00 Eat Lunch  
12.30 Lunchtime play  
1.00 Afternoon starts  
3.00 End of School day

### **Years 4,5 and 6**

8.30 Pupils arrive  
10.30 Break time  
10.50 Break time ends  
12.00 Lunchtime play  
12.30 Eat lunch  
1.00 Afternoon starts  
3.00 End of School day

## Starting School - Reception children

The successful education of pupils comes from a strong partnership between parents/carers and the school. We have a comprehensive transition programme that enables children (and their families) to feel comfortable and confident as they begin their school journey with us. This starts with home visits, where you will have the opportunity to talk to the Reception teachers about your child's likes, dislikes, abilities and any relevant details about home life that will help us settle your child into school. We also use reports and profiles from preschool and/or nursery settings to build a picture of your child.

The children are divided into two Reception Classes. However, they will become familiar with, and work with, all of the Reception staff team. Each child will be assigned a class teacher, who will be the main contact for any questions and information sharing. Pupils from both classes will have lots of opportunity to play and interact together, using both inside and outside spaces and resources.

Before starting in September, all new Reception children will join us for three visits. It is an opportunity to work with and get to know the Reception Teachers and Teaching Assistants and the rest of the children in their class. They are introduced to the routines and learn where key parts of the school are. There is also an Initial Parents Meeting where the Early Years Reception (EYFS) curriculum is explained as well as ideas to best support your child at home. Additionally, we offer a meeting to support parents with phonics and reading at home.

Once your child has started school, you will be able to attend another 'Meet the Teacher' meeting to share key aspects of the curriculum, routines, timetables, and home activities for the year. You will also be able to book individual meetings with the class teacher to discuss your child's progress.

***'Children in early years get off to a flying start'***

***Ofsted November 2021***



## **Curriculum**

### **Reception - Early Years Foundation Stage (EYFS) curriculum**

The EYFS curriculum covers children's development from birth to the end of their first year in school. The Early Years Foundation Stage Curriculum covers six key areas:

- Personal, Social and Emotional Development
- Communication and Language
- Mathematics
- Understanding of the world
- Physical Development
- Literacy
- Expressive Arts and Design



The purpose of EYFS is to give every child the best start at school because it is firmly recognised how much early experiences impact on children's future chances. Clear emphasis is given to children learning actively, through play and conversations and that their learning should take place inside and outside.

### **School curriculum – KS1 and KS2**

Our curriculum vision is for all children to grow into:

- Effective communicators
- Knowledgeable learners
- Critical thinkers
- Confident learners
- Self-aware and empathetic pupils
- Creative learners





We achieve this through implementing a broad, balanced, coherent and enriching curriculum.

The subjects covered are the core subjects of English, Maths and Science, alongside the foundation subjects of History, Geography, Computing, Languages, Art and Design, Music, PE, Design and Technology and PSHE.

Topics are creatively planned, largely (but not exclusively) following the National Curriculum, to be challenging, meaningful and as cross-curricular as possible. Objectives and key skills have been carefully integrated within these topics, and curriculum planning is reviewed on a regular basis. Please see our website for more information.

We have subject specific expert teachers in PE and Mandarin (our modern foreign language), who teach these subjects to pupils across the whole school.

***‘The school’s curriculum challenges pupils’ thinking and prepares them well for the next stage of their education’***

***‘The revamped curriculum is helping pupils to make strong connections with what they have previously learned. Many older pupils speak eloquently on a range of topics’***

***Ofsted November 2021***



## **‘Wow’ activities and School Trips**

In every year group, we offer a wide variety of enrichment activities, to reinforce and extend learning, develop confidence and independence, and create lifelong memories. This includes, at least two external school trips each year, visiting experts, a range of exciting ‘wow’ experiences, and residential trips in Years 4, 5 and 6.

We want children to have the very best experiences and opportunities at our school, and we are proud of the exceptional array of ‘wow’ activities throughout their journey at Rush Common School.

***‘One parent, reflecting the views of many others, said that their children are becoming well-rounded individuals who love learning. The parent also said, ‘I couldn’t ask for more’***

***Ofsted November 2021***



## Lunch Times

Children are well supervised throughout the lunchtime period, and children in Reception transition towards play times with older children throughout the year. During play, they have access to the adventure playground, trim trail, reflective space and an extensive field and playground. Older children in Years 5 and 6 act as play leaders to initiate fun activities for younger children, and will often run clubs at lunchtime.

Under the Universal Infant Free School Meals Policy, all children in Reception, Year 1 and Year 2 are entitled to a free meal at lunchtime each day. A hot school meal is recommended and the school actively encourages as many children as possible to have school meals each day.

For year groups 3 – 6, school prepared hot lunches are available to order. In some circumstances, children are entitled to free school meals and this is covered under the pupil premium.

## Before and After School Club (BASC)

Rush Common has an extremely popular Ofsted Registered Before and After School Club. The BASC is available for Rush Common School children and exists to offer a wraparound child care service to extend the school day.

The BASC runs between 7.30am – 8.30am and 3.00pm – 5.00pm on each school day apart from the last day of each term. Extended sessions are available until 6.00 pm. The club is run by a well-qualified team of play workers who provide a safe and stimulating environment for the children.

Each session provides flexible opportunities for play, activities and relaxation in a friendly, cooperative and supportive atmosphere. The emphasis is on leisure activities to ensure the children do not see the club as an extension of their working day.

***'Pupils feel safe, knowing that staff will do all they can to protect them'***

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## Clubs and activities

There are a wide range of clubs and activities for the children to attend at various times during the year, either after school or during the lunchtime break. These **may** include:

Art Club  
Chess Club  
Choir  
Eco Club  
Premier Soccer Club  
High 5s/ Netball Club  
Tag Rugby Club  
Gymnastics Club  
Orchestra  
Reading Club  
Judo Club  
Chinese Club  
Construction Club  
Football Club  
American Football Club  
Golf Club



Most of the clubs are run by staff members although some are offered by independent organisations or volunteers. Occasionally, children themselves run clubs, where a staff member is available for supervision.

***'Opportunities to develop in the arts and competitive sports are plentiful'***

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## Behaviour

At Rush Common School, we strive to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all: Be Safe, Be Kind, Be Respectful.

Through a restorative approach to behaviour, we aim to promote an environment where everyone feels happy, safe and secure which is fundamental for effective teaching and learning.

At Rush Common School no form of bullying will be accepted. Four children each year have the responsibility of being anti-bullying ambassadors for the school.

***'One child said, 'there is not one bully in this school.' They feel confident in the school's anti-bullying ambassadors, and feel confident that any adult would help them'***

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## Special Educational Needs (SEN)

Pupils with special educational needs at Rush Common School are entitled to the same opportunities and education as their peers, which is personalised and adapted where necessary, to their particular needs. We are committed to raising achievements and high expectations for all our pupils.

The Special Educational Needs Code of Practice lies at the heart of the school's SEN policy and sets out the processes and procedures to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEN.

We have a fully trained ELSA (Emotional Support Assistant) to work 1-1 or with small groups. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. ELSA sessions take place in our very own 'ELSA room' which provides a calm, safe space for the child to feel supported and nurtured.

***'Leaders wholly adopt an inclusive culture where pupils with special educational needs and/or disabilities (SEND) are well catered for'***

***Ofsted November 2021***



## More Able Pupils

Pupils identified as achieving significantly in advance of the average for their year group, in any subject area, are placed on the school More able register which is reviewed regularly within school. Identified children are given challenging learning experiences which support them in realising their potential.

## Pupil Leadership

A pupil representative from each class, attends School Parliament meetings in order to devise and work towards targets for improving our school environment, the curriculum and for promoting healthy life-styles.



Our children also have an opportunity to become Head Girls and Boys, Sports Captains, House Captains, Librarians, Anti Bullying Ambassadors, Play-leaders, and Digital Leaders with varied duties and responsibilities.

***'Teachers are skilled in facilitating class discussions which get pupils to think deeply about new concepts.'***

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## **International links**

Our children have the opportunity to make real and meaningful contact with children and adults from different countries and cultures through various projects with schools in other countries. For example, KS2 children are pen pals with children from a school in China. Teachers and pupils gain first-hand knowledge through visiting speakers, email communication and the exchange and sharing of work. Rush Common School also support world vision, and actively raises money to support children in struggling communities.

***'Pupils are eager to do their best in lessons. They are well motivated to learn.'***

***Ofsted November 2021***

Whilst this prospectus will provide you with a sense of what we can offer, the best way to experience our school, is to see it for yourselves. Please contact the school office to arrange a visit, and our Headteacher, Mr Kristen Fawcett, will be happy to show you around. You may also wish to visit the school on one of our open days and/or scheduled tours between September and December 2022.

We look forward to welcoming you to our school!

***'Leaders are committed to training and developing the staff's teaching skills. Many of those spoke of a wonderful culture where they are valued and respected'***

***Ofsted November 2021***



