



Botley School

PROSPECTUS

2025 - 2026

Creating Excellence, Embracing All

Botley School Vision

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity
Respect

Teamwork
Resilience

Kindness
Creativity

Welcome from the Headteacher

Botley School
Elms Road
Botley
Oxford
OX2 9JZ

Headteacher: Jo Reid

Chair of Governors: Sue Miller

Welcome to our School

Botley School takes pride in its wonderful and diverse community. Joined together by our shared values, we celebrate what makes us unique and learn from one another. Our motto is 'Creating Excellence, Embracing All' and our school values are linked directly to this: Inclusivity, Teamwork, Kindness, Respect, Resilience, and Creativity. Within our positive learning culture, we strive to equip our children for today's modern ever-changing world, to meet and overcome any challenges they may face so that they can become happy, healthy, well balanced young people ready for their next stage in education.

Set in large grounds, with the main building dating back to the 1930's, the classrooms are airy and spacious. In 2007, our new extension was completed providing foundation children with a purpose-built Early Years setting. Further building work, to provide another Reception and Year 2 classroom, was completed ready for use in September 2015. We have an amazing Forest School area to the back of our grounds in addition to our playgrounds, multi-use games area and sports field, ensuring our pupils have daily access to learning outdoors and promoting a fit and healthy lifestyle

There are many opportunities for children, parents, governors and staff to be an integral part in the shaping of the Botley School community.

We believe education is a partnership between home and school and we place a great deal of emphasis on our partnership with parents. We believe that children learn best when home and school work together for their benefit.

Children coming into the school bring a wealth of knowledge and understanding about the world around them. It is our aim to build on these skills and promote a willingness and enthusiasm to learn more.

We hope you will find our prospectus useful in giving you the information you need about our school.

As a prospective parent, you are encouraged to visit the school as soon as you can. You will receive a warm welcome and we would be happy to share our school site and facilities with you and your family.

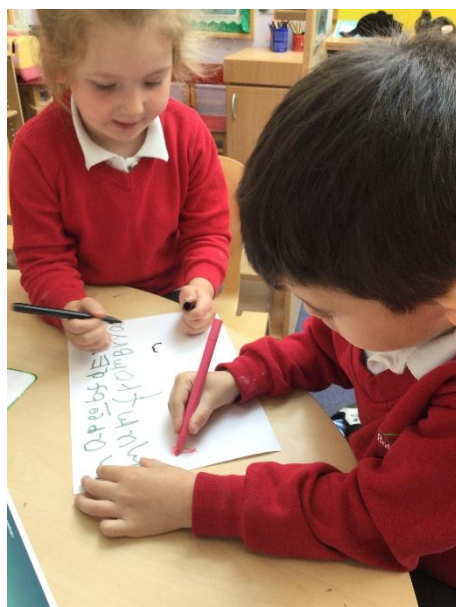
Please do contact us if you have any further questions or require clarification over any of the details on the following pages.

With best wishes,

Mrs Jo Reid BA(hons) PGCE MA NPQH
Headteacher

CONTACT INFORMATION

Email: office.2569@botley.oxon.sch.uk
Tel: 01865 248573
Website address: www.botleyschool.org.uk



Admissions

Children who have their 5th birthday during a given school year (between 1st September and 31st August) are entitled to come on roll in the September of that school year. Children in this very first year on roll at Botley are in their 'Reception' year.

Our school has a nursery class that serves a wide local catchment area. This means children can transfer from there to Botley School Reception Class, as well as to other primary schools but **it is still necessary for all parents to apply via the Local Authority for their child's Reception place.**

All school admission applications must be done online. To apply please visit www.oxfordshire.gov.uk/primaryadmissions.



Induction for new children

We understand starting school can be an emotional time for you, as well as your child, so we aim to make the transition into school as smooth as possible. During the lead up to your child's start with us, we will contact you about times when we can meet to discuss their Reception year. Our aim is that transition from the Nursery to Reception and then into Year 1 will be as seamless as possible.

Once your child's place has been allocated in our Nursery class or Reception class, you will receive a letter confirming their place and what the next steps are. You will be invited to a meeting with your child's key person/teacher where you can share information about your child and ask any questions. You will also receive an induction pack with all the relevant information and documents. Reception children will be invited to a transition day where they can spend time in their new class, meet their new class friends and teachers. Nursery children are encouraged to visit whenever is convenient to you and the key person.

Older children transferring from other schools

If you are moving into the area, or intending to transfer your child to Botley School for another reason, we encourage you to discuss your intentions with your child's present school setting and then contact us to request more information. We invite all new parents to an induction meeting with a member of our Senior Leadership Team and our Home School Liaison Worker prior to a child starting for all new in-year transfers.

It is always necessary for us to check the following before children can be admitted:

- That you have a contact address within reasonable travelling distance, or will have one for when your child is intended to take up a place at the school
- If there are available spaces in the class or year group concerned
- Whether/when sufficient provision can be made for your child, for example if they have a particular need



Safeguarding Children at Botley School

This School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

We have a Safeguarding & Child Protection Policy and procedures in place. All staff (including supply staff, volunteers and governors) ensure that they are aware of these procedures. Parents and carers are welcome to read the policy, which is available on the school website.

The welfare of the child is paramount so sometimes we need to share our information and work in partnership with other agencies. We will ensure that our concerns about our pupils are discussed with parents/carers first, unless we have reason to believe that such a move would be contrary to the child's welfare.

Our Designated Safeguarding Leads (DSL) are:

Mrs Jo Reid	Headteacher & Designated Safeguarding Lead
Mrs Shaeen Yasin	Home School Liaison Worker/Deputy DSL
Miss Elspeth Doran	SENCO/Inclusion Coordinator/
Mrs Laura Jones	Senior Lead EYFS

We also have governors who have responsibility for Safeguarding:

Mrs Louisa Wynne-Mackenzie
Mrs Sue Miller

If you are concerned about the welfare of a child or have any safeguarding concerns, please see any of the people listed above.



Attendance

See our [website](#) for our full Attendance Policy.

We expect children to be in school every day, on time and ready for learning.

Good attendance supports children's learning and ensures they have the right skills for the future. We aim for all children to have attendance above 95% per year.

We accept that children do get ill occasionally and sometimes they have to attend unavoidable appointments. However, we do expect routine appointments eg dentist, opticians etc to be made out of school hours.

Absence from school is either authorised or unauthorised.

Authorised absences are mornings or afternoons away from school for a good reason like illness or other unavoidable cause. Absence may be authorised for:

- sickness
- unavoidable medical/dental appointments
- days of religious observance

Unauthorised absence may be defined as reasons for not attending school that fall outside those given above. A child may also be recorded as having unauthorised absence if they arrive at school after the close of registers, at 9:15 am.

Parents can apply for absence in exceptional circumstances eg attending a family wedding — a one-off event. This will only be approved by the Headteacher if a child's attendance is above 95%, in any one rolling 12-month period.

If your child is unwell or is likely to require time out of school, it is important that you let us know as soon as possible by telephone, each day whilst your child is off. When your child returns to school, they should bring a note from home to explain their absence/illness.

Holidays in term time are not permitted. Authorisation for absence will only happen in exceptional circumstances. Children have 13 weeks holiday from school and we expect families to take holidays during these breaks.

All planned absence should be requested on the "Absence Request" form at least 2 weeks before the planned absence.

Oxfordshire County Council Safeguarding team will be contacted and a child registered as missing for all absences longer than 3 days if parents have not informed school of any absence.

School Uniform

- Dark grey skirt, pinafore, trousers, shorts
- Red jumper/sweatshirt/cardigan
- White polo shirt
- Red/white check dress
- Dark shoes

You can buy school sweatshirts with school logo, team coloured PE t-shirts, book bags and PE bags from the School Office.

Forest School

Forest School and Outdoor Learning

Many children and young people have few opportunities to be outdoors; Forest School offers them a challenging, enriching learning experience in a natural environment. Forest Schools are a unique way of building independence and self-esteem in young children. They originated in Scandinavia in the 1950s and focused on teaching children about the natural world. From here, the idea was brought to Bridgwater College, Somerset, in 1995 and has spread throughout the UK since. We use learning and teaching strategies that foster and develop confidence and self-esteem. We find that the combination of freedom and responsibility have been particularly beneficial to children who, for whatever reason, struggle within a conventional classroom environment, or who exhibit challenging behaviour. The experience is fun, and the learning that occurs is observed and recorded in a similar way to the learning that occurs in school. All pupils attend the Forest School once per week for 6 weeks, three times per year (every other half term). Although this is not a specific environmental education programme, they will experience all weathers and seasons and develop a deeper understanding about the natural world along the way. Outcomes for children and young people are improved after their Forest School and outdoor learning experiences including:

- personal confidence and self esteem
- communication and social skills
- the ability to assess and manage risk
- gross and fine motor skills
- a deeper understanding of their own natural and made environments
- enjoyment of the natural world alongside awareness of wider environmental issues
- innate motivation to learn
- positive attitudes to learning and citizenship



After School Club and Breakfast Club

We run our own Breakfast Club and After School Club, led by Botley School members of staff.

- After School Club runs from 3:15-6pm, Monday to Friday, and costs £14.50 per session from September 2025. A snack and drink are provided.
- Our paid-for Breakfast Club runs from 7:30-8am, Monday to Friday, and costs £4.50 per session from September 2025. Breakfast is provided.
- These prices are subject to regular review.
- We are also currently piloting the government's free breakfast club provision which runs from 8am each day and is open to all pupils. Breakfast is provided.

The clubs enable children to relax and play in a safe and happy environment. Play is the most natural way that children and young people learn about themselves and the world around them, and it helps them develop skills for life:

- Social
- Physical
- Creative
- Emotional
- Intellectual
- Moral
- Spiritual
- Communication



FOBS

FOBS is the parent teacher association (PTA) for the school, led by volunteers and staff. We organise a variety of fundraising and social events during the year. These raise money for the school and just as importantly enable children, parents/carers, teachers and the community to have some fun together. Highlights include the community fireworks evening, school discos and the May celebration afternoon.

Funds raised help the school provide resources, equipment and experiences that would otherwise be outside the normal school budget. We therefore aim to enhance the children's educational experiences and bring the school community together. For example, in recent years we have supported school trips, equipment for outdoor learning, workshops in school, and sports and playground equipment etc.

FOBS relies on parent volunteers to help make events so successful. However, we always need more help. Being part of FOBS is a lot of fun, and a great way to get to know other parents at school. If you would like to join us or get involved in any small way - please do. We are a friendly group, open to all, and involvement does not have to be a major commitment. Even if you would just like to find out more, come along to our AGM in September or one of our meetings or events.



The Early Years Foundation Stage

The Early Years Foundation Stage at Botley School provides seamless education for children between the ages of 3 and 5 in our Nursery and Reception classes. Children can start in the Nursery the term after their 3rd birthday. We have spacious purpose-built classrooms including a very well-resourced garden. Here we strive to create a fun-filled learning environment based on play, with children free to choose between a wide range of inside and outside activities.

Our highly trained staff get to know the children very well and we aim to provide personalised learning, development and care. We carefully observe and assess children's interests and progress through the 'Early Years Foundation Stage Curriculum.'

Registration

For Nursery: You can register your child into the Nursery directly with us here at Botley School. This can be done after their 2nd birthday so they are ready to start after their 3rd birthday. You will need to fill in an application form and bring in your child's birth certificate for us to copy.

For Reception: You **MUST** apply for a Reception School place via the **Oxfordshire County Council** website. There is no automatic allocation of school places for children attending Botley School Nursery.

Times

In our Nursery, we offer the Funded Universal Entitlement (15 hours a week) and the Extended Entitlement (30 hours a week) for our 3-4 year olds. Our session times are:

15 hour provision: 8.40-11.40pm Monday to Friday OR 12.20-3.20pm. There is an option of paying for additional sessions during the week to provide a full day in nursery, dependent on demand and safe staff ratios.

30-hour provision: 8.40-3.20pm Monday to Thursday, 8.40-12.20pm Friday. There is an option of paying for the additional session on the Fridays 12.20-3.20pm that is charged at £20 per session.

30-hour children need to bring a packed lunch.

A child becomes eligible for a place from 1 September, 1 January or 1 April following their third birthday. So, children who turn three between:

- 1 April and 31 August will have a free place from the following September
- 1 September and 31 December will have a free place from the following January
- 1 January and 31 March will have a free place from the following April

All children in Reception are full time and the school day starts at 8.40am and finishes at 3.15pm.

Organisation of the day

In the EYFS, the adults make professional judgements about the balance between activities led or guided by adults and those led by children. This balance shifts towards more activities led by adults as children move through the early years and towards Year 1.

Adult directed activities are those that are directed by the adult and are useful in the teaching of specific skills such as phonics and demonstrating how to use tools or equipment. In our Reception classes, daily teaching of Phonics and Maths starts from the outset and is a key part of our curriculum.

Adult guided activities are those that the adult initiates. These activities are often playful or experiential. They are open-ended and motivate a keen interest in learning.

Child-initiated experiences take place within an environment the adults have set up and planned but will be wholly decided upon by the child, based on the child's own motivation and remaining under the child's control. The adults support the children's learning and interest through observing their play and supporting their learning.

Observations are a vital aspect of our role in the EYFS as through observing the children's play and learning, the adults are able to provide the steps that will support the children's learning and plan activities within the environment to move this learning on.



The Early Years Foundation Stage Curriculum

The curriculum is organised in accordance with the Early Years Foundation Stage framework. The content of the Curriculum is planned in the seven areas of learning and development.

Three **Prime** Areas:

- **Communication and Language** – Children develop their skills, understanding and confidence in speaking and listening in a range of situations.
- **Physical Development** – Children develop their co-ordination, control, and movement through being active.
- **Personal, Social and Emotional Development** – Within clear boundaries and expectations, children form positive relationships with adults and peers, develop social skills and respect for others and understand appropriate behaviour. They learn about how to keep themselves healthy and safe.

Four **Specific** Areas:

- **Literacy** – Development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Opportunities are provided daily for developing fine motor skills and handwriting skills.
- **Mathematics** – Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.
- **Understanding the World** – Involves providing opportunities for finding out about people, places, and the environment.
- **Expressive Arts and Design** – This involves exploring a wide range of media and sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



Key Stage 1 and Key Stage 2 Curriculum

We ensure we follow the guidance within the National Curriculum, but we also ensure that our lessons at our school are interesting, varied and planned carefully. The school's overarching policy/ statement for the whole curriculum is summarised through our *Curriculum Policy*, our individual subject policies and our *Learning and Teaching Policy*. Within these documents there is information about curriculum coverage, allocation of time and resources, planning and assessment, and our philosophy on teaching and learning and ethos. These can be found on our school website [policy pages](#)

More detailed information about each subject within the curriculum can be found on the [Curriculum pages](#) of the website

Key stage 1 covers Year 1 and Year 2.

Key stage 2 covers Year 3 through to Year 6.

Special Educational Needs and Disabilities

All parents of children who have additional/special needs will meet our SENCo (Special Educational Needs Coordinator) and will be able to discuss their child's needs with her and their child's class teacher.

Our SEND policy on our [website](#) illustrates how we support children with additional needs.

Provision for children of all abilities

Children have different starting points in their formal education depending on the variety of their prior learning. We therefore cater for children of all abilities including for those who are more able, gifted or talented.

We celebrate talent and achievement at all levels in concerts, drama productions, assemblies, sporting events, displays and in newsletters—see our school website.

Equality and Disability Policy

We support all aspects of equality. We are proud of our diversity and we continually celebrate it in varying ways.



Questions Parents Ask

- ***What if my child is unwell at school?***

If a child is taken ill at school, parents are contacted so that the child can be taken home. **It is important for this reason that parents provide the school with current contact numbers for home, mobile and work as well as an emergency contact.**

- ***What if my child needs to take medication during the day?***

Only medicine prescribed by a doctor can be administered by members of staff. If your child is prescribed medication that needs to be taken during the school day, you must complete an **Administering Medicine** form. All medicine must be handed into the office in the morning and collected at the end of the school day. Medicine must be in the bottle in which it was prescribed with the named prescription label attached.

- ***What do I do if I am concerned about something?***

You should always feel able to discuss anything that is concerning you with a member of staff. **Speak first to your child's class teacher.** This is the person primarily responsible for your child's well-being. If the problem needs discussion at length, the teacher will probably suggest that you arrange an appointment when both of you can talk privately. If after talking to the class teacher you are still concerned, make an appointment to see the Headteacher.

- ***What do I do if I cannot get to school by 3:15p.m?***

Please let the teacher concerned know if you have arranged for someone else to collect your child. If there is an unavoidable delay in collecting your child, please let us know prior to 3.15pm so that we can reassure children who may find themselves still waiting when all the other children have gone.

Uncollected children will initially be sent to the School Office. School teaching staff are not available to supervise uncollected children on a regular basis due to staff meetings and running after school clubs etc.

If we cannot get hold of a parent within half an hour of the end of a school day, we will follow the Oxfordshire County Council protocol for uncollected children, which will include contacting the Police and Social Services.

Thank you for reading our prospectus. We are proud of our school and we look forward to welcoming you into our school community.
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