



School Prospectus



MILFORD INFANTS' SCHOOL AND PRE-SCHOOL
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Headteacher

Miss Wendy Chant



DETAILS OF THE SCHOOL

We pride ourselves at Milford Infants' School and Pre-School on our welcoming and nurturing ethos. Children at our school “*thrive*” because our teachers and staff go “*above and beyond*” to ensure all children’s needs are met and supported. Children leave Milford Infants’ as curious and enthusiastic learners who are successful, resilient in their learning and ready to face their next challenge.

The school is well equipped for children between 2-7 years and designed to accommodate approximately 60 Pre-School pupils and 270 school pupils. The classrooms are designed to provide facilities for a variety of practical activities. The facilities in the Pre-School provide an exciting and engaging learning environment for our 2, 3, and 4 year olds. We are very proud that our Pre-School team’s hard work to include and support every child has recently been recognised with a Communication Friendly Status Award.

There is a classroom in each year group that wheelchair users can access. We also have an accessibility toilet in the main building.

The Governors of Milford Infants’ School are pleased to offer an Extended School facility to all pupils enrolled at our School and Pre-School. Milford Infants’ After-School Club aims to support busy parents and guardians during the school term by offering a safe, happy, fun and stimulating place for children to have a sociable end to the school day. The club offers an informal and relaxed environment where children can eat, rest and play after a busy day at school, or pre-school.

Milford Infants’ After-School Club is held in the Pre-School classroom and open 5 days a week, term time only. We offer two session choices, 3.10-4.30pm or 3.10-6.00pm. Bookings need to be made in advance for a commitment of one term. To enable parents to secure childcare around their work hours, there is the option of booking the whole school year in advance. Priority is given to parents making this commitment. Otherwise, places are allocated on a first come, first served basis. Further details, please contact the school office.



ORGANISATION OF TEACHING GROUPS

We currently have 10 classes: one Pre-School, three Reception, three Year One and three Year Two classes. Teachers work closely together to ensure a broad and balanced curriculum that meets each child's needs. All classes benefit enormously from the support of excellent teaching assistants, who work under the direct supervision of the teachers.



The curriculum is based on National Frameworks at Key Stage 1 (Years 1 and 2) and guidance for the Foundation Stage for Pre-School and Reception Year children. There is a strong emphasis on teaching the core subjects of English, Maths and Science; in addition, Computing is taught both directly and through other subjects. Teaching and learning is planned around topics and the teachers aim to make these meaningful and exciting for the children.



AIMS AND VALUES OF THE SCHOOL

We aim to create a positive start to life-long learning so that each child can achieve success.

At Milford we help our children to be:

Motivated - We want to learn.

Inclusive - We are all special.

Life-long learners - We like a challenge.

Friendly - We are kind and helpful.

Optimistic - We can do it.

Respectful - We make good choices.

Different - We value each other.

Our School Vision:

Our vision for Milford Infants' School is to provide an outstanding personalised education for our pupils within a stimulating and safe environment. We aim to specialise in the education of 2-7 year olds, building a solid foundation of learning to enable and motivate the children to be the best that they can be. In our vision for the school we will work in partnership with parents so that our pupils excel and are inspired to be life-long learners.



CURRICULUM INTENT

At Milford Infants' School and Pre-School, we believe in providing a personalised education for our pupils within a stimulating and safe environment. Our intention is to specialise in the education of 2-7 year olds, building a solid foundation of learning, to enable and motivate the children to be the best that they can be.

As an Infant and Pre-School, we are very aware of how these early years in education will build the foundations for each child's learning and how at this early age children need play based, hands on activities. Young children need real experiences to draw their learning from and learn best when they are engaged, interested and able to be active in their learning. These early years of education are fundamental for teaching independence skills and through our curriculum, we want to enable children to be creative and to develop their own thinking. We develop Successful Learning strategies right from the start so that children know how to succeed, what to do if they need help and to celebrate everyone's strength and progress.

We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child as well as for people of all cultures. We value the spiritual and moral development of each child, as well as their intellectual and physical growth. At Milford Infants' School and Pre-School we pride ourselves in providing an environment which offers stability, is happy and stimulating and in which children can grow in confidence, developing positive self-esteem. The mental health and well-being of our children is paramount to feeling safe and secure, building secure relationships and making progress to be the best they can.

We offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each year. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child and not only concentrate on academic success. Where appropriate, we encourage the children to make links between their learning, subjects and extra-curricular activities. Our curriculum is designed in a way to enable children to build on and further develop pathways; linking skills and knowledge together in order to be ready for their next stage of learning and life.

When a child leaves Milford Infants' School they will have developed the skills and attitudes to be:

- *Curious – ask questions, think creatively, research and gather my own information
- *Enthusiastic – have a love of learning and desire to find out more
- *Resilient – feel regulated to have a go, keep going and learn from my mistakes
- *Independent – have the confidence to do it my way
- *Connected – have secure relationships and be able to make links between learning
- *Collaborative – respect and work well with others
- *Successful and ready for the next challenge in life.

SAFEGUARDING

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of or suffering from abuse. Milford Infants' School and Pre-School will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.



- Ensure that pupils and their carers know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include activities and opportunities in the curriculum for PSHE/Citizenship^{*(see below)} which equip pupils with the skills they need to stay safe from abuse.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. (Section 11, Children Act 2004). There are however, key people with schools and the LA who have specific responsibilities under Child Protection and Safeguarding Procedures. The names of those holding these responsibilities for the current year are displayed in the reception area and staff room for all staff and carers to see.

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) at our School is the Headteacher, Miss Wendy Chant. In her absence, the Deputy DSL's are Mrs Deanna Mears & Mrs Georgie Ratcliffe, will take the lead.

The Governor with responsibility for Child Protection and Safeguarding is: Mr Alan Perkins. The chair of the Governing Body is: Mr Alan Perkins.

Please see a member of office staff for contact details. In any event, the Headteacher will be informed of any suspicions of abuse. Should any concerns relate to the Headteacher, the Chair of Governors will be contacted.

OFSTED

Our [most recent inspection](#) was November 2021 and we are delighted to let you know that the inspector found that our school remains good. We are very proud that the inspection acknowledged and celebrated the consistent hard work, passion and dedication of all the staff and pupils at our school. A few snapshots from the report include:

-  "Pupils get off to a good start to their education at Milford."
-  "Pupils say that adults are kind. They know that adults will listen to them and sort things out."
-  "Parents told inspectors that their children are 'thriving' because staff go above and beyond' to support them and their children."
-  "Staff are ambitious that all their pupils will do well."
-  "Staff do everything they can to support pupils to feel safe so they can learn and behave well."
-  "The enthusiasm of teachers is infectious."
-  "Staff are proud to work at Milford."

CURRICULUM

Certain aspects of the curriculum are statutory requirements.

Core Subjects

English
Mathematics
Science
Computing

Religious Education

In accordance with the Education Reform Act, 1988, all children receive Religious Education following the Somerset Agreed Syllabus



**Foundation
Subjects**

History
Geography
Design Technology
Art
Music
PE

**PSHE and
Citizenship***

We believe that Personal, Social and Health Education (PSHE) and Citizenship underpin most aspects of learning and school life.

Collective Worship

School assemblies provide the opportunity to reinforce our philosophy of care, respect and tolerance. There is a daily act of worship, which is wholly or mainly of a broadly Christian character, and is either school or class based. Parents not wishing their child to attend should contact the Headteacher.

FULFILLING OUR AIMS THROUGH THE CURRICULUM

We aim to provide a curriculum which is broad and balanced, where children can extend their experience of themselves and the world in which they live. Children encounter a wide variety of tasks and practise many skills through the curriculum. Teachers organise carefully structured activities which allow the children to develop the concepts they need, whatever their individual strengths, talents and needs. Each term the children are taught a full programme of work which has been planned by the teachers in that team. By working from joint plans, which teachers have prepared collaboratively, all the children in one age group have the same access to the curriculum. Teachers use a range of different approaches which best suit the learning task. For example, children may be taught as a class, in small groups, in pairs or as individuals, whichever approach is most purposeful in the circumstances.

Children are born ready, able and eager to learn. They actively reach out to interact with other people and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments. The four themes of the Early Years Foundation Stage (EYFS) underpin all the guidance. Milford Pre-School follows the DfE document - Development Matters - which shows how these themes, and the principles that inform them, work together for children in the EYFS.



STARTING SCHOOL & ADMISSION ARRANGEMENTS

Parents are invited to register an interest in the school as soon as possible, in order to be invited to the Open Morning preceding their child's admission to school. Allocation of places for first school admission is administered by the Local Authority. During the term prior to children starting full-time education, children are invited into school to help them to become familiar with the teachers, the buildings and the activities they will experience when they officially start school. This enables the children to settle into school happily and to build close relationships between home and school.

Children in Somerset are entitled to start school in the academic year following their fourth birthday. You and your child will be very welcome to visit the school and ask questions, in order that you can reach the right decision in the important matter of selecting a school. Open Mornings are arranged for this purpose in the Autumn Term, please check the school website for details.

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.



Before your child starts at Milford Infants' School we ask parents and carers to complete a checklist of 'school readiness' which will support class teachers with their initial assessment of the children.

The skills we hope the children will be able to show for 'school readiness' are:

-  Enjoy a range of stories, join in with repeated sentences and be able to talk about what has happened.
-  Recognise their written name.
-  Use the toilet and wash their hands independently.
-  Get dressed independently.
-  Use a knife and fork to feed themselves.
-  Eat a healthy range of food.

Teaching in the EYFS setting at Milford Infants' School is delivered in accordance with the government's statutory document 'Early Years Foundation Stage Statutory Framework' (September 2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four guiding



principles:

-  Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
-  Children learn to be strong and independent through **positive relationships**.
-  Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
-  Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities (SEND).

ACHIEVEMENT FOR ALL QUALITY MARK

Achievement for All is a national charity which offers a range of programmes for schools to strengthen learning, wellbeing and achievement for pupils and students who are experiencing difficulties. Its Achieving Schools programme supports and challenges education settings to set up effective and sustainable approaches to tailoring learning for these pupils, ensuring that they, their families and school professionals are involved in the process. We are very proud to have achieved the Achieving Schools Quality Mark in July 2021. The Quality Mark was awarded to celebrate our commitment to improving outcomes for vulnerable and disadvantaged children and young people.

INCLUSIVE DYSLEXIA FRIENDLY STATUS

We have also received accreditation for 'Inclusive Dyslexia Friendly Status', which recognises the inclusive provision we provide for pupils with Specific Learning Difficulties. Comments from the report stated that classrooms are all welcoming environments and consistent use is made of resources and displays across the school. Use is made of visual timetables and Communicate in Print (symbols) to help make the environment inclusive to those who find reading challenging. Children also consistently have access to practical resources to support learning. The school also makes clear efforts to promote children's self-esteem, provides opportunities for success and a calm and relaxed learning environment. Classroom practice promotes achievement in addition to attainment. Parents spoke positively of how the school presents homework to make it inclusive and enjoyable and how multisensory approaches to learning spellings are encouraged. They also said that staff share any concerns that they have at an early stage with parents, and in turn, parents are confident that their concerns and questions will be answered promptly.

MENTAL HEALTH AND WELL-BEING

At Milford Infants' School we pride ourselves in providing an environment which offers stability, is happy and stimulating and in which children can grow in confidence, developing positive self esteem. The mental health and well-being of our children is paramount to feeling safe and secure and making progress to be the best they can. We offer a number of strategies to support Mental Health and Well-being including:

***Outdoor Learning**; Learning outdoors provides regular opportunities for children to engage with the natural world in self-directed ways. Every class uses our Forest School area throughout the year. The sessions provide a range of opportunities, activities and resources, all of which are child initiated, inviting the children to make choices about their own learning. The benefits we see for the children are improvement to physical and mental health, self-



confidence, emotional literacy, social skills and self-esteem. Children find new ways to succeed through perseverance and independence. Through some of our Forest School activities we also achieved a Silver Eco-Schools award. This is an internationally recognised award for excellence in environmental action and learning.



***Emotional Literacy Support Assisant (ELSA);** There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning and some will require greater support to increase their emotional literacy than others. 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.

We are lucky enough to have qualified Emotional Literacy Support Assistant at Milford Infants'. They have been trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. Sessions are fun, we use a range of activities such as games, role-play with puppets or arts and craft. ELSA sessions take place in class or in the 'Talking Room' which provides a calm, safe space for the child to feel supported and nurtured.

***Peer Massage;** The Massage in Schools Programme (MISP) is an international programme of positive touch and clothed peer massage (child to child massage) for children of 4-12 years. This successful programme uses massage and positive touch to encourage learning and develop children's social and emotional skills. It is proven to improve children's concentration and is recognised as an effective anti-bullying strategy. The vision of the MISP is that every child attending school experience positive and nurturing touch every day, everywhere in the world. There are three main aspects to the MISP:

- An ethos of respect and choice as every child is asked for permission before massage and has the right to say 'no'.
- A 15 minute clothed daily massage routine on the head, back, arms and hands, led by an adult.
- A range of activities, which use visualisation and kinaesthetic learning and encourage positive touch throughout the curriculum.



***Parent Family Support Advisor (PFSA);** The PFSA is an important link between school, the families and Children's Social Care. The PFSA works closely with the SENCo in school to ensure consistency of support for children with additional needs. She supports a number of families with routines to improve children's attendance and punctuality at school. We work with the PFSA at Milford Junior School, which helps to facilitate a smooth transition for vulnerable families.

JUNIOR SCHOOL TRANSFERS

At the end of Year 2 the children transfer to a local Junior/Primary School (usually Milford Junior School). Parents are contacted by the admissions authority in the Autumn Term of Year 2 asking for their choice of school. Although most children do transfer to Milford Junior School they are not automatically allocated a place. We are fortunate to share a site with the Junior School which promotes a smooth transition for our children. The staff of both schools work together, organising visits and combining activities so that the children are well prepared for the move they will make in the September following their seventh birthday.

LIAISON WITH PARENTS

We aim to work in partnership with parents for the benefit of the progress and well-being of the pupils in our school. In the Autumn and Spring terms parents are invited to attend parent consultation evenings but parents are welcome to talk with teachers about their children especially at the end of the school day. Any aspects concerning your child's welfare which you wish to discuss may be more formally approached by arranging a mutually convenient appointment with the class teacher or Headteacher.

A number of parents already offer help in school in a variety of ways. We are very grateful for their support which allows the children to engage in a wider variety of activities than would be possible without these extra adults. If you would like to help in school or would like further information, please contact the school office.

FRIENDS OF MILFORD INFANTS' SCHOOL

There is automatic membership to this group for all parents of children attending the school, pre-school and all staff. The Association engages in activities which support the school, including fund-raising events, and aims to foster relationships between staff, parents and others associated with the school.

