SCHOOL BROCHURE

2025/2026

Frances Olive Anderson Church of England (Aided) Primary School

The Grove
Lea
Gainsborough
Lincs
DN21 5EP
Tel: 01427 612827

E-mail: office@olive-anderson.lincs.sch.uk
Website: www.olive-anderson.lincs.sch.uk
https://www.olive-anderson.lincs.sch.uk/virtual-tour/

Headteacher: Mrs Sarah Woolley
Chair of Governors: Mrs Angie Waplington

Diocese of Lincoln

Welcome to Lea Frances Olive Anderson Church of England (Aided) Primary School

Our Vision Statement: Being Different; Belonging Together.

Frances Olive Anderson Church of England Primary School is a place where all are welcomed and considered valuable and valued as unique children of God. As a school community we aim for all to develop wisdom, hope for the future and a sense of self-worth - to aspire to be the very best we can be, and to enable us to serve others.

We have a strong and dedicated team who endeavour to provide an exciting and enriched curriculum from which we can all learn. The academic and emotional needs of our community are considered, to enable everyone to flourish. Happy learners are lifelong and successful learners.

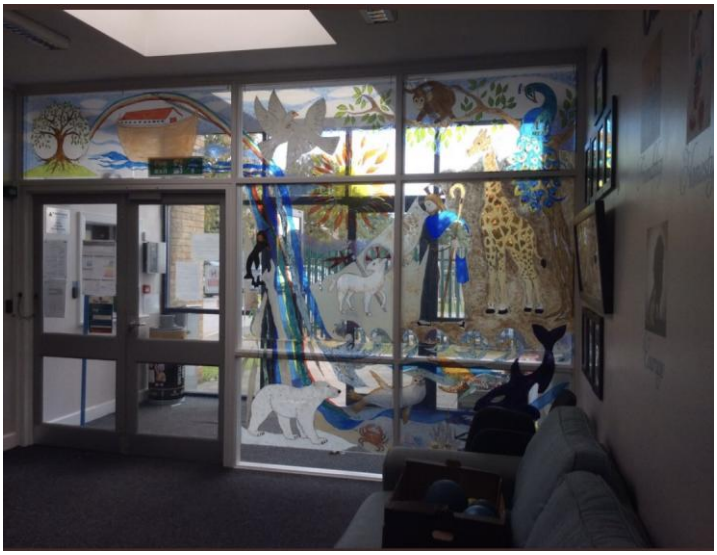
We strive for our children and adults to be resilient to face any challenges and become a voice for change in the world where change is needed.

"All of us are Christ's body, and each one is a part of it." (1 Corinthians 12:27)

We believe that parents have a very important role in the education of their children, and we actively encourage close co-operation between home and school. We value and build on the experience and knowledge that the children bring with them, and we hope that you will share with us in making your child's education at Frances Olive Anderson Church of England Primary School enjoyable and successful.

We look forward to working with you and your child.

Sarah Woolley - Headteacher



Our beautiful stained-glass window makes a fantastic entrance to our school.

These are the people who work in our school: -

Staff

Mrs Sarah Woolley	Headteacher
Mr Stewart Cook	Year 6 Teacher, SLT & SENCO (Spec. Ed. Needs Coordinator)
Mrs Carey Hearn	Year 5 Teacher
Miss Samantha Lee	Year 4 Teacher
Mr Sam Rance	Year 3 Teacher
Miss Rebecca Bishop	Year 2 Teacher & SLT (Senior Leadership Team)
Mrs Sarah Hill	Year 1 Teacher & SLT (Senior Leadership Team)
Mrs Hannah Strellis	Reception Class Teacher
Mrs Grace Watson	Bursar
Miss Sharon Smith	Administrator
Mrs Rosanna McGlynn	PPA Cover
Ms Vickie Beastall	HLTA/PPA Cover
Mrs Cheryl Colbeck	Teaching Assistant Y6
Mrs Verity Thompson	Teaching Assistant Y5 / 1:1 Teaching Assistant
Mrs Sarah Taylor	Teaching Assistant / Midday Meals Supervisor (MSA)
Mrs Donna Robinson	Teaching Assistant Y4
Mrs Alex Bolderson	Teaching Assistant Y1
Miss Katie Gamwell	Teaching Assistant Reception
Mrs Grace Drury	Teaching Assistant Reception
Mrs Julie Iredale	Teaching Assistant
Miss Rachel Goddard	1:1 Teaching Assistant
Miss Francesca Tait	1:1 Teaching Assistant / Midday Meals Supervisor
Mrs Serena Vince	1:1 Teaching Assistant / Midday Meals Supervisor
Mrs Leanne Illidge	1:1 Teaching Assistant / Midday Meals Supervisor
Mrs Tracy Wright	1:1 Teaching Assistant / Midday Meals Supervisor
Mrs Zoe Simpson	1:1 Teaching Assistant
Mrs Sally Graves	Cleaner
Mrs Bev Smith	Caretaker / Cleaner

Governing Body

Mrs Sarah Woolley	Ex-Officio (Headteacher)
Mrs Angie Waplington	Chair of Governors
Mrs Angie Waplington	Foundation Governor (Gate Burton)
Dr Maria Prior	Foundation Governor (Vice-Chair)
Mr Ravinder Saib	Foundation Governor (Lea PCC)
Mr Graham Foyle-Twining	Foundation Governor (Lea PCC)
Mr David Farrow	Foundation Governor (Upton cum Kexby PCC)
Miss Rebecca Bishop	Staff Governor
Mrs Victoria Parker	Parent Governor
Mrs Sue Metcalfe	Local Authority Governor
Mrs Kate Turner	Co-opted Governor

Our School

The school was built as a Church of England (Aided) school in 1966. Extra classrooms were added in 1971. The school has been extended and refurbished over the years. The latest addition to the building is a purpose-built classroom added to the back of the building to accommodate our 7th year group, this also includes intervention space.

The catchment area includes Lea, Knaith, Knaith Park, Gate Burton, Upton and Kexby, although many children from Gainsborough and the surrounding area choose our school. Free transport is provided by Lincolnshire County Council for children from Upton and Kexby.

The school has extensive secluded and secure grounds with climbing frames, tyre park, a Forest School area for learning and a newly funded trim trail.

The attractive hall is used for Collective Worship, PE and dining. There are 7 classrooms, a dedicated library space and various rooms for small group work.

We are proud of our Church of England Foundation

As we are a "Voluntary Aided" school, the church has the right to nominate a majority of the Governing Body and the Governors have important obligations. The most important being;

- Appointment of Staff.
- Responsibility for maintaining the exterior of the building. This involves an annual contribution from the churches of Lea, Upton, Knaith and Gate Burton. The four churches in the Lea Group of parishes in partnership with the Diocesan.
- Education Board have a financial commitment for certain costs. This responsibility lies in the insurance of the school building, repayment of a mortgage and a Diocesan insurance scheme for the maintenance of the school building.
- Ensuring that religious instruction is given throughout the school (which may be in accordance with the doctrine of the Church of England).

Church schools have an extra tier of support from the Diocesan Office covering many aspects of school life but mainly with reference to Religious Education, Collective Worship, Spiritual Development and Buildings maintenance and development.

There is an established bond between School and Church and School and Diocese, which is integrated into many areas of the curriculum. Parents should be aware of the significance of this when considering this school for their child.

This is how our classes are organised

As a primary school we take children from the age of 4 until they reach 11. We currently have 7 classes for the 2025/2026 academic year. These are organised as follows:

Year R	Mrs Hannah Strellis	Reception Class (Age 4-5 yrs)
Year 1	Mrs Sarah Hill	Year 1 (Age 5-6 yrs)
Year 2	Miss Rebecca Bishop	Year 2 (Age 6-7 yrs)
Year 3	Mr Sam Rance	Year 3 (Age 7-8 yrs)
Year 4	Miss Samantha Lee	Year 4 (Age 8-9 yrs)
Year 5	Mrs Carey Hearn	Year 5 (Age 9-10 yrs)
Year 6	Mr Stewart Cook	Year 6 (Age 10- 11 yrs)

The organisation of classes for 2026/2027 will be subject to change dependent on numbers.
All teachers are entitled to 10% time out of the classroom in which they can plan, assess and prepare their lessons (PPA).

Term Time Holidays

The Education (Pupil Registration) Regulations 2006 with regards to leave of absence in term time changed from September 2013 and the school is now prevented from granting any leave of absence except in exceptional circumstances. Family holidays, reunions, special birthdays and other family events are not considered exceptional and so we will not be able to grant leave of absence for such events.
Requests for holidays in term time will not be authorised unless there are very exceptional circumstances. Any absence taken without having been granted an exceptional circumstance will lead to a fine.

Other absences or lateness will be classified, as **Unauthorised Absences** and they will have to be published as part of the school's annual statistical record and in your child's annual report.

Term Time Dates – 2025/2026

Term 1	**4th September 2025**	**23rd October 2025**
Term 2	**3rd November 2025**	**19th December 2025**
Term 3	**6th January 2026**	**13th February 2026**
Term 4	**23rd February 2026**	**2nd April 2026**
Term 5	**21st April 2026**	**22nd May 2026**
Term 6	**1st June 20256**	**22nd July 2026**

The School Day

School starts at 8.55am and ends at 3.30pm. Lunchtime is from 12.00 to 1.00pm for all year groups.

The teaching time for Years R, 1 and 2 is 23 hours 15 minutes per week. In Years 3, 4, 5 and 6 the teaching time is 24 hours 35 minutes per week. This does not include playtimes, the act of Collective Worship and registration.

Children are able to come straight into school from 8.45am.

After school, children are encouraged to wait inside school if the person picking them up is late for any reason.

Parking around school can be difficult. It is advisable to walk to school or park away from the immediate area around the school. To alleviate the congestion, please consider arranging car sharing. Parents might consider using Trehampton Drive to drop older children off rather than parking, to ease congestion.

Please do not drive into the school grounds or up to the school gates, as this will involve reversing across the pedestrian access route. Please help by dropping your children off then **moving away immediately** in the morning and moving off as soon as possible in the evening. There is a School Safety Zone outside the main gates and parents **should not park or drop** children off in this area (the police will fine you), or park in or across residents' drives or across the fire hydrant. **Please help us to keep your child and our community safe**!

In the interests of safety, **vehicles should not enter the school grounds**, except for parent helpers or those who have a special dispensation. For school events held in the evening, the playground may be designated as a car park.

Absence

Sickness Related: Please inform the school of your child's absence on the first day of sickness before 9.00 am - **Telephone 01427 612827 or email:** office@olive-anderson.lincs.sch.uk if you know your child is going to be absent for a hospital or similar appointment, please let the office know in advance if possible.

Medicines

School staff will only administer prescribed medicines after parents have filled in a request slip, available at the office. It is also permissible for parents to visit school at lunchtimes for this purpose. Pupils with asthma will have immediate access to their own inhalers.

Arbor

Arbor is a communications platform which we use in school to keep Parents informed & up to date. Whether it is whole school/class information or a specific direct message, this is how you will be able to keep up with everything going on in school. Parents are encouraged to download the app, which is available on Iphone, Android or even Xbox!

School Website – www.olive-anderson.lincs.sch.uk

Our website is a hive of information relating to all aspects of our school, this brochure, all our policies, Snippets (fortnightly newsletter) Curriculum information & much more is all available to view on there. Please let us know if you feel we could improve this facility.

Illnesses

Infection	Exclusion Period	Comments
Chicken Pox	5 days from onset of rash & all the lesions have crusted over.	
Athlete's Foot	None.	Treatment is recommended, if there is an outbreak/cluster, contact local HPT.
Scarlet Fever	Exclude until 24hrs of appropriate antibiotic treatment completed.	A person is infectious for 2-3 weeks if antibiotics are not administered. In the event of two or more suspected cases, contact local health.
Diarrhoea & Vomiting	Whilst symptomatic & 48hrs after the last symptom.	
Hand, foot & Mouth	None.	Inform School.
Slapped Cheek	None (Once rash has developed).	Pregnant contacts of case should consult with their GP/Midwife.
Headlice	None.	Treatment recommended only when live lice are seen.
Impetigo	Until lesions are crusted/healed or 48hrs after starting antibiotic treatment.	Antibiotic treatment speeds healing & reduces the incubation period.
Measles	Four days from onset of rash.	Preventable by vaccination (2 doses of MMR).
Mumps	Five days after onset of swelling.	Preventable by vaccination (2 doses of MMR).
Threadworms	None.	Treatment is recommended for child & household.
Tonsilitis	None.	There are many cases but most are due to viruses & do not need antibiotic treatment.
Warts & Verrucae	None.	Verrucae should be covered in swimming pools, gyms and changing rooms.
Ringworm	Not usually required.	Treatment is needed.

What We Teach – Our Curriculum

We pride ourselves on having developed a curriculum which we feel offers outstanding opportunity and learning experiences for all of our pupils, both academically and personally.

Our **broad** and **balanced** curriculum **inspires** pupils to learn. The **range** of subjects helps pupils **acquire knowledge, understanding and skills** in all aspects of their education.

We provide not only a good education but the right education for our pupils.

We have considered:

- The things we want our children to learn.
- Experiences which we know are effective and engaging for children.
- Experiences which we know will raise standards and lead to successful learners.

Our themes have been planned to:

- **Excite/engage.**
- **Challenge.**
- **Inspire.**

In this fast paced, ever-changing world we aim to promote continuity and coherence, allowing children to move smoothly between phases of education, schools and work, providing a foundation for successful **lifelong learning**.

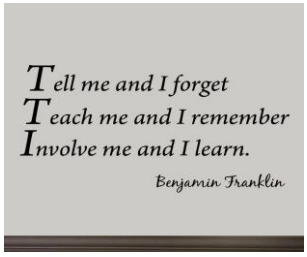
The purpose of our curriculum at Frances Olive Anderson C of E Primary is:
To establish an entitlement for all children, regardless of social background, culture, race, gender, differences in ability and disabilities, to develop and apply the skills, knowledge and understanding that will help them become successful learners, confident individuals and responsible citizens.

How We Teach

At Frances Olive Anderson C of E, we value the knowledge, experience and professionalism of all of our staff. We recognise that not one style suits all learners or teachers all of the time. We trust our staff to use the best way of delivering content according to that content and the co-hort at that time. We access regular training and research through our work with local schools and through our collaboration with the Kyra Alliance.

The school uses a variety of teaching and learning styles in all lessons which are a mixture of whole class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and are challenged by further questioning and the opportunity to 'prove it' or 'convince me' type activities.

We use technology to support learning when it is appropriate and incorporate the outdoors and real-life experiences and learning as much as possible.



Our philosophy is very much aligned with the famous quote by Benjamin Franklin:

One of the learning principles which is embedded in our school is the Dr Spencer Kagan's Co-operative Learning and Active Engagement Principles. Prior to moving to Lincolnshire, our Head teacher had the amazing opportunity to learn about this and be trained in the principles first hand in Florida, America whilst teaching in Cheshire. The staff at Frances Olive Anderson C of E Primary School have fully committed to using these principles and structures, this has been developed since 2015 and we are still introducing new ideas and training new staff in these principles for learning. Please see below for a brief overview of what this entails:

Kagan Structures produce revolutionary positive results. Teachers, schools, and Trusts now use Kagan Structures to increase academic achievement, improve relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. How do such simple little teaching strategies have such a profoundly positive effect on so many dimensions of learning? Easy. It's all about engagement!

When students are engaged, they pay attention, they're motivated, they learn more, and the learning sticks. The biggest difference between the Kagan approach and teaching using traditional methods is the ability to engage every student. Traditional classroom teaching captures the minds and attention of some students, but not all. Good teachers engage more students. But even the best teachers who use traditional instruction don't require every student to participate. With traditional instruction, there is always a subset of students who fall through the cracks. We're all too familiar with the results: a widening gap between high achievers and low achievers.

Kagan Structures engage every student. In the traditional classroom, the teacher is the hardest working person. At Kagan, we think that's backwards. Students need to work at least as hard! The more they interact with their peers and with the curriculum, the more they'll learn. Kagan Structures require every student to participate frequently and approximately equally. Kagan Structures close the achievement gap by creating dramatic gains for struggling students. But the gains are not bought at the expense of high achievers; they too are engaged in a richer, more interactive learning environment. As brain-research is proving, meaningful engagement is just a better way to reach and teach all students. Surely, other classroom practices and school wide changes can make a positive difference for students. But nothing makes an impact as immediate, powerful, and on so many outcomes as active student engagement. When students are actively engaged on a daily basis, everything changes. Engagement is the key!

Engagement is the reason why veteran teachers who turn to Kagan Structures experience their greatest success ever. Engagement is why low-performing and minority students who use Kagan Structures outperform their peers who don't. Engagement is why students report that they like school more, their teachers more, the academic content more, and feel better about themselves, and are less disruptive. Engagement is the reason why principals of failing schools can turn schools around, quickly. Active student engagement gets straight to the root of the problem in many classrooms.

https://www.t2tuk.co.uk

ENGLISH

At Frances Olive Anderson C of E Primary School, we teach English using the National Curriculum objectives for each age range.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Phonics and Reading

Phonics is taught in school using the Ruth Miskin Read Write Inc. phonics programme (RWI). Children are assessed every six weeks and grouped according to their ability. Any children not meeting expectations are placed into intervention programmes. Children will take home a practice book, book bag book and a reading for pleasure book. If children in Key Stage 2 still require phonics input, they will remain on the RWI programme. Any Key Stage 2 children still requiring reading support will access RWI Fresh Start intervention either as an individual or within a group.

Reading for pleasure is high priority within our school. Key Stage 1 children are given access to high quality books with a dedicated reading for pleasure story time using the school reading spine. Reading in KS2 is taught using whole class reading sessions where children read and explore texts carefully selected to extend their vocabulary and experiences. Keys stage 2 children also have a dedicated reading for pleasure time where teachers read aloud. Children take home books from the school library and are encouraged to make choices that will develop their love of reading and extend their choices.

We aim to develop a love of reading through different events throughout the year. This includes World Book Day where children are encouraged to come dressed as their favourite book character.....as well as the Staff! We also hold a yearly book fair and often have visiting authors or theatre productions! We have Year 6 reading champions who lead assemblies, read to younger children and help to promote reading across school.

Book corners are used within all classrooms. These are mini libraries where books are displayed linked to topics and books read within reading sessions. Book talk is used to engage children in the books other children are reading and share books within the class.

Our Reading Shed is a space designed to provide a calm and cozy area for the children to escape to during playtimes if they want to lose themselves in a good book or just enjoy some quiet time!
The area is filled with a wonderful selection of books, blankets and comfy seating making it the perfect spot for little bookworms or anyone in need of a peaceful moment.

Writing

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting).
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise, and evaluate their writing. Pupils will be given opportunity to write for different purposes across the year. They will be given regular opportunities to describe, narrate, inform, and persuade/analyse. There will be a progressive coverage of these aspects of writing. Handwriting takes a high priority within all Year groups.

Spelling

The Active Spelling Programme is used to teach spelling in schools. This teaches the expectations of the National Curriculum in daily 20-minute sessions. These sessions follow the same structure across the school of recall, learn, check, and apply. Teachers use orthography, phonology, morphology, etymology, graphology to ensure spellings are embedded, and transition into writing.

Grammar

Grammar is taught within school using the Active English programme. This is embedded into our 10 day writing cycle to ensure children make links between grammar and their writing. Children are taught Grammar specific terminology using flash cards and images related to Grammar terminology. The session consists or Recall & Learn, Read & Respond and Create & Learn.

MATHEMATICAL DEVELOPMENT

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology, and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. (National Curriculum 2014)

All children start their daily maths lessons with Active Number. This uses the principles of mnemonics to help with times tables and to enable children to develop a mastery to their learning. Children complete daily counting, rapid recall of number fats and arithmetic. Maths is also taught through other subjects as part of our cross curricular topics.
In all year groups a wide range of mathematics resources are used to ensure that children learn in a variety of different ways. A weekly diet of maths aims to provide children with suitably challenging tasks and activities both individually, in pairs and in groups.

Within mathematics we aim to equip the children with a range of skills, strategies and knowledge which they can use to become independent problems solvers.

Every class has a maths working wall which displays targets, key words and, where possible, concrete, pictorial and abstract representations for pupils to refer to for guidance. Teachers are also encouraged to have easily accessible concrete resources available.
The primary aim of ours is to continue to maintain and raise standards in core number work and in the children's mental calculation abilities.

Help at home

One of the best ways to support your children at home is to practise their number bonds and times tables for just a few minutes each day! Homework will support their current topic in class.

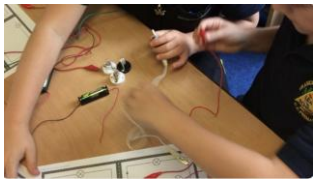
SCIENCE

The scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with science as a process of enquiry. The experience of pupils using scientific methods of investigation should enable them to approach the practical, social and economic issues of life in a disciplined and systematic way. It should develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence. Science education, as well as being a satisfying and enjoyable experience in itself, should contribute to the enrichment and quality of life.

Science is about finding out and discovering all about the world in which we live.

Science falls into three main areas which are:

- Life Processes – finding out about living things.
- Materials and their Properties – finding out about how materials work together to make our world.
- Physical Processes – discovering about our physical world through the study of electricity, light and sound and forces.



The main focus in science is about discovering and learning through investigation. This is why at Frances Olive Anderson CE Primary School, children are given a wide range of opportunities to enquire, investigate and experiment, following their own inquisitive natures and using the outdoor environment whenever possible.
Science uses skills such as Literacy, maths, and ICT, as well as developing the children's thinking skills to enable them to reflect about science creatively in a worldwide context.

RELATIONSHIPS AND SEX EDUCATION

During the course of the Science curriculum many aspects of Health Education are covered including special aspects of "Growing Up".
Children's questions will be answered truthfully and simply, if and when they arise. In addition, parents are able to request a copy of the teaching material before the start of the programme.
Children may be withdrawn from these sessions at the parent's request, but not the science national curriculum objectives.
A policy is available to parents on request.

ART and DESIGN

At Frances Olive Anderson CE Primary School, we value art and design as an important tool for communication, self-expression, and fun! Across the school, children are encouraged to explore their ideas and feelings through a range of processes and materials. The work of other artists, architects and designers is used to inspire the children and they also learn about the work they have created. Children are encouraged to work alone and with other children to create work in both small and large pieces.

A variety of materials are used in art and design lessons across the school and a range of techniques are taught to ensure children can create pieces using colour, pattern, texture, line, shape, form and space. Children develop their control and techniques through creativity and experimentation.
We encourage the pupils to think critically and develop an understanding of Art and Design. We teach them how art and design both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.

We recognise the fact that in all classes there are children of widely different abilities in art and design and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We currently use the united curriculum for art & design.

COMPUTING

At Frances Olive Anderson C of E Primary School, we aim to equip our children with the necessary computing knowledge and skills to thrive in an ever-changing technological world. We strive to provide up to date computing devices and software to allow children to progress and learn the skills needed to use these devices effectively.

We also strongly believe that the use of computing in school supports the children's learning in all areas and presents information in a visual interactive way, incorporating different learning styles within the classroom.
We are fortunate to have interactive whiteboards in all classrooms and have access to laptops and Ipads to enable computing to be taught as a whole class.

Computing also has a huge impact in all areas of the curriculum using the large amount of software programs that can be accessed from every laptop in the school.

DESIGN and TECHNOLOGY

We use guidance from the National Curriculum 2014 and relate our DT work to the main topics for each term and in the future through our forest school scheme of work which is being developed. Through DT we aim to develop the children's thinking skills and encourage them to try out their own ideas. In any project the children will investigate, plan, implement and then evaluate the effectiveness of their work.

We want to ensure that children:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

GEOGRAPHY

Geography plays a major role in the curriculum at Frances Olive Anderson Primary School. Children learn about the world around them in a variety of ways. We aim to create a sense of wonder about the world whilst also promoting a sense of responsibility. Children's geographical skills are developed through a range of investigation, decision making and problem-solving activities.

In Key Stage One, Children learn mainly about their local area and also begin to look at contrasting places around the world.

In Key Stage Two, children begin to learn more about the wider world and the issues that affect both the environment and the people living in it. Geography is integrated into many other areas of the curriculum, including literacy and art, where children have the chance to put their geographical skills into practice.

Children's geography is also enriched with regular themed weeks throughout the year.

In the past, children have enjoyed learning more about other cultures and countries in multi-cultural activities as well as having the opportunity to find out about particular countries.
We try to encourage the children to make a positive contribution to their environment. We have recycling facilities at school and children are also given the opportunity to grow and eat their own fruit and vegetables.

HISTORY

Through our history teaching at Frances Olive Anderson CE Primary School, we aim to develop pupils' skills in the following areas:

- Chronological understanding.
- Knowledge and understanding of the past.
- Historical enquiry.
- Historical interpretation.
- Organisation and communication.

We teach these through a range of topics, using ideas from the pupils as a basis for teaching and learning. Pupils enjoy history and are always keen to learn!

Different events and periods in history are covered throughout both key stages. In Key Stage 1 children study topics such as significant events and daily lives of people from the past. In Key Stage 2 the focus moves to studies of different periods of history such as Ancient China and other changes and impacts on Britain. As part of our pupil-centred creative curriculum, children's ideas form the basis for our learning within a topic, with the history skills above being taught throughout and continuously.

History is taught in an exciting and practical way with children using a range of sources to learn about the past, such as artefacts, photographs and written sources, including both ICT and book based. Purposeful links are made with other areas of the curriculum in order to strengthen learning, for example using historical events as a stimulus for writing. Visits, visitors and themed sessions are used to support learning in history. These have included a visit to The Collection in Lincoln to learn how to be an archaeologist and discover Roman relics, as well as visits from local history experts. Such events are thoroughly enjoyed by the children and help to further develop their understanding of a topic and their history skills.

LANGUAGES

At Frances Olive Anderson C of E Primary, we teach French in Key Stage Two. Throughout our language teaching we aim to develop both pupils' language skills and their intercultural awareness. During lessons, pupils learn to understand, speak, read and write French, as well as learning about everyday life in France and French-speaking countries. They respond to the challenge with enthusiasm and enjoyment! Ooh la la!

In 2009 and 2013, we achieved the International Schools Award. This reflects our commitment to building international awareness into the whole life of the school, and our language work plays a large part in this. We are proud of our international work at our school and how it benefits the children who learn here.
We use Language Angels to support teaching and learning.

MUSIC

Music is a very important part of life at Frances Olive Anderson CE Primary School. We have many activities and ways to encourage children to take part in music and to develop their enthusiasm and talent.

As well as delivering the Programmes of Study for music in a fun way, the school has well established links with the Lincolnshire Music Service who provide tuition for groups of pupils. Some year groups have Dejembe drumming lessons resulting in a fantastic performance to the school. A range of peripatetic teachers regularly visit the school to provide individual paid lessons for percussion, string

and brass instruments. We use Charangua for our weekly music lessons.

The intention is that all children are given the opportunity to take part in a musical production annually to develop their musicality and confidence.

We have a school choir with pupils from Year 5 and Year 6 who regularly get involved in many community and church events.
For many years we have participated in the Young Voices concert in Sheffield. This is open to any child in upper Key Stage 2. Children learn a wide range of songs and then perform in a huge concert at the Arena to help raise money for charities.

PHYSICAL EDUCATION

Our high-quality PE curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities. Opportunities to compete in sport and other activities build character and help to embed our whole school values. When teaching PE, we hope children will:

- develop competence to excel in a broad range of activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

What our curriculum includes:
At Key stage 1 - Pupils are taught fundamental movement skills, they become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others, in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

At Key Stage 2 – Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating, and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Swimming

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. Pupils should be taught to:

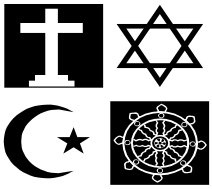
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).
- Perform safe self-rescue in different water-based situations.

Under the Education Reform Act, we are not allowed to charge for activities taking place in school time. However, we would appreciate your support in contributing £3.00 per week to pay for the cost of

transport there and back. Please pay this at the start of the terms your child is swimming. All children in Year 5 will swim at the start of the Autumn
Term along with any children from Year 6 who have not met the required standard.
They will need swimwear (including a swimming hat) and towel. Swimming hats can be purchased through Arbor for £1.00 and then collected from the school office.

Our main weekly P.E sessions are delivered by Premier Education and as a school we also promote inter and intra school competition. We have teams to represent the school at football, cricket, and swimming, cross country, athletics and many more. We also hold sports festivals within key stages.

RELIGIOUS EDUCATION



The school is a Church of England (Aided) school.

Religious Education is a statutory requirement for all children. The school provides acts of collective worship in the form of daily school assemblies and instruction in class groups. Arrangements for exemption from RE sessions and assemblies can be made at the parents' request. Children withdrawn will be adequately supervised.

We follow the Lincolnshire Locally Agreed Syllabus for Religious Education (2018-2025). This states that pupils should:

- Learn **about** religion and explore human experience.
- Learn **from** religion and respond to human experience.

Wherever possible we try to include visits and external visitors to enhance the quality learning experiences that our pupils have. We incorporate creative ways of teaching and presenting RE lessons, including the use of drama and art.

RE in Key Stage 1

Throughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

RE in Key Stage 2

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally, and globally. They make connections between differing aspects of religion and consider the

different forms of religious expression. They consider the beliefs, teachings, practices, and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in Religious Education.

EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage (EYFS) is the statutory framework for children's development from birth to the end of the Reception Class. It is based on ongoing observation and assessment in the following areas of learning:

The prime areas of learning:

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

The specific areas of learning:

- literacy.
- Mathematics.
- understanding the world.
- expressive arts and design.

Each of these areas are taught through cross curricular, play based learning experiences and all are equally important.

The EYFS is based on four important principles,
* A Unique child: Every child is individual and a competent learner from birth.
* Positive Relationships: This identifies that in order for children to be strong, independent learners they need to feel loved and form secure relationships with both parents and teachers.
* Enabling Environment: This recognises that the environment in which the children learn plays a key role in supporting and extending children's development and learning.
* Learning and Development: This recognises that every child develops and learns in different ways and at different rates.

INTERNATIONAL SCHOOLS / CULTURAL CONNECTIONS

The Governors and staff of Lea Primary School have always promoted and valued an

international dimension in the school curriculum and for the wider experience of its pupils. We wish to prepare our pupils so that, with confidence in themselves and respect for others they can live and work in a changing world.

We believe the school has a vital role in preparing pupils for international citizenship. The promotion of the international dimension in all aspects of the curriculum will assist in removing barriers between cultures; encourage openness and positive communication between individuals and groups.

At Lea School we are very proud of our links with Mohammad Shamel School, Beirut, Lebanon, and throughout the year many projects are shared focussing on global themes ranging from conflict and peace to sustainable development.

SPECIAL ACTIVITIES

There are other activities which may be available at different times of the year, thanks to the voluntary commitment of staff and parents These might include the following: - Choir, football,

cricket, athletics, netball, cross country running, badminton, gardening, sewing, Bikeability, computers, cooking, and art.

Each year it is hoped that classes will experience a dramatic production and take part in an educational day-visit or a longer field course. A residential visit for older children has been a feature of the school for several years.

Special speakers and companies are also invited into school to give us the benefit of their expert knowledge in a particular subject and enable links to be established between the school and local businesses and organisations.

Other annual events are Sports Day, Cross Country Events, Swimming Gala, the Book Fair, the Church Schools' Festival, and the choir takes part in the Young Voices concerts at Sheffield Arena.

ASSESSMENT

On entry, pupils' needs are identified through medical records, previous school/pre-school records and through shared information with parents. During the time your child is in this school, continuous assessment by your child's teacher will take place. There may also be a series of; standard assessment tests or tasks in Reception Class on entry – known as Baseline Assessment and then in Year 6. These are commonly known as "SATs". These will be combined to give a final assessment, as your child moves on to secondary education. Children's spelling and reading ages are updated throughout their time in the school.

DEVELOPING OUR CULTURAL CAPITAL

It is our aim to support families to be able to experience as many of these as possible whilst at primary school.

50 THINGS TO DO BEFORE YOU LEAVE PRIMARY SCHOOL

In 2012 a report by the National Trust entitled 'Natural childhood' highlighted how today's children are losing touch with the natural world and the long-term effect this can have on a child's education and mind. We feel that the list below helps to promote positive play, outdoor experiences, life skills and enjoyment.

1	Swim in the sea	26	Build a den
2	Build a sandcastle	27	Perform a poem
3	Draw a self portrait	28	Climb a tree
4	Have a piece of work put on display	29	Make a time capsule
5	Get a postcard home from school	30	Go camping
6	Swim a length of the school pool	31	Press flowers
7	Use chopsticks	32	Watch the sunrise and set
8	Play charades	33	Roll down a hill
9	Visit a place of worship	34	Create a piece of art out of nature
10	Play a game with a pack of cards	35	Wash a car
11	Visit an art gallery	36	Eat a doughnut without licking your lips
12	Visit a castle	37	Build an indoor den
13	Skim a stone	38	Fly a kite
14	See a live sporting event	39	Stay the night at a friend's house
15	Learn a magic trick	40	Go to the cinema
16	Try foods from different countries	41	Bird watch
17	Visit a city	42	Dance in the rain
18	Hunt for bugs	43	Visit a museum
19	Change your own bed covers	44	Plant it, grow it, eat it
20	Have a responsibility (School Council, Librarian)	45	Play in the snow
21	Have a picnic	46	Cook a meal
22	Make a cup of tea	47	Make mud pies
23	Repair a puncture	48	Play a board game
24	Join a club	49	Got to the theatre
25	Work with younger children	50	Go on an overnight school trip

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Our Local Offer for children with SEND and a full copy of our policy for Equality and Diversity is available from the school or on our website.

All pupils in our school study the National Curriculum. It is estimated that approximately 20% of pupils may experience learning difficulties at some point during their education. We believe there are considerable benefits for all pupils, in catering for special educational needs in the mainstream class. Some pupils may, however, at times require more specialised teaching, which can better be provided within a small group situation away from the main classroom.

Our Special Educational Needs Co-ordinators (SENDCO) is Mr Cook.

All staff share responsibility for pupils with special educational needs and disabilities in their classes, including those with a significantly greater learning difficulty than the majority of their peers. Pupils are taught in mixed ability classes.

Class teachers provide the support required, largely by the provision of differentiated material and teaching and learning experiences.

Teaching assistants provide support for children in some classrooms and also in small group tuition, under the guidance of the class teacher.

Our school has experience and expertise in teaching pupils with learning difficulties, supported by a wide variety of materials and equipment and children make good progress based on their starting points.

PEOPLE WHO HELP US TO SUPPORT PUPILS WITH SPECIAL NEEDS:

Please see our website for our SEND local offer.

MENTAL HEALTH AND WELLBEING

Over the recent years we have made tremendous progress in understanding the signs and symptoms of mental health and are committed to alleviating this barrier to learning as much as we can, for both our pupils and adults alike. We have a dedicated pastoral team and all of our staff have accessed training in awareness of the impact of trauma on families, the importance of developing safe and supportive relationships in our support and first aid for mental health. Mental health and wellbeing is a high priority on our Strategic School Development Plan and a percentage of our pupil premium funding is also used to support this essential area of development for all.

> *Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.*
> *(World Health Organization)*

We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.
In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.
For more information, please visit our website and access our Mental Health and Well-being policy.

BULLYING/CHILD ON CHILD ABUSE

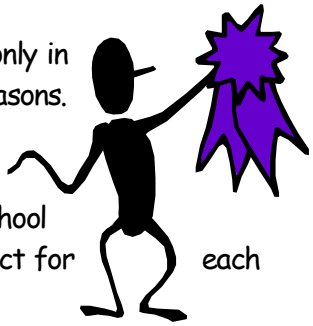
The school has an Anti-Bullying Policy and is proactive in tackling bullying issues. All staff are trained in identifying signs of child-on-child abuse and know what to do to support our pupils. All incidents of bullying are taken seriously, and children are asked to "tell an adult" who will help them to deal with the problem, rather than "taking the law into their own hands". Our policy is available on the school website.

SCHOOL COUNCIL

Children are given opportunities to discuss their feelings and opinions in class and each year group has two representatives on the school council, which deals with issues about the way the school is working. They are involved in making decisions which affect the life of the school, such as playtimes, rules and collective worship.

BEHAVIOUR MANAGEMENT

Corporal punishment is not used. School expectations are positive and made only in the interest of the whole school, administration or health and safety reasons. Children are informed of these expectations in class lessons and Collective Worship. Parents are kept informed by means of this brochure and regular newsletters. Children are encouraged to develop self-discipline through the school rules by choosing appropriate behaviour. They are expected to develop respect for each other and themselves, thus promoting a positive happy ethos in school.



Classes have their own individual reward systems which recognise effort and behaviours. As a whole school we work towards an 'EVERGREEN' treat. All the children begin as 'EVERGREEN' and if they remain so, we have a fun filled activity once a week. Children are aware of our very clear expectations for behaviour. If they choose to not adhere to these, they will firstly receive a reminder, then a warning to stop the behaviour. If the child still breaches our expectation, they will lose their 'EVERGREEN' status. Parents are informed weekly, via Parent Hub if their child is still 'EVERGREEN'.

FRANCES & OLIVE- OUR WELLBEING SCHOOL PETS

In May 2024, Frances & Olive arrived! The children enjoyed getting to know them straight away and have regular opportunities to spend time with them.

NATURE RESERVE & VEGETABLE GARDEN

The nature reserve provides an additional teaching space for children to explore. It can boost students' academic performance and over wellbeing.

Studies show that children who grow their own veggies are more likely to eat them, leading to healthier diets and better nutrition. Plus, gardening can teach valuable life skills, boost confidence, and encourage a love for nature!

'To Be the Best we can Be'

The Tully Cup is presented at the end of each week to children who have been the 'best they can be' during that week.

WHAT TO WEAR

We expect a smart appearance appropriate for school, and it is an important part of a child's education to learn how to dress for different occasions. The school sweatshirt linked with greys and blues will provide a basis for school clothing. Black school shoes must be worn at all times, if trainers are changed into at lunchtime these must be changed back before the start of the afternoon lessons. We are a uniformed school and, while it is recognised that the wearing of school uniform is not compulsory, the Governors are keen that parents should support the wearing of uniform. The school sweatshirt is navy with a coloured logo. Sweatshirts, cardigans, fleeces, coats, polo shirts, PE kit and book bags are available from Uniform Direct, one of their shops is based in Gainsborough or alternatively visit their website to order.

Blue gingham summer dresses can be worn during the warmer weather.

Swimming hats - £1.00 and Water bottles - £1.50 can be purchased from the school office – cash only.

https://www.uniform-direct.com/

On admission to school each child will need the following articles of clothing for both everyday wear and their P.E Kit:

- Grey trousers/skirt/pinafore.
- Navy logo polo shirt or white polo shirt.
- Waterproof coat.
- Water bottle.
- Black P.E shoes, slip-on type if possible.
- P.E shorts, navy blue or black.
- P.E t-shirt, navy with the school logo or plain navy/white.
- Outdoor P.E kit – Tracksuit bottoms, tracksuit top, trainers & spare socks.
- P.E kit bag, with a draw string to be left in school.
- General purpose bag for daily requirements, lunch, books, etc. The space in our lockers. is very limited so larger sports bags should only be brought on 'games' days.
- Swimwear (including a swimming hat) and towel (Year 2 upwards).

PLEASE MAKE SURE THAT EVERYTHING IS CLEARLY MARKED WITH YOUR CHILD'S NAME.

Please also check the names regularly to see that it is still obvious.

Unless requested by a teacher for something special, children should never bring toys or other items from home, since they become broken, or lost so easily and this causes upset. Please ensure that all clothing and possessions are clearly marked with your child's name.
School will not accept responsibility for lost or damaged belongings.

HAIR

Long hair should be tied back for health and safety reasons. Hair should be in a style in keeping with our high expectations, therefore extreme coloured hair or shaved patterns in the hair are not acceptable.

JEWELLERY

No jewellery should be worn at school. If ears are pierced only plain studs are acceptable. Children will not be allowed to wear earrings, or other jewellery, for P.E and Swimming and the children will be responsible for taking them out. **If they are unable to do this, please ensure they are removed before the start of the school day. The school will not be responsible for any jewellery that is lost or damaged.**

STARTING SCHOOL

When your child is old enough to start school, they should, if possible, be brought by a parent on the first day. You and your child will be invited to make preliminary visits to the school when children will spend some time in their future classroom, and there will be a meeting for parents to discuss routine and expectations with the Class Teacher and Headteacher. The school administrator will record his/her admission etc., and to do this she will need to see his/her birth certificate, so please bring it along with you. Within the classes the children may be grouped according to ability in some subjects, but grouping is flexible.

HOMEWORK

Homework is likely to be first encountered by finding out things as a follow up or as preparation for study. Preparation for the work to be done in the class, including spelling and tables, together with specific English or maths assignments will also be expected further up the school. Parental support in this is obviously important.

SECONDARY EDUCATION

The secondary education offered in the area is somewhat complex as it involves both selective and comprehensive options.

The nearest High School is Queen Elizabeth's High School, which uses the 11+ to select potential students. Parents must opt into this system, and all administration is performed by QEHS. The nearest Comprehensive School is The Gainsborough Academy. Other secondary schools with which we have established links are De Aston School (Market Rasen), Huntcliff School (Kirton Lindsey) and Lincoln Christ's Hospital School (Lincoln).

Children residing in Upton, Kexby, Gate Burton or Willingham are in a comprehensive area, but are also given the opportunity to take part in the selective procedure. Parents may request that their children go to other schools in the vicinity, but there is no guarantee that these

schools will be able to take them, and parents will be responsible for transport arrangements and costs.
Transfer to a High School is based on the result of verbal and non-verbal reasoning tests. These are predictive in the fact that they are designed to test a child's academic **potential**. They are not tests of a child's academic **achievement**. ***These tests are taken at the local High school.***
A booklet about selective education has been prepared by the County Council and is sent to all parents of Y6 children in September together with parental choice forms. The booklet `Going to School in Lincolnshire' is available to download from the Lincolnshire County Council website.

SCHOOL VISITS

Visits out of school are of great educational and social value. Please encourage and support your child. Throughout the year opportunities are given for children to make educational visits to places of interest outside and within the local community. There are also visits made to school by theatre groups, musicians, and artists.

Voluntary contributions will be requested to cover the cost of these outings. Insufficient funding may mean the cancellation of an outing. (See Charging Policy on the school website). The children in Year 6 have a residential visit most years.

PARENTS IN SCHOOL

We aim to establish a firm partnership between parents and staff, so that the education and the development of all the children can be shared. Parents are always welcome to visit our school before and after the children start with us. A telephone call to arrange a time would be advisable.
School uses the **Arbor** app for all forms of communication to parents, this app is available on Google Play and the App Store.
We also have our own Facebook page as do FOLS.

The Headteacher and staff are usually available to answer any queries or concerns about individual children. Since the beginning of the day is a busy time, it will usually be more convenient to talk to teachers after school.
Parents are encouraged to help in school. We ask for help on both a regular and an occasional basis. We really are most grateful for all the help we receive from parents, and we do hope you will also be able to help us.
Parents who regularly come into school to work with children will need to be cleared by the Disclosure and Barring Service. (DBS).

Parents are invited into school throughout the year for various events such as Collective Worship, fund raising and special opportunities for meeting class teachers.
The school has an active Parent Teacher Association (Friends of Lea School - FOLS), which is always seeking volunteers either on the committee or to help at events. You'll receive a warm, friendly welcome!

SCHOOL MEALS

Hot meals - We operate a Hot Meals Scheme, which costs £2.50 per meal. Children in Reception, Year 1 and Year 2 are now all eligible for Universal Free School Meals. All meals are ordered online. Choices to be made are between a vegetarian or non-vegetarian option, a jacket potato or a baguette along with the daily desert, fruit or yoghurt.
Our school meals provider is Ideal School Meals - http://www.idealschoolmeals.co.uk/?ideal

Children may bring a non-fizzy drink in a non-breakable, clearly named carton if they do not wish to drink the water provided. Children who are entitled to free school meals by the Local Authority can

also receive a hot meal when ordered from the website. Ways to apply for free meals can be found on the Lincolnshire County Council website www.lincolnshire.gov.uk

Sandwiches - Children who bring sandwiches sit in the hall with the school meal pupils. Please ensure that your child brings a healthy packed lunch in a secure, unbreakable container clearly marked with their name. Drinks should be in an unbreakable container and should not be fizzy.

The Children's Food Trust recommends that a school packed lunch is made up of: **starchy foods**, such as bread, pasta or potatoes, **fruit and vegetables**, such as sliced cucumber or carrot, and a piece of fruit, **meat, fish, eggs or beans**, such as chicken strips or a boiled egg, **dairy**, such as yoghurt or cheese in a sandwich and a **drink**, such as sugar-free juice, milk or water. Not only does this encourage a balanced diet for children's lunches, but it also ensures that kids have enough energy to learn and play throughout the day.

LEA SCHOOL KIDS CLUB – BEFORE / AFTER SCHOOL AND HOLIDAY CLUBS

An external provider, Heath Farm Day Nursery, who also run Lea Pre-School, provide our popular wrap around childcare. **Breakfast club – 8.00 – 8.45am** and **After school club – 3.30 – 6.00pm** are available to children attending Lea School, and a holiday club is also available for all local families out of term time. Please contact them by telephone: **01427 613193** or email:
leapreschool@heathfarmdaynurseries.co.uk

LEA PRE-SCHOOL

Heath Farm Day Nursery provide childcare on the school site they have 24 places for children aged 2 – 5 offering full day care between the hours of 8am and 6pm. Please contact them by telephone: **01427 613193** or email:
leapreschool@heathfarmdaynurseries.co.uk

PERSONAL ACCIDENT INSURANCE IN SCHOOL

The insurance market offers personal accident cover for pupils 24 hours a day. Parents may not be aware of this and if they wish to avail themselves of this cover, they should make enquiries with insurance brokers or companies accordingly.

WHAT TO DO IF YOU DON'T AGREE

Parents should discuss any problems with the class teacher in the first instance. Most problems can be sorted out this way. If parents are still dissatisfied, they can use formal arrangements for making complaints by contacting the Head teacher, or if it is about the Head teacher, contact the Clerk to Governors. Further details and all policies may be obtained from the school or school website. (See Complaints policy on the school website).

DISCLAIMER CLAUSE

This information applies to admissions in academic year 2025/2026. It was correct at the time of printing in September 2025. It should not be assumed that this information is relevant to subsequent school years.

THANKYOU… …for taking time to read this brochure. Should your child be admitted into Lea Frances Olive Anderson Church of England Primary School, we shall try to ensure that his or her education with us is both happy and successful.

If at any time you have any comments, questions, compliments or complaints, please do not hesitate to contact us. We look forward to a long and happy relationship with you and your child.

Office – 01427 612827
office@olive-anderson.lincs.sch.co.uk