



Oasis Academy Warndon Prospectus



A message from our CEO

A very warm welcome to Oasis Community Learning!

I am delighted that you and your daughter or son are interested in becoming part of Oasis Academy Warndon.

Oasis Community Learning was established as a multi-Academy Trust in 2004 with the vision to create “Exceptional Education at the Heart of the Community”.

We now run Academies in four main regions throughout the UK, providing either Primary, Secondary or All-through education.

All of our Academies are committed to providing a rich educational experience and ensuring that every child and young person has the opportunity to achieve at the highest level.

Our ethos is integral to that provision. It is an expression of our character, a statement of who we are and therefore the lens through which we assess all we do. We are committed to a model of inclusion, equality, healthy relationships, hope and perseverance throughout all aspects of the life and culture of each Academy community.

A handwritten signature in black ink, appearing to read 'J. Murphy'.

John Murphy

Chief Executive Officer,
Oasis Community Learning

We passionately embrace learning and are committed to every child within our care reaching their full potential, developing holistically across every area of their lives both now and in their future.

All of this is underpinned by our philosophy of education which highlights our focus on inspirational leadership, deep learning and healthy communities. It aspires to develop the character and competence of every child within every community of which we are a part.

At Oasis Community Learning therefore, we believe we are all ‘the architects of our students’ lives’ and as such we are committed to laying the right foundations for every one of our young people.

So we look forward to your daughter or son potentially becoming part of Oasis, in the knowledge that we will work in partnership with you to ensure they become confident learners ready to fulfil their aspirations in life.

Best wishes,
John Murphy
Chief Executive Officer, Oasis Community Learning

“We passionately embrace learning and are committed to every child within our care reaching their full potential”

Principal's welcome

Thank you for your interest in Oasis Academy Warndon. I hope that our prospectus will provide you with an insight into life at our Academy, where children thrive and excel. Our focus is on nurturing happy hearts, developing and encouraging enquiring minds and providing strong foundations for promising futures. Additional information can also be found on our website www.oasisacademywarndon.org which we regularly update with information about Academy life. To gain a real feeling for our Academy and to see our vision in action, we encourage you to come visit us for a tour of the Academy.

The adults and children at our Academy know we have something very special here. Throughout the Academy there is an obvious ethos of warmth and care in relationships we share, which makes our Academy and our children's experiences unique and memorable. The relationship that we have with you – the parents and carers of our students – is extremely important to us because it is only by working together as a team that your children can achieve their potential and thoroughly enjoy their education.



Emily Hobson

Emily Hobson

Principal, Oasis Academy Warndon

Our unrelenting focus on excellent teaching, ensuring that everyone has access to all future possibilities, is balanced with a real-life, skills-based curriculum. This bespoke curriculum means our children also develop the characteristics important for leading happy and rewarding lives when they leave school. We do this by focusing on collaboration, problem solving, innovation and other character traits and skills. Our children leave us ready for whatever their next step is, striving to reach their potential and embracing all that the future has to offer them.

We understand that, as parents and carers, nothing is more important to you than ensuring that your children have the best chance in life. That's why keeping your children safe and continually enthused to learn is our top priority.

An exceptional school is one where the whole school community works together effectively to provide the best outcomes and opportunities for our young people. This is our purpose at Oasis Academy Warndon. We are excited and look forward to getting to know and your child.

Best wishes,
Emily Hobson

At Oasis Academy Warndon we:

- Create a happy, stimulating and caring environment where risk taking and challenge is encouraged.
- Awaken and nurture a love of learning that will last a lifetime, and provide everyone with the skills to pursue both independent and collaborative learning.
- Enable everyone to reach the highest standard of which they are capable, not only academically but in other fields such as sport, arts and culture.
- Encourage all learners to develop their own interests, passions, enthusiasms, creativity and individuality.
- Help learners to understand and care about the world in which they live, and to believe in their ability and responsibility to change that world in order to make it better.
- Empower learners to develop a strong sense of right and wrong, good and bad, equality and justice. We give them the inner strength to act according to these values.
- Provide learners with the skills and understanding to live a healthy, successful life, physically, emotionally and spiritually.
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference within a framework of equality of opportunity and fairness.
- Help learners to appreciate human achievements and aspirations and to believe in their own potential to attain great things.
- Promote a feeling of pride and confidence in learners' identities as individuals, as members of our Academy, as part of the local community and as citizens of the world.



Our Motto

Our Academy motto was developed by our staff and children and is used to help guide us on our journey together:

BE HAPPY

BELIEVE IN
YOURSELF

ENJOY THE
JOURNEY

HEALTHY
RELATIONSHIPS

ASPIRATIONS

PERSEVERANCE

PREPARED
FOR LIFE

YOU CAN
SUCCEED

“ Good teaching has eliminated gaps in the progress of boys and girls
Ofsted Report – May 2015

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The Oasis Ethos

The ethos of Oasis is an expression of our character and permeates everything we do. Inspired by the life, message and example of Jesus Christ, we are committed to fostering:

- A passion to include everyone
- A desire to treat everyone equally, respecting differences
- A commitment to healthy and open relationships
- A deep sense of purpose that things can change and be transformed
- A sense of perseverance to keep going for the long haul

Due to our strong emphasis on inclusion, we warmly welcome the framework set out in the Equalities Act 2010 and are passionate about welcoming children, regardless of their background, faith or race.

About the Academy

Oasis Academy Warndon is situated in Worcester and is a co-educational school and nursery, which admits students between the ages of 2 and 11 years. We are an expanding and successful, three-form entry Academy. In recent years there has been significant investment in the building and environment, with new classrooms and wonderful outdoor learning spaces. We have beautiful and spacious grounds with two Forest School sites, a nature walk and pond, as well as high quality sports facilities.

A key element of our partnership with parents and carers are our parents' and carers' evenings, which are held termly to discuss your child's progress, part of which is to offer interim progress reports. Full reports are issued at the end of each academic year. Each week we hold assemblies to celebrate the week's achievements, and we also celebrate sporting excellence at our annual sports presentation assembly in July. We host frequent workshops where you can come and see for yourself how you could support your child's learning at home.

As part of our ethos, we have an open-door policy for our parents and carers. However, we do encourage you to make an appointment at any time during the year to discuss matters relating to your child's education or well-being.

Admissions Statement

Children are allocated places in accordance with the Local Authority's Admissions Policy. This means that priority is given to children who are looked after by the Local Authority. The next priority is catchment children who have brothers and sisters at the Academy, followed by the catchment with the proximity of the child's home address to the Academy. Then the consideration is children out of catchment with siblings currently at the Academy.

Entry to the nursery is managed by the Academy. Entry to Reception and admission to other year groups is centrally organised by the Local Authority. The Academy's existing admissions limit is 90 pupils. Parents and carers are informed of the class organisation in the Summer Term when staffing levels and pupil numbers are known. Please see our full admissions policy for further information.



“ **The good teaching of writing is helping pupils to make rapid improvements in their writing skills** ”
Ofsted Report – May 2015

The Curriculum at Oasis Academy Warndon

At Oasis Academy Warndon, we believe that our children learn best:

1. If we give them a wide experience of different subjects and activities

2. If we focus on teaching them skills and how to put these into practice

3. If they are actively involved, interested and enjoy their learning

Subjects

In EYFS (Early Years Foundation Stage), our children cover the three prime and four specific areas of learning, and the three characteristics of effective learning, set out below:

The three prime areas of learning

- Communication and language
- Physical development
- Personal, social and emotional development

The four specific areas of learning

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The three characteristics of effective learning

- Playing and exploring
- Active learning
- Creating and thinking critically





In covering these areas, the children in Reception and Nursery explore different topics. There are initial ideas for these topics at the beginning of the year, but the main content is shaped by the topics and areas which engage and interest the children. This is then built up to encourage development of independence in their learning, ready for Year 1.

From Year 1, the Academy's curriculum is planned to include all aspects of the subjects outlined in the National Curriculum. These are: maths, English, science, art and design, computing, design and technology, history, geography, music and Physical Education (PE). Religious Education (RE) and languages are also taught in Years 3 to 6. Some subjects are taught discretely, rather than through the cross-curricular approach. Subjects like maths, science, PE and RE are often taught in this manner, so that the highest standard of subject knowledge and skills can be achieved.

SMSC (social, moral, spiritual and cultural education) is embedded throughout our curriculum and our Thrive approach (emotional and social development). Our children immerse themselves in relevant and purposeful social situations, where they are at the heart of their own curriculum.

Wherever possible, we make cross-subject links, in order that learning in one area enhances learning in another subject. Some subjects, such as maths and English are taught daily. Others are planned across the year via whole Academy themes, running side by side the curriculum. These themes are chosen because they exemplify just some of the values which we believe are key for our children's future well-being and success.

In all subjects we encourage children to ask and try to answer their own questions, explaining their thinking so we can support and encourage them to become independent learners. Different teaching methods are used at different times in the Academy. During a week, a mixture of whole class, group and individual teaching and learning will be used, dependent on which is most appropriate.



A summary of our curriculum design model

What are we trying to achieve together?

The 21st century world in which our children are growing up has vastly changed. It is therefore essential that our children leave Year 6 with the right life skills that will help them to thrive and lead a successful life in the future.

Why is spiritual, moral, social and cultural education (SMSC) at the heart of our curriculum?

Our children immerse themselves in relevant and purposeful social situations, where they are at the heart of their curriculum. They will lead, make decisions, work in teams, present to audiences, manage budgets, manage change, plan ahead, be flexible and think about the world around them – locally, nationally and globally.

What happens in our character curriculum?

Our twelve character robots are a huge part of the Academy and enable our children to reflect on their character development at a highly in-depth level. Children gather evidence throughout the year around the twelve characteristics and are celebrated through weekly assemblies and prizes when they complete an evidence profile. Our curriculum is split into six focus areas, enabling the children to develop the right mixture of skills and knowledge, in order to prepare them for the next phase in their education and becoming world citizens. It is a cross-curricular approach to teaching, encompassing high levels of creativity and self-reflection, and opportunities to make long-lasting memories and celebrations of the children's successes. Each half term has a focus theme, such as 'heritage and values' or 'global citizens', which is repeated in

each year group. This enables children to build on previous knowledge and make connections in their learning. At the beginning of each theme, the class profile for character and their social-emotional class profile is closely studied by the teacher and the curriculum is then planned around their bespoke needs for the upcoming half term.

What skills are important to our children and planned for?

We recognise that children need to acquire a range of skills in order to be successful learners. We assess a whole class for the emotional and social capacity via Thrive Online. We are then able to identify which skills and activities they need to develop. These are woven into the curriculum approach and we receive a data summary of how our children's emotional and social learning has developed each term.

Thrive Curriculum

We are very proud of our Thrive Online curriculum at Oasis Academy Warndon. Thrive provides cutting edge research as to how a child's brain develops and the type of learning and relationships that children need in order to be the very best version of themselves. We know that the quality of relationships can help to build a healthy brain for a child and this enables access to learning and the most fulfilling life. Our Thrive curriculum is for all children – we assess their emotional and social needs, which allows us to build activities into their project curriculum and work one-to-one with children where it is required. The Thrive approach is also about how we treat one another.

Love, laughter, empathy, acceptance and curiosity for our children's lives and learning experiences is our mantra for all relationships within Oasis Academy Warndon.



Music and PE Specialist

We value the place that music and PE have in the curriculum and the wider fulfilment and skills they can bring to a child's life. We have a music specialist and a PE specialist in the Academy who teach throughout the year, from Reception to Year 6. We also run many clubs across the year groups. For more specialist areas we bring in additional music teachers (e.g. guitar lessons, which are charged at a very reasonable rate).

Home Learning

Learning at home is an essential part of good education and we ask parents to support us with their child's learning in a variety of ways. We encourage parents to talk to their child about school and what they have learnt. Specifically, we ask parents to help their children by reading with them daily, helping them learn spellings and promoting the completion of other homework set by the teacher.

Regular homework is important as it gives pupils the opportunity to practice the tasks done in class at home, and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and throughout life.

The amount of time children are expected to spend on formal learning at home increases as they go through the Academy. Children are expected to read, learn spellings and practice key number facts daily. As part of our agreed approach to homework, they are given a choice of a wider range of academic and creative activities to do at home. There are also termly projects to complete which allow our children to 'get stuck in' and develop a project at home.

On our website, under the Curriculum and Homework tabs, you will find links to all of our key agreements for homework, as well as additional resources to support learning at home. Please do not hesitate to contact us if you have queries about homework that is set or our agreed approach.

Children in Years 2 to 6 have a homework book and reading record, which can be used to promote communication between home and the Academy. Please write down anything which you wish the teacher to be aware of with regards to the home learning tasks.

Sex and Relationships Education

Sex Education forms part of the health and science curriculum. Children learn about relationships within a moral, family-orientated framework. They learn about themselves and other living organisms as part of the life and living processes elements of the science curriculum. In Year 5, the children learn about changes that take place in puberty.

Parents and carers are informed of this and given the opportunity to discuss the resources and content of these lessons. Parents and carers have a right to withdraw their child from sex education and may discuss this with the child's class teacher.

Collective Worship

There are separate key stage acts of worship. Awe, wonder and worship take place daily from Monday to Thursday. These are broadly Christian in tone but explore other cultures and beliefs as well as providing a chance to discuss moral issues and the Academy values. Parents, carers and friends of the Academy may be invited to attend these from time to time.

On Fridays all classes attend a celebration assembly led by the Principal or a member of the senior leadership team.

Parents and carers have the right to withdraw their children from acts of collective worship. If you wish to do this, you should discuss this with your child's class teacher.

Trips

This is a real strength of our Academy. Each term, children are able to experience some wonderful trips to enhance their learning and link these experiences to their curriculum. For example, our Year 3 pupils have had the opportunity to visit the National Space Centre in Leicester as part of their project curriculum. We also run residential trips for certain year groups so that children can experience being away independently, as well as outdoor and adventure activities.



Extra-Curricular Activities

To further enrich their lives at the Academy, children are encouraged to participate in extra-curricular activities. Such activities vary from year to year but may include football, tag rugby, hockey, netball, gymnastics, athletics, gardening, film-making, art, dance, drama, chess and choir. The Academy provides access to music teachers if parents and carers wish to purchase extra music lessons. Most activities take place after the Academy day. Parents and carers may be asked to contribute a small fee towards the cost of providing materials for these activities.

Sporting Aims

Children at Oasis Academy Warndon are encouraged to participate in a variety of sporting activities ranging from gymnastics, dance and small ball games to team games such as netball, football and rounders. Children in Key Stage 2 attend swimming lessons.

Whilst urging the children to do their best at all times, we also believe that children should learn to enjoy taking part and that winning is not the only mark of achievement. The Academy is a member of the local schools sport partnership and benefits from participating in a range of organised competitions and sports festivals.

Whilst participation is the first priority, we also pride ourselves on having one of the very best reputations for competitive sporting success in the local area. Our children often get through to county and regional finals in a range of individual and team sports.

Special Educational Needs

In our Academy, we offer excellence and choice to all of our children, whatever their ability or need. We achieve this by removing barriers to learning, whilst maintaining the high expectations of learning for all children. If children are identified as having Special Educational Needs, in line with the Code of Practice, they are placed on the Academy's SEN register and appropriate support and interventions are put in place. Their progress is closely monitored and reviewed at regular intervals. Individual Education Plans may be written for children with Special Educational Needs and are reviewed at Parents' and Carers' Evenings, or by arrangement. If necessary, the Academy is able to access many support agencies in order to help meet their needs.

Gifted and Talented

The Academy keeps a register of children who have specific talents or gifts in order to better meet their learning needs. Teachers carefully consider these abilities in their planning of lessons to ensure children are appropriately challenged and developed. We also provide opportunities in nurturing talent by working with other local schools and participating in sporting and academic events.



Positive Behaviour

We expect high standards of behaviour at all times. We encourage children to develop self-discipline and to care both about themselves and others, respecting their rights and feelings.

Children's positive behaviour is recognised and rewarded so that their self-esteem and motivation is appropriately considered. Conversely, behaviour that is unacceptable is appropriately identified, sanctioned and repaired with the child.

There are four core rules throughout the Academy:

- We are honest
- We show respect
- We are ready to learn
- We try our best

Rewards

All staff offer positive and specific praise for all children on a consistent basis. Each week, we nominate a child for the character award. In addition to this, individual children are awarded the 'Character Crackerjack' award for exceptional contributions to Academy life, by demonstrating a wide range of character traits applied across the curriculum.

In Foundation Stage and KS1, zone boards are used. Children move up the zone board when good behaviour is evident and those finishing the day in gold are rewarded. In KS2, we use positive behaviour zones. Good behaviour is identified by the child's name written in green in the green zone. If they finish the day underlined in green, they are rewarded with class rewards.

As a class reward, children can also earn character tokens by demonstrating the twelve character traits we focus on. There is a competition across the Academy and we compare totals on a Friday. As individual awards, the children have to identify when they are demonstrating a specific characteristic. These are then recorded in their individual character passports and signed off by a member of staff. Each time the children complete a characteristic in their booklets, this leads to further rewards such as house points or a range of stationery.

Sanctions

A clear and consistent approach is used across the Academy and sanctions are age appropriate. Following a gentle reprimand, a clear warning is given and inappropriate behaviour explained (e.g. 'I expect you to stay in your seat until you have completed your three sentences'). If the difficult behaviour persists, the child is referred to the zone board. Children move down the zone board (Foundation Stage and KS1) or have their name written in red (KS2).

Children ending the day in red (Foundation Stage and KS1) or underlined in red (KS2) will receive a sanction appropriate to their age. Time out is used for younger pupils, whereas older pupils may stay in at playtimes. For more serious incidents they would have a lunchtime detention. Any serious incidents are discussed with parents.

An exclusion can also be issued in exceptional circumstances where extreme behaviour gives the Principal no alternative, or where a serious incident must be investigated.

Communication with Parents and Carers

A close working relationship between home and the Academy means children will achieve and thrive. As a result, we strongly believe in building and sustaining close partnerships with parents and carers. You are positively encouraged to ask questions, share information, celebrate successes or raise any concerns with Academy staff.

At the beginning and end of the day the Principal, Deputy Principal or one of the Assistant Principals will usually be available on the playground to clarify information, answer questions or respond to any issues. Class teachers will not usually be available as the beginning of the day can be a very busy time for them. They need to be able to settle children quickly, creating a positive and productive learning environment. Where appropriate, specific information can be communicated to class teachers through the reading record, homework book or a separate note to the teacher. Teaching staff are all available for consultation at the end of the day briefly or appointments can be made where more complex issues might need to be shared.

If you have any concerns at any time during the academic year, please contact your child's teacher by letter or through the office to arrange an appointment at a mutually convenient time, in order that you are free from interruption. We will also contact you with any information we need to share with you about your child.

Each term, teachers send home a curriculum overview which gives details of the range of skills the children will be learning and information about the content of the character curriculum. This way, parents and carers know the focus theme their children will be working towards that term.

Academy Day

Year 3, 4, 5 and 6

8.45am – 12.50pm (break from 11.15am – 11.30am)
1.30pm – 3.15pm (no afternoon break)

Year 2

8.45am – 12.15pm (break from 10.30am – 10.45am)
1.00pm – 3.15pm (no afternoon break)

Year 1

8.45am – 12.00pm (break from 10.30am – 10.45am)
1.00pm – 3.15pm (no afternoon break)

Reception

8.45am – 10.00am (fruit break 10.00am – 10.15am)
10.45am – 11.45am (free flow activities)
12.45pm – 3.15pm (free flow activities)

Nursery

Morning session from 8.45am – 11.45am
Afternoon session from 12.20pm – 3.20pm

**“Pupils are making increasingly rapid progress
Ofsted Report – May 2015**





Registration and late arrival

It is essential that your child arrives promptly at the Academy because the day starts with the teacher explaining the day's learning to the class. Registration in the morning closes at 9.00am for everybody. Any child arriving more than 10 minutes after this time will be recorded as arriving late. If, for any reason, your child is late at all, please escort them to the Academy reception office and inform the office staff of their arrival and the reason for their lateness. It is better to come late than not to come at all. Any child arriving after 9.30am will be recorded as an unauthorised absence unless an acceptable reason is given.

Illness during the Academy day

If a child becomes unwell during the Academy day, a decision will be made whether they are well enough to remain in the Academy. Please ensure that we have your up-to-date contact details for any such circumstances. The decision to send a child home will be taken by a member of the Academy Leadership Team and will be based on advice given by trained First Aiders.

Children leaving the Academy other than at official times must be signed out at the main office. Should a child

be injured at the Academy and need hospital attention, they will be taken to hospital by car or an ambulance will be called, whichever is more appropriate. The Academy will contact the child's parents or carers immediately. Should it be necessary, the Principal, Deputy Principal or any other member of the teaching staff will act *in loco parentis*. Serious accidents will be recorded in the Official Accident Book.

Parents and carers will be informed of any less serious injuries or incidents which have occurred during the Academy day when they collect their child, or by phone.

Child absence in term time

The law is clear that parents and carers do not have the right to take their child out of the Academy during term time. In exceptional circumstances, an Academy Attendance Officer may authorise a short period of absence. Holidays are not an exceptional circumstance. On considering a request for leave of absence, an Academy Attendance Officer will take the child's previous attendance record into account. If parents or carers wish to apply for a leave of absence (in exceptional circumstances) for their child during term time, they must fill out a Request for Leave of Absence form, which can be obtained from the Academy office.

Uniform

Children are expected to wear full Academy uniform every day.

The uniform consists of:

- White polo shirt (with Academy logo) or plain, white buttoned shirt/blouse
- Royal blue sweatshirt or cardigan (with Academy logo)
- Black or grey shorts, trousers or skirt (trousers must be tailored, leggings are not permitted)
- Black or white socks (girls may wear black, grey or white tights)
- Smart black shoes (no trainers)
- Blue gingham dresses can be worn in the summer
- School book bag (with Academy logo)

Jewellery

Jewellery is not permitted, except for children with pierced ears who may wear studs on days when they do not have swimming or PE. Earrings must be removed for PE lessons and children are encouraged not to wear earrings on PE days. This avoids issues which may arise when removing and replacing them, including the provision of a safe place to store the earrings. If a child's ears have very recently been pierced, they may wear their studs, provided that they are covered with tape by parents or carers before they arrive at the Academy. Once the lesson is over, they may remove the tape.

A normal watch may be worn to school to encourage children to become proficient in telling the time. This must be removed for PE lessons. Children with long hair should tie it up. This is essential for PE lessons.

PE Kit

Children have two PE lessons per week, which normally consist of an outdoor lesson and a lesson in the hall. The expected PE kit to be worn by all children is as follows:

- White, round neck, plain T-shirt (with Academy logo)
- Plain, royal blue shorts
- Plain, white sports socks
- Appropriate trainers
- A royal blue, Academy PE bag (with the Academy logo – optional)
- During the colder months, a plain, navy or royal blue tracksuit or jumper may be worn

Children must adhere to the above kit and not wear any branded shorts or tops.

All items of uniform and PE kit are available from our supplier, Schooltogs. Our office team can provide you with details and assist you in purchasing the correct uniform.

Personal Property

Items of personal property should not be brought into the Academy, unless there is a special reason and authorisation has been given by the class teacher. If older children require mobile phones for safety reasons when making their own way home, they should be handed into the main office upon arrival. The Academy accepts no liability for the loss of personal possessions. All belongings, including all items of Academy uniform, should be clearly labelled.

Healthy Hot Meals and Snacks

The Academy operates a healthy eating policy.

At lunchtime, we encourage children to have an Academy meal. These are cooked on site, are nutritionally balanced and always offer a choice. Menus are available in the main office and on the website.

Alternatively, children may bring a packed lunch. Please note that children are not allowed to bring crisps, sweets or chocolate into the Academy at any time in line with the healthy eating policy.

Children should bring plain water to drink during the day in labelled bottles. These should be taken home and refilled each day.

Universal Free School Meals and Free School Meals

At this current point in time, all children in Reception, Year 1 and Year 2 receive a free school meal as part of the Government's Universal Free School Meals (FSM) programme. You will be able to register for this through the office. Children must sign up to eating hot meals every day to qualify. There is also a cold selection.

The normal criteria for Free School Meals applies to all children in the Academy, regardless of whether a child is in Reception through to Year 2. We therefore need to know if you qualify for Free School Meals. The Academy receives additional funding to make education better for your child, but we cannot access this funding without registering children for FSM. The criteria are outlined below:

Free School Meals can only be awarded if you or your partner are claiming either:

- Income support
- Job Seekers' Allowance – Income Based

- Employment and Support Allowance – Income Related
- Support under part V1 of the Immigration and Asylum Act 1999
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190
- Guarantee element of State Pension Credit

Note: From 1st May 2009, children are eligible for Free School Meals for a four week period immediately after a parent or carer becomes unemployed, or reduces their hours to less than 16 hours a week, but is still in receipt of Working Tax Credit.

Please contact the office and they will be discreet and efficient in registering you for FSM. If you are not sure if you will qualify or have any queries, they will be happy to help you.

Charging

We charge towards the cost of coach and entrance fees for trips out of the Academy. Parents and carers cannot be required to pay for activities that take place during the Academy day but trips may not be able to take place without sufficient voluntary contributions.

We ask for contributions for:

- Extra instrumental lessons
- Some extra-curricular clubs (to cover the cost of materials and equipment)
- Trips
- Residential visits
- Visits to the Academy by theatre companies, performers or special visitors



Our Commitment to Equality

Equality and inclusion are at the heart of Oasis. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences. Our aim is to provide an excellent education for all our students. Our way of doing this is to work hard to improve students' attainment and the standards of teaching and learning continually. At the same time, we also aim to meet the needs of the whole person and the whole community because we understand that the whole of life is education and that everyone who is part of a student's life affects that student's understanding of life and, therefore, his or her education. In this sense, every person matters.

The Equality Act 2010 gathers together various different pieces of equality legislation which have been developed over a number of recent years. It sets out some key equality provisions for the delivery of education and a requirement for public bodies to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups. Against the background of the UK's increasingly diverse communities, Oasis recognises that this Act plays a major role in recognising the UK's historic commitment to tolerance. The Equality Act 2010 is, therefore, an important and significant piece of legislation for Oasis because its key provisions underpin the aim of Oasis itself: an equal and inclusive society in which difference is understood and respected. This Academy is committed to meeting its obligations within the law and being a good expression of Oasis' own commitment to equality.

Oasis Academy Warndon and the Community

The Academy enjoys close links with the local community and works with several local agencies. The Academy aims to help children understand their own identity and to appreciate and value the diversity of people's different backgrounds and circumstances.

We have a Community Hub team who work closely with local partners and agencies for the benefit of our families and children.

Oasis Plus Wrap Around Care

Oasis Plus opened in September 2015 and offers a secure, friendly and stimulating environment in which your child can play, learn, have fun and make friends. Oasis Plus is located within the Academy building, next to the main reception. It is available to all children from Reception to Year 6. Oasis Plus operates every day during term time from 7.30am – 8.45am. A healthy, nutritious breakfast is served between 7.45am – 8.15am, consisting of a variety of cereals, toast and fruit. The children are then provided with fun activities and resources for them to enjoy, or they may just choose to relax and have some free time with their friends before the Academy day. At the end of each session, children are taken to their classrooms, ready to start the Academy day. All sessions are led by qualified staff who know the children well. Our after-school club is open straight after school until 6.00pm each evening but parents may choose their collection times, providing totally flexible childcare. We aim to cater for all age groups and individual needs with a range of activities, resources and equipment that are age and stage appropriate. Children are provided with a healthy snack or meal depending on which option is chosen and fresh water is always available throughout each session. At the end of the Academy day, the children are collected from the class and taken to Oasis Plus.

Complaints Procedure

If a parent or carer is unhappy about a particular issue or has any concerns about a matter to do with the Academy, they should communicate this as soon as possible.

In the first instance, parents and carers should discuss any concerns with the class teacher. Most concerns or issues can be addressed informally at this stage. Teachers are available for informal discussions at the end of the Academy day or by appointment.

If any issue remains unresolved, parents and carers should arrange an appointment with the Assistant Principal.

The Assistant Principal will investigate any concerns raised and inform the parent or carer of their findings. In most cases, the issue will have been resolved by this stage. However, if any issue remains unresolved, parents and carers should arrange an appointment with the Deputy Principals or Principal via the school office.

If all the above stages fail to resolve the issue, parents and carers should make a formal complaint in writing, addressed to the Chair of the Academy Council. The Academy Council is responsible for acknowledging, investigating and responding to such formal complaints about the Academy. Further details are available in the Academy's Complaint Procedure, available by request from the main office.

Availability of Documentation

Parents and carers should note that the Academy has a great deal of documentation. Essential policies and information are available by request from the main office or on the Academy website:

www.oasisacademywarndon.org

A Message from our Founder



When I started Oasis back in 1985, I had no idea it would grow into the wonderful family of charities that it has become today. In Oasis Community Learning, we are the country's second largest provider of Academy schools, educating around 25,000 children and young people. Through Oasis Aquila Housing, we provide housing for vulnerable young people. With Oasis Community Partnerships we run social projects – from community farms and coffee houses to churches and children's centres – and much more besides. And we do this in communities as diverse as Gateshead in the North East to Bristol in the South West. So, the question is...why?

Not only do we believe your child should receive the very best formal education, but also that there is more to a healthy life and future than simply the knowledge they hold. Every one of us is a product of the community in which we live. That is why Oasis is passionate that every community served by one of our Academies should be a happy, healthy place where every person is included and valued, and has the ability to thrive and achieve their full,

God-given potential. That is why Oasis' vision not only aims to deliver outstanding education, but also to help build great local neighbourhoods.

We are motivated by our core Christian ethos which means that we believe every person – those of all faiths or none – are equally valuable and have a part to contribute in helping this vision become a reality. Helping a young person realise who they are meant to be is about more than simply the qualifications they get or the job they want; it's about how they see themselves and those around them. That's why Oasis' goal is to help create great communities where every young person achieves their best, respects themselves, values those around them and contributes to the good of all.

We look forward to welcoming you and your child to an Oasis Academy in order to experience this for yourself.

Steve Chalke
Oasis Founder



Steve Chalke, MBE

Oasis Founder



If you have a query regarding Oasis Academy Warndon please contact:

Admin@oasiswarndon.org

You can keep up-to-date with developments at Oasis Academy Warndon via our website

www.oasisacademywarndon.org

 [@OasisWarndon](https://twitter.com/OasisWarndon)

If you wish to know more about Oasis Community Learning – part of the Oasis group of charities – please contact:

The Oasis Centre, 75 Westminster Bridge Road,
London SE1 7HS

www.oasiscommunitylearning.org

 [@OasisAcademies](https://twitter.com/OasisAcademies)



Oasis Academy Warndon

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