

A Vision for Amesbury Archer Primary School

This vision has been created by the Headteacher and Governors for Amesbury Archer Primary School.

We hope that this is what people will see as the school becomes established.

The ethos

A healthy school agenda has been set for our school. This permeates through every area and our commitment to develop healthy minds and bodies allows all stakeholders to make informed life choices. The five outcomes outlined in Every Child Matters, are central to our ethos. Caring for each other and taking responsibility for personal actions are the heartbeat of the school. Vibrancy can be seen across the school through the learning environments created in the classrooms and the displays, artefacts and handling collections developed to inspire learning, develop inquisitive minds and improve questioning skills. The outside environment offers exciting and interesting areas to give pupils a range of choices for play and learning. A wide variety of Sport features in the curriculum.

We are proud to wear our school uniform. Red sweatshirts and fleeces embossed with the school logo with grey trousers and skirts/dresses are worn by all our pupils.

Staff too, have fleeces and polo shirts to wear. These help visitors and parents identify members of staff quickly and brings the staff together as an effective team.

The pupils

We are an inclusive school, accepting individualism and diversity in all our learners as starting points for development. Learners support each other and are able to work independently and together in pairs, small groups or as a whole class. The range of learning styles evident in our learners is apparent in our teaching. We have created an active School Council where the student voice is heard and acted upon ensuring that children come first in our school. Developing a 'learning to learn' culture where children are given the tools and strategies to take responsibility for their own learning and become independent learners is one of the keys to our success.

The curriculum

Developing a rich, creative and varied curriculum is a priority to the school and opportunities to bring learning alive are actively sought by teachers. Systematic assessment for learning, and recording of learner's progress, enable focused target setting and appropriate challenge to be built into planning for all learners. Teachers know their pupils well and provide individual learning plans that will raise standards and ensure that each child reaches and exceeds their challenging targets. Stimulating extra-curricular activities support and extend the learning experiences for all age groups and resources are targeted to enhance all areas of the curriculum.

The Head teacher



Maggie Edwards is the head teacher. She has worked in many schools over the last 30 years, first as a Primary teacher, Deputy Head and Head teacher in rural schools in South East Cornwall and then, for the last 5 years, as Head teacher of St. Michael's CE School in Aldbourn. She believes that children come first in a school and that every child has talents that can be nurtured and developed. She knows the children in the school well and spends time talking to them, listening to their concerns and celebrating their successes. She enjoys the time she spends teaching across the school and has a particular interest in improving all children's ability to learn, and in developing creativity across the curriculum.

The staff

All the staff enjoy coming to work at Amesbury Archer School, have a good sense of humour and smile a lot. They are passionate about learning and committed to the ethos they have collectively developed. The staff see themselves as learners too, and actively aim to develop their own skills as well as those of the learners in their care. They work together as a team, helping, supporting and trusting each other to continually improve teaching and learning. Many are involved in action research and this is supported by the school through a programme of continued professional development.

The Governors

The governors are well informed, and working with the Head teacher and Senior Management Team, are actively involved in setting the strategic direction of the school. The School Development Plan is focused on school improvement and there is a commitment from all governors to raising standards and this is evidenced through the number who improve their skills through training. They are truly our 'critical friends', work in partnership with the staff, and monitor all aspects of the school to ensure value for money is secure in all areas.

The parents/carers

School and parents/carers work together in partnership with our learners. Each term formal and informal opportunities are given to talk to teachers about the progress learners are making and this ongoing discussion, with clear and focused information, ensures that issues are dealt with early. Short after-school workshops and bi-annual information evenings help form part of our commitment to enhancing the learning agenda by involving parents in helping their children learn outside school.

The community

We actively seek to involve members of the growing community in the life and work of the school. Parent and community volunteers help with a variety of activities across the school.

Standards

Standards at Amesbury Archer School are excellent. We use data effectively to identify groups of pupils at both ends of the learning spectrum who then benefit from extra support. The school sets high standards for its community and challenging targets for learner's achievement and SATs results reflect high quality teaching. Attitudes towards school and self are very good and the personal and social wellbeing of pupils are monitored carefully to ensure all learners develop as confident, well rounded 21st Century citizens who can apply their learning in all situations.

The background

A wealth of important archaeological finds and artefacts dating from the Neolithic period and of national importance were found on Boscombe Down

while the area was being surveyed prior to the school being built. This information will be used to give the school a unique footprint. The rich history surrounding the Amesbury Archer and National Heritage site in which Stonehenge, Woodhenge and Durrington Walls are all situated will enable the school to develop an historical timeline from Pre-historic Times and Stone Age through Neolithic, Bronze Age and the Roman period up to present time in which the learners in our care can become absorbed and find their place in the world. Using the Archer and his son as the key around which the school grows will provide its identity. This will include panels/murals throughout the school depicting aspects of day to day life during the Neolithic period and a time line indicating where the Archer/ Neolithic period is pinpointed in relation to present day and this will run the length of the main corridor. Each Class will be identified by a name related to the Archer and the period. In the first phase of building these might include, Beaker, Arrow, Bowman, Flint, Sarsen, Bluestone and Quiver.

A number of Roman skeletons were also found during the excavation for the school. These have been investigated and reburied on the site. The second phase of building, programmed to provide additional places as our numbers increase, will develop these Roman connections.

Bore holes indicating a small henge have also been excavated close to the site. These and the introduction of our own Sarsen Stones could be used as a feature within the grounds at a later date.

For more information about the discovery of the Archer, please go to www.wessexarchology.co.uk search 'Amesbury Archer'.