

Entebbe Junior School



Prospectus



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SCHOOL PROFILE

Introduction:

Entebbe Junior Primary School is a comprehensive, modern, day and boarding primary school offering education to boys and girls aged 3 to 12 years, with a choice of two education systems i.e. the Uganda National Curriculum and the Cambridge International Primary Curriculum.

The school was established in 2000 and has gradually grown and exceeded its expectations by achieving its goals of providing a well facilitated quality education. Currently the school enrolment is over 500 students.

Entebbe Junior School strives for excellence in education in an environment that challenges each individual. Every Child matters and is unique, so we endeavour to reach out to all our students individually in order to promote/ enhance healthy, physical, social and mental growth.

The school in equal partnership with parents strive and aim to create self confident, proactive and happy children who are equipped with skills and knowledge needed for the twenty first century.

The school enjoys facilities of high standard which include a well stocked library, an up to date computer suite with internet access, art room, science room, badminton court, a volleyball court, table tennis, and a good playing field (with permanent attendants conducting risk assessments and health and safety checks). We also offer a complementary service of English as second language and have qualified specialists.

Background:

Early Years: Children in Kindergarten and reception follow the English National curriculum guidance for foundation stage, carefully structured, relevant and child centred curriculum which supports future learning by promoting, fostering and supporting all round learning through social-emotional development, communication, language, literacy, arithmetic development and general knowledge of his / her physical and creative development.



The early years curriculum develops key learning skills such as speaking, concentration, persistence and learning to work together cooperatively with other children. It also develops early literacy and numeracy skills that will prepare children for key stage one of the National Curriculum. We endeavour to make the learning environment fun to inspire the young children to learn.

Primary Years: Key stage 1 and 2 involves children aged 5 to 11 with year groups 1 to 6. The Primary English National Curriculum at Entebbe Junior Primary School gives a greater global perspective which welcomes, celebrates and encompasses different people and cultures from the world over.

Location:

The school is situated on plot 33/34 Airport Road, a five minute drive from Entebbe International Airport - making it easily accessible with strong transport links. It is in a secure neighbourhood, sited in a lush green environment designed in harmony with its surroundings.

Our Community:

The school community comprises students, teachers and parents representing over 16 nationalities – out of whom over 50% are Ugandans, 40% foreign and about 10% having dual nationality background. Our school community is very positive, friendly, and supportive, and the students benefit from the multiculturalism.



Teachers:

Our teachers are selected on merit for qualities of intelligence, dedication, enthusiasm, professionalism and stability. We also pay extreme attention to detail on their individual character's highlighting their communication, listening and awareness abilities. We have an extremely strong teaching and management team.

Within the school, most of our teachers have a back-



ground of multi-cultural and multilingual situations`
We also run an in ser-

vice training program and we support our staff to improve and develop their skills on a continuous basis.

Parents in partnership with the school:

Since the parents are part of the school community, EJS parents' roles are very vital in the following aspects;

- ◆ Supporting schools aims and objectives.
- ◆ Encouraging good discipline in children by reinforcing the schools behaviour and policies with good parenting.
- ◆ Ensuring that the student attends school consistently and notify the school in case of absence.
- ◆ Equipping the school with relevant information about the student's behaviour and health status.
- ◆ Support all school programmes when called upon.

Partner School in the U.K:

E.J.S is proud to be associated with Dunmore Primary School in U.K where we have an exchange program between teachers.



This program has broadened our perception of education and the various skills we can use to attain or transfer knowledge.

Children's leaning has also been enhanced in various ways by a vast range of experienced teachers from both schools.

Curriculum:

From September this year, we shall be offering a dual curriculum - that is the Uganda National Curriculum (UNEB) and the British Cambridge Primary Curriculum with adaptations, as required to match our international children, staff and setting. Every child will receive a broad and a balanced curriculum that includes Numeracy, Literacy, Science and Humanities (history and geography) Art and Design, Music, Physical Education (P.E) Swimming, French, ICT, and Personal and Social Health Education (PSHE)



Additional experiences and skills are actively encouraged, particularly through after school clubs in order to give our children a rich educational experience catering for their various learning styles, needs and interests. Value is given to all curriculum areas in order to prepare children for the world.

Children will be taught in small classes approximately 15 – 20, the children are grouped together in mixed ability group with their own class teacher.

Numeracy:

Numeracy will be based on the British Curriculum (1999) and the related Primary Frame work (2006) which states that key skills and learning objectives for each year group increase in difficulty as the children progress through the school.

In the British curriculum numeracy is a core subject and an important part in the development of children's learning.

This means that we start teaching numeracy in early years and it is taught every day.

We use the abacus scheme of work during lessons. Abacus expands on a framework providing objectives and activities that the teachers and children can use to teach and learn numeracy. Abacus uses many strategies to teach numeracy. Here textbooks play only a very small role in the learning process because numeracy is a practical and hands on subject. To make it practical the abacus recommends games, problem solving, activities, songs, and many tactile resources to facilitate children's learning.





Literacy:

We believe that the study of literacy develops a child's ability to listen, speak, read and write for a wide range of purposes, including communication of their ideas, views and feelings. By providing students with a strong cohesive curriculum, children are better enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry, drama as well as nonfiction and media texts. Children gain understanding of new language works by working at its patterns, structures and origins. We give our students the opportunity to use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The primary frame work from the British curriculum is used as a core of our literacy programme to deliver with additional literacy resources. We will have weekly big writing sessions incorporating VCOP activities (Vocabulary, Connectives, Openers and Punctuation). We will use guided reading strategies to develop reading skills and promote a love for

Humanities:

Children learn best when having fun and feeling what is being taught is relevant to their day to day situations. Therefore humanities (Geography and History) play an important role on the overall curriculum for primary school and inter curriculum skills. If well instructed children can be taught vocabulary skills, creative skills, measurement, collecting and interpreting data, spiritual social, and even patriotic skills (Alexander 1984). Instruction of both history and geography are crucial at E.J.S.

Learning history is important because it is about people and important events and developments from recent and more distant times and various parts of the world. History provides solutions to some instrumental questions within our lives. And it allows the children to understand how the world around them became what it is today. History allows children to form links between the present day and the past and it helps them develop a sense of identity in the world.

Studying geography gives pupils an appreciation of how places relate to each other and the wider world and enables pupils to learn about their location in relation to the rest of the world. Students also learn how the environment affects locations and how they can change with time.

Besides this, children will be able to locate certain areas practically through developing map reading skills.



Geography enhances children's sense of responsibility for the care of the earth and its people and fosters their sense of wonder at the beauty of the world around them.

Humanities at E.J.S are taught through a mixture of teacher instruction, individual work and cooperative group work. Class discussion is highly encouraged and learners may share opinions of their events and propose solutions to challenges that face the world. Teachers broadly base their study on the Qualitative Curriculum Analysis (QCA) scheme yet these units are adapted to be more relevant to E.J.S setting and our students' various backgrounds and experiences.

Music:

Music is a vast subject so the main focus for whole class teaching is development of musical skills, performing, listening, composing and appraising. The social, historical and sometimes political context of various music is studied as a subsidiary to three main practical skills.

These areas are approached through the study of a wide range of music from throughout history.



Physical Education (P.E) and Swimming:

At E.J.S, physical education aims at developing student's knowledge skills and increasing skills and understanding, so that they can perform with increasing competence and confidence.

In a range of physical activities, to ensure that this goal is realized each class attends weekly P.E Lessons lasting 30 minutes to 45 minutes for the younger students and the older ones respectively.

The sessions are led by specialist teachers; swimming is done offsite at the prestigious Entebbe Botanical Hotel which is close to the school.

In addition to weekly P.E and swimming lessons, after school clubs are offered. These incorporate both indoor and outdoor sport and non-sport activities such as cookery.



French:

An early foreign language education is a view of two different cultures and so it is taught from year 2-year 6, implying an immersion of the French speaking culture in addition to English. Mastering of these foreign languages implies early training and cultural immersion.

French as an international language opens the child's boundaries to society as it is responsive to changes in this dynamic world. The use of modern communication technologies and the development of extra-curricular activities foster a sense of initiative, solidarity and curiosity and give each pupil an active role in the changing world – thus the advantage of early learning of French.

Art and Design:

Art and design is taught at all levels from year 1 – year 6. Art develops a student's concentration, imagination and skills as well as how to draw, colour in and how to use different painting skills and how to use paint brushes. Children are also shown how to use different styles on different materials, such as clay, paper mache, and plaster of paris and



also make good use of recyclable materials. Teaching of Art and Design will include the following:

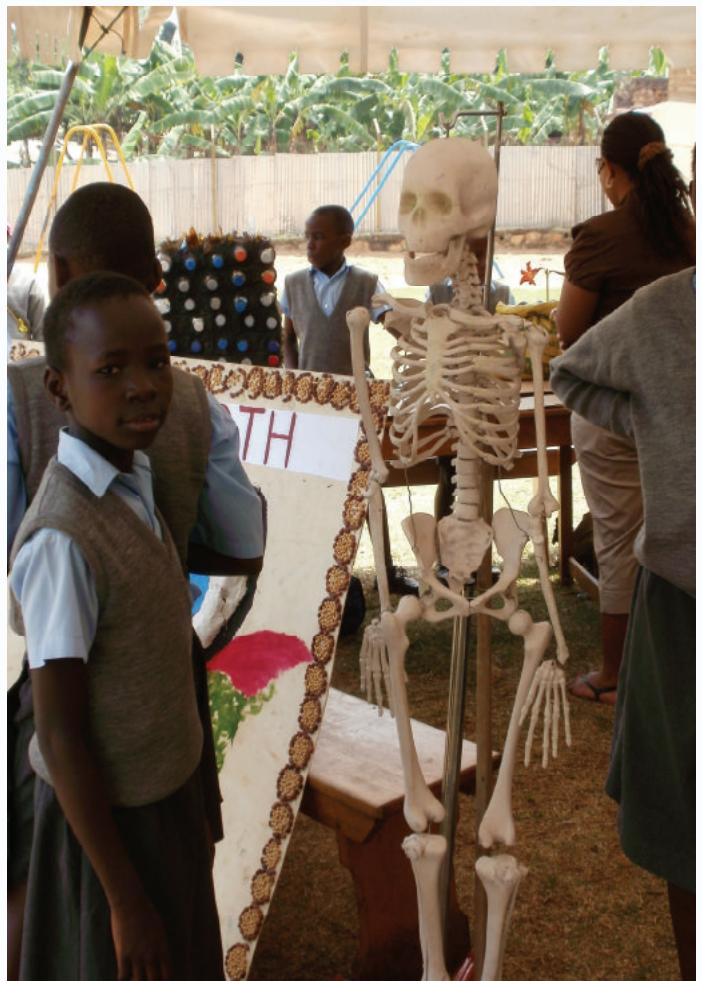
Painting (using oil paint, powder paint, graphic art)

- ◆ Painting on Bark Cloth
- ◆ Painting in relief
- ◆ Spraying objects using paint
- ◆ Doodling using paint
- ◆ Still Life painting

Science:

Teaching science allows children to experience and explore the world around them. It develops their understanding of scientific ideas and makes links between phenomena and experiences. It aims to stimulate a child's curiosity in finding out why things happen the way they do. It teaches methods of inquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way science will affect their future - personal, national and global level.

Science teaching is mainly approached through topic work through a mixture of teacher instruction, individual work and cooperative group work and class discussion following units of study from the QCA scheme. Hands on learning are encouraged wherever possible using school resources and our environment. The study of science starts in seedlings (Nursery and Kindergarten) with new skills being introduced and built on throughout school.



ICT:

Information and Communication Technology (ICT) has over the years become a very important part of the curriculum. It is now taught even to children in reception class and nursery class.

To compare ICT with “computer studies” is misleading. At E.J.S the ICT aspect is least important. Technology changes over time, but the concepts of handling data and converting data into information are fairly constant and this is reflected in the words / terms of ICT study in E.J.S. Terms like “email” and “database” appear only as examples.

The main headings are “finding things out”, “developing ideas and making things happen”, “exchanging and sharing information” and “receiving, modifying and evaluating work as it progresses” these are some of the aspects that are taught in key stages 1 and 2.

In early years, the emphasis is on getting the children familiar with the technology for the first few years. Children following the QCA or similar scheme of work will learn to use the equipment and use of software for isolated tasks but major emphasis is put on mastering mouse control. Later pupils will be taught how to use various programs for a particular task and given opportunities to do so. They may present their findings from an investigation / project using several forms of information pictures, graphics, symbols and text.

Once pupils have been taught as a class how to insert a picture from an encyclopaedia, CD-ROM or the internet into a word processed document which may just take 10 minutes. The pupils can practice the skills on a projector screen and networked computers in the ICT lab.



Individual Learning Needs (ILN);

As the individual learning Needs department (ILN) our foresight is for inclusive environment where every student feels valued and welcome to participate freely. As a department, we also strive to have all curriculum content areas accessible for those students who require extra support within and outside the class. Classroom teachers initiate the process. They identify an individual child’s areas of concern to this a student referral form may be completed and forwarded to the ILN department to further examine the extent of the need where necessary , parents of identified students are contacted to discuss classroom observation s and determine the next course of action.

Based on the results of discussions, a decision of type and amount of educational support is reached if deemed necessary, an individual educational plan (IEP) is drawn by the teacher, student and parent with ILN input.



Personal and Social Health Education: (PSHE)

We seek to educate young people in a broad minded community learning and to make them aware both of their personal responsibilities and their duty to others.

All children have a time tabled session each week considering relevant subjects which help to promote positive behaviour and effective learning. This area is also an important part of everyday life at E.J.S with everyone feeling and knowing that there are shared expectations for respect, kindness and tolerance.

The children are fully involved in setting class expectations at the beginning of the school year which tie in with the whole school ethos and values. PSHE sessions involve circle time which encourages open non-judgmental discussions about particular sub-



jects. The main focuses for class sessions are; self-awareness, managing feelings, motivation, empathy and social skills but there is a flexibility to include relevant topical issues that may be apparent in each class, school community, country and beyond.

The children are encouraged to understand another's point of view: the issues related to looking in a group; sticking at things when they get difficult, resolving conflict and worries.

There is an active students council that includes class representatives. The students' council meets every fortnight to discuss school life from the child's point of view; changes are proposed, discussed and made where deemed appropriate.

Extra Curricular Activities:

A diverse programme of activities is available weekly for children in reception through to year 6. The clubs are selected by both teachers and students council and they typically include;

Reception to year 2: football, improvers swim club, short tennis, art and crafts, and a variety of indoor games



Year 3 to year 6: football, netball tennis, swim club, badminton, volleyball, wildlife club, Red Cross, scouting, Cookery, Writers club, drama club and Art and craft.

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Transport

Transport is available for interested Parents living within a three kilometre radius of the School at a nominal fee of USD (\$) 250 per term (three months)



FEES PRICING STRUCTURE

CAMBRIDGE PRIMARY CURRICULUM

NO	DETAILS	PRICE
01	Tuition for Day Scholars	\$ 900
02	Tuition for Borders	\$ 1,300
03	Registration Fee	\$ 100

UGANDA NATIONAL CURRICULUM (UNEB)

NO	DETAILS	PRICE
01	Tuition for Day Scholars	\$ 500
02	Tuition for Borders	\$ 800
03	Registration Fee	\$ 100

Notes:

Fees payable in United States Dollars (USD)

Fees paid at the beginning of the term

Registration fee is paid once.

Uniforms:

Uniforms are purchased from the School and the charges are as follows:

CLASS	PARTICULARS	PRICE
Nursery - Reception	11 pcs of Uniforms+2 pairs of socks	\$ 70
P1-P2 – (Year 1-2)	12 pcs of Uniforms+2 pairs of socks	\$ 85
P3-P7- (Year 3-6)	12 pcs of Uniforms+2 pairs of socks	\$ 100



Effort Achieves