

SANDHURST PRIMARY SCHOOL

School Prospectus

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Headteacher: Mr. P. Edgesmith. M.A. (Ed)

Acting Deputy Headteachers: Mrs L. Reeves BA (QTS),
Mr S. Friend. BEd

“Aim High, Be Happy”

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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SANDHURST PRIMARY SCHOOL STAFF

Teaching Staff

Headteacher	Mr. P. Edgesmith
Acting Deputy Headteachers	Mr S. Friend Mrs L. Reeves
Teachers:	Mrs K. Holmes Miss C. Harmer Mrs L. Reeves Mr S. Whitham Miss A. Simmonds Mrs V. French (SENCO) Mr S. Friend Mrs L. Bromfield
Music Teacher	Mrs C Gray

Support Staff

School Administrator	Mrs. J. Patridge
Bursar	Mrs H. Batten
Parent Support Advisor	Mrs N. Shoobridge
Cover Supervisor	Mrs H. Lawrence
Higher Level Teaching Assistant	Mrs T. Colyer
Teaching Assistants	Mrs A. Rogers Mrs S. Styles Mrs L. Channon Mrs S. Knowler

	Mrs M. Cackett
	Mrs M. Kibblewhite
	Mrs K. Ward
	Mrs S. Masterman
ICT Technician	Mr M. Hayman
Midday Meal Supervisors	Mrs R. Pugh
	Mrs P. Barcham
	Mrs M.Cackett
	Mrs J. Paxton
Relief Midday Meals Supervisor	Mrs J. Ballard
	Mrs E Norris
Breakfast Club Supervisor	Mrs H. Lawrence
Breakfast Club Assistants	Mrs S. Knowler
	Mrs J. Ballard
Caretaker	Mr J. Pile
Catering Manager	Mrs. J. Page
Catering Assistant	Mrs J. Ballard
School Crossing Patrol	Mr J.Pile

Sandhurst Primary School Governing Body as at June 2014.

Chair:

Mrs Sally Watkins – 01797 252456

Appointed by:

Community

Mr Martin Roberts

Parent

Mrs Julie Griggs

LEA

Mr Alex Bolton

Parent

Mr William Allan

Parent

Mr Ashley Goodhew

Community

Mr Charles Newton

Parent / Vice Chair

Mrs Katie Holmes

Staff

Mr Peter Edgesmith

Staff

SANDHURST PRIMARY SCHOOL

Sandhurst Primary School is a rural Community Primary school attended by children of infant and junior age.

We pride ourselves in being a caring and happy place where children come first. We aim to develop all children's skills and talents through a wide variety of experiences and approaches. We want our children to be independent and confident by making their learning enjoyable, satisfying and fun.

We have an underlying ethos where good manners and politeness are expected, as well as high standards in all aspects of school life and learning. We are a value led school where virtues and wellbeing for all are important. We believe Sandhurst Primary School is a great place to learn where everyone involved in the School Community is encouraged to 'aim high' and 'be happy'. We teach this through a value led curriculum of enjoyment, challenge, interdependence and confidence.

There are approximately 150 children on the roll. The main teaching area was built in 1909 and a four class extension was completed in 2005. In addition we have a School Hall, I.C.T. Suite and Library.

We make extensive use of the grounds for all areas of the curriculum. There is an Infant and Junior playground, a field which is used throughout the year, two wooded areas, school allotments, a pond and an exciting Foundation Stage outdoor area. We are currently developing a wooded area (off site) to enhance the creative curriculum.

Our school is a place where children are excited by learning and where children can develop from strength to strength, feel secure and reach their potential.

“Sandhurst is a good school. Its strengths lie in the way it promotes pupils’ good behaviour, healthy lifestyles and understanding of their local community. The school has strong leadership of the Headteacher, supported by well motivated staff who enjoy being part of the school”. (Ofsted Sep 2011.)

Sandhurst Primary School is a member of the Cranbrook & Paddock Wood Cluster and is in the Tunbridge Wells District of Schools.

Aims of the School

Sandhurst is a caring School. Each child is seen as an individual, irrespective of ability or background and our staff constantly strive to bring out the best in all our children. Staff have considerable patience and are willing to spend as much time as is necessary with children and their Parents / Carers to talk through any problems.

It is our aim to assist in the development of each child as an individual - socially, emotionally, physically and academically by providing a happy, secure and stimulating environment in which to learn. We aim to help all children increase their self-confidence and to build lively and enquiring minds, enabling each child to reach his or her full potential.

Visitors frequently comment on the family atmosphere within the School and we actively encourage Parents / Carers to participate in School life. We see the School as part of the village community and work hard to strengthen these links wherever possible.

The aims can be expressed in the following ways:

- ◆ To develop the child's competence and understanding in all areas of the curriculum.
- ◆ To provide a broad and balanced curriculum, differentiated to suit the needs of the individual in line with National Curriculum requirements.
- ◆ To create a caring atmosphere where every child feels he or she plays an important part.
- ◆ To develop lively minds with a positive attitude towards learning.
- ◆ To develop the strengths and identify the weaknesses of each child, thus promoting a feeling of confidence and worth so that each child is happy to learn from failures as well as successes.
- ◆ To increase each child's awareness of the world around them and to feel part of an extended community.
- ◆ To help each child develop sound personal, spiritual and moral values and to foster respect for those with different religions and beliefs.
- ◆ To encourage consideration and respect for each other and to value one another's opinion.
- ◆ To provide an atmosphere which enables children to succeed and to believe they can succeed.
- ◆ To instil in each child pride in their own achievements and those of others.

Class Organisation

The School is organised in the following way. The infant department comprises; the Reception Class (Early Years Foundation Stage) Amber Class, and Years 1, Ruby Class and 2, Emerald Class (Key Stage 1). In the junior department (Key Stage 2) there are Years 3, 4, 5 and 6. Currently we have mixed year groups in KS2, 3/4 Topaz Class, 4/5 Amethyst Class and 5/6 Diamond Class. This is due to roll numbers and will at times change. We teach distinct year groups in the mornings. Our themes for topic work are planned, being the same for Junior classes but differ in Early Years and Key Stage 1. It is our aim to maintain classes of a reasonable size and apart from general class lessons, children's learning will be geared to meet their needs using an appropriate balance of whole class, group and individual teaching methods.

The Curriculum

It is our aim to provide a broad and balanced curriculum at Sandhurst.

Through our curriculum development we want all our children and staff to have the opportunity for memorable experiences, rich opportunities and high quality learning. To this end we recognise the changing needs of individuals and groups. The curriculum is developed so that our children become effective and motivated learners, responsible citizens and confident individuals.

Creative Curriculum

We teach a creative curriculum which is a carefully planned, thematic approach to teaching and learning. This way of teaching supports children's natural curiosity and stimulates their creativity. It offers children the opportunity to work in depth giving them time they need to reflect, consolidate and transfer their learning. We know direct experiences placed at the centre of the curriculum will develop children's thinking and capacities in meaningful contexts.

In our drive to raise standards and achievement, we teach the recommendations as highlighted in the New National Curriculum. This offers a focus on the assessment for learning to help reflect the differentiated needs of all our children.

At Sandhurst we are very keen to develop our children as good independent learners. We teach the children perseverance, curiosity, self-knowledge and collaboration which is known as Building Learning Power.

We are fortunate at Sandhurst with our extensive grounds and environment surrounding the school. Learning is encouraged and held regularly outside. Forest school type activities take place in Windmill Wood. Windmill Wood is an area of woodland not far from the school where children can learn, explore and be creative outdoors. We use this area all year round, so children must have appropriate clothing and footwear available at all times.

National Curriculum

At Sandhurst we teach all the subjects of the National Curriculum:

Core Subjects:

English (Literacy)
Mathematics (Numeracy)
Science

Foundation subjects:

Art & Design
Computing
Design & Technology
Languages (French KS2)

Geography
History
Music
Physical Education
Religious Education

Some of the work is taught through cross-curricular themes and we aim to ensure continuity of progression throughout the School. Teachers plan the creative curriculum as part of our teaching and learning.

Session times:

Key Stage 1: 21 hours of lesson time per week

Key Stage 2: 23.5 hours of lesson time per week

These timings exclude registration, assemblies and break times and are in line with the DFE recommendations.

Early Years Foundation Stage

Children who enter our school in Reception experience the Early Years Foundation Stage which underpins all future learning.

At this stage the characteristics of effective learning such as playing and exploring, active learning, being creative and thinking critically are all developed.

The prime areas of the curriculum

- Personal, Social and Emotional Development
- Physical Development
- Communications and Language

are developed in the children in response to relationships and experiences.

The specific areas of learning and development

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

include essential skills and knowledge. We develop these from the prime areas as they provide important contexts for learning.

During the Reception Year all information collected is used to complete the Foundation Stage Profile, a set of 17 statements based on seven areas of learning in the Foundation Stage. The class teacher will indicate whether a child is meeting expected levels of development or if they are exceeding expected levels, or not reaching expected levels. (Emerging.)

English - (Literacy)

In English children are taught skills which enable them to

- read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Mathematics - (Numeracy)

In Mathematics children are taught skills which enable them to:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

In Science, children are taught skills which enable them to:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics

- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- be equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Art & Design

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Computing

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Design & Technology

The national curriculum for design and technology aims to ensure that all pupils:

- 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.

Languages

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Geography

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Music

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Physical Education/Games

The national curriculum for physical education aims to ensure that all pupils:

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

Religious Education

The school follows the Kent Agreed Syllabus for teaching R.E. At Sandhurst religious education seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire a knowledge and understanding of major world religions in an atmosphere which encourages them.

Collective Worship

Collective Worship helps children develop their own beliefs and values. There is a daily act of Collective Worship. On Monday, Tuesday, Thursday and Friday a full School Assembly takes place whilst on Wednesday there is either a class, infant or junior assembly or circle time. At the Tuesday Assembly the local churches are invited to conduct the collective worship. Assembly is a time where the ethos of the School is strengthened, so friendship, family life, right and wrong are recurring themes. Most acts of worship reflect the broad traditions of Christian belief but, as increasingly we live in a multi-cultural society, we also include aspects of other world religions. Some assemblies are followed up in the class RE lessons at the most appropriate level for the children. The values of the community (family, school, village, country, and world) are built upon throughout the year.

Safeguarding / e-safety

As part of our Safeguarding policy, e-safety is concerned with safeguarding children and adults in the digital world. At school we will educate the children about the risks and benefits of being on-line so they will feel happy and gain confidence in using the technology. We encourage Parents / Carers to speak to children about keeping safe in the real world and in the internet world. Parents / Carers must complete a permission slip allowing children access to the internet at school.

Personal, Social, Health and Citizenship Education (PSHE & C)

At Sandhurst we have a school ethos of trust, integrity and democracy which values all those engaged in the care and supervision of our children. This helps foster an environment of personal, social and emotional development. The wellbeing of the children is paramount to our teaching and learning.

To engage the pupils we follow the SEAL (social and emotional aspects of learning programme) and the Leuven Project which looks at children's wellbeing and involvement. Peer Mentoring and Young Leaders help to develop life skills and responsibility in our older children.

Sex Education in the School is part of PSHE & C and the Science curriculum and starts as soon as a child enters School. Children are encouraged to explore feelings, relationships and physical development in a way that is appropriate to their age and understanding. The School recognises the prime responsibility of Parents / Carers in bringing up children and seeks a complementary and supportive role in this process.

In Year 5 and Year 6 the school staff give a talk to the children about 'Growing Up'. Parents / Carers may withdraw children from these sessions if they wish.

Additional Educational Needs

It is our aim to identify and meet the needs of all children. This may require additional planning to deliver the curriculum effectively. Children may be identified as having Specific Educational Needs or be gifted and talented due to their abilities. To this end we aim to provide a climate which acknowledges the individual nature of all our pupils.

Teachers complete Provision Maps for children and appropriate interventions are used. In planning work for children with specific additional educational needs, Staff work closely with Support Services, the Behavioural Support Service, Cognitive and Learning, Educational Psychologists and the Speech & Language Service.

Equal Opportunities & Racial Incidents

It is the School's policy to ensure that all children, irrespective of their gender or race, have the opportunity to use their talents to the full and have access to the whole curriculum and are treated equally.

Extra-Curricular Activities / Study Support

Extra-curricular activities are organised throughout the year and we offer a taster of various activities. These include Recorders, Chess, Running, Choir, Netball, Football, Athletics, Street Dance, Rounders, Tag Rugby, Drama, Art, Tennis and Gardening. Details of these activities are posted weekly on the School notice-board. If you are able to

help at any Club or have an interest you can share with the children, please contact a member of Staff.

Children who attend school run clubs can gain accreditation for the Children's University Passport.

Breakfast Club

The school offers a Breakfast Club daily between 8.00 a.m. and 8.55 a.m. Children pay a nominal subscription of £3.00 to take part. There is a healthy breakfast provided with a different choice every day. Parents / Carers should book in advance and pay in advance or on the day. Special themed breakfasts take place throughout the year. Following breakfast there are a variety of activities for the children. The children are escorted from the club to their classrooms for the start of school.

Homework

We encourage all Parents / Carers to view homework set by the school as an extension of a child's willingness and eagerness to learn. Parents / Carers are asked to read the homework policy and be aware of what is expected from the children.

Assessment & Standards

At Sandhurst we constantly monitor, assess and evaluate all our children to build a Profile of their individual academic achievements.

We set targets for the whole school and individual children and track their progress. Parents / Carers and children have the opportunity to discuss the assessments and targets at Consultation evenings with the Class Teacher.

Targets relate to Literacy, Numeracy and sometimes social skills.

Each child has an individual record of all the formal assessments carried out in school.

These include;

Foundation Stage Profile and Early Learning Goals	during Reception Year
KS1 Phonics Screening Check	Year 1
KS1 SATs – Teacher Assessment	Year 2
KS2 SATs	Year 6
Optional SATs	Years 3, 4 and 5
CAT (Cognitive Ability Tests)	Years 4 and 5
Benchmarking in reading	All years
APP (Assessing Pupil Progress)	All years

Please note: Year 6 SAT's take place in May and Parents / Carers are reminded that children should be in school during this time.

Pupil Progress Meetings are held five times a year.

School Achievements

At Sandhurst we are proud of our achievements in recognition of the children and the teaching that takes place.

We have been awarded the following;

- School Achievement Award
- Active Mark
- Investors in People 2nd time - Gold
- Artsmark
- Eco School
- Investors in people
- Healthy School Status.
- Activemark
- Artsmark – 2nd time
- Emergent Status in Study Support
- Retained Healthy School Status
- Financial Management in Schools
- Get Set London 2012
- Passport to Learning 2011

Partner Schools

We work in collaboration with our Partner Schools which are in the Cranbrook & Paddock Wood Cluster. This includes Primary and Secondary schools. Our ‘quad’ schools are Sissinghurst Primary, Frittenden Primary and Cranbrook Primary.

Comenius Project

Our school is linked with Primary Schools in France, Italy and N. Ireland through the Comenius project which is funded by European initiatives. Children work on projects of a common theme and share their culture, values and findings via the internet and staff exchanges.

Creativity in the curriculum

To celebrate curriculum diversity as part of the school year we have an Arts Week. This gives the children the opportunity to be more creative and learn through a variety of dance, music and drama activities. During Arts week, visiting musicians, story tellers, poets, and crafts people may be invited to school to share their talents. The Arts Week will have a theme and everyone is encouraged to take part. We hold a Book Week in February, Science Week and Sainsbury’s School Sports & Healthy School week in June.

Community Focus

Sandhurst Primary School is very much in the heart of the Community. The school is used by local groups for lettings. The school takes part in village functions and has its Easter Service in the Mission Church and the KS2 Christmas Celebration in St. Nicholas Church. The community make use of our facilities and we have hosted the village twinning celebrations and an adult netball team.

Sandhurst Nursery School

Sandhurst Nursery School visit our Reception Class on a regular basis as part of our transition policy links and our close associations.

Sandhurst Nursery School is situated in the building adjacent to the school. (For details please contact Jan Little – Nursery Manager on (01580 850407).

Sandhurst Primary School and Beyond

We encourage and have strong links with Sandhurst Nursery School and our Secondary Schools in Cranbrook, Tenterden, Robertsbridge and Wadhurst.

School Uniform

We encourage all children to wear the School Uniform. School uniform helps to develop a sense of community in the School and we ask you to help maintain the traditions by ensuring that your child is dressed in the correct uniform. It helps create a corporate spirit together with a sense of belonging and identity. More generally, it reflects the true ethos of the School.

Autumn / Winter Terms

Brown skirt or pinafore
Brown jumper, cardigan or sweatshirt
White blouse or shirt
School Tie
Black or grey trousers (not jogging bottoms or jeans)
Brown or black shoes (not trainers)
White/ black/ grey socks / black /brown /grey tights
Brown Fleece

Summer Term

Brown jumper, cardigan or sweatshirt
White blouse or short sleeved shirt
Black or grey shorts
Yellow or brown gingham dress
Black, brown or white sandals / shoes (not trainers)
Brown / black / grey or white socks

In addition each child will need:

A PE bag containing:

Yellow T-shirt

Black shorts

Trainers

School Tracksuits are worn during the winter for outside activities. Children should not wear jewellery and have long hair tied back.

PLEASE ensure that all clothing is clearly labelled.

School uniform is available from:

Phillips Mans Shop - Cranbrook

The Parents and Friends Association runs an outlet for selling second-hand uniform. Please contact the School Administrator for details.

The School Council are very keen to see that correct uniform is worn and children should be smart and proud of their uniform.

School Administration

Admission Policy

Reception children are admitted to the Foundation Stage in September on a full-time basis.

Children with specific needs may have a staggered entry into school by arrangement with the Headteacher.

We endeavour to offer a place to all those who express a desire for their children to attend Sandhurst Primary School. However, should the School roll be at its maximum in any year cohort (30) then the following over-subscription criteria will be applied.

- Children in Local Authority Care – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their Parents / Carers (Section 22 of the Children Act 1989) or who is the subject of a care order under Part IV of the Act. This applies equally to children who immediately after being looked after by the local authority became subject to an adoption, residence or special guardianship order. (As defined by Section 46 of the Adoption and Children Act 2002 or Section 8 or 14A of the Children Act 1989)
- Current Family Association – a brother or sister at Sandhurst Primary School in the same school at the time of entry. In this context brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers or sisters.
- Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. 'Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose Parents' / Guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school.' Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.
- Nearness of children's homes to school - we use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined

as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody.

Children who are above the statutory age of 5 may be admitted at any time provided that a place exists within the appropriate year cohort.

Prospective Parents / Carers are welcome and encouraged to look around the school at any time. Please phone to make an appointment.

Pastoral Care

Each member of staff has a responsibility to ensure that any problem a child may be experiencing, whether at School or at home, is notified to the Headteacher, thus any further problems may be quickly and sympathetically alleviated. Each child has a Home/School Contact Book, this is a useful tool for maintaining a close dialogue between Parents / Carers and staff.

The successful education of any child depends to a great deal on a high level of co-operation between Parents / Carers and the School and to this end staff are always willing to discuss reasonable matters with Parents / Carers. However, to avoid any confusion or disappointment, it is always advisable to arrange to see staff after school and not first thing in the morning.

Our Parent Support Advisor (PSA) Mrs N. Shoobridge is available to support Parents / Carers should the need arise. She can be contacted on 07443 427735.

School Hours

School commences at 8.55 a.m. and finishes at 3.20 p.m. The lunch break is from 12 noon until 1.10 p.m. for infants and from 12.10 p.m. to 1.10 p.m. for juniors. There is a 15 minute break in the morning and an optional 15 minute break for KS1 in the afternoon.

The school year runs from September to July and is 6 terms.

School Crossing Patrol

We are fortunate in having a School Crossing Patrol in Sandhurst and Parents / Carers are asked to ensure that their children cross the main Rye Road only at this point. In the interests of safety we would ask Parents / Carers not to bring their cars into the School car park at the beginning or end of School and to park with consideration for local residents and shopkeepers when dropping off or collecting their children.

Contact with Parents / Carers

It is essential that we are able to contact a Parent / Carer (or designated adult) at all times. We must therefore have an up to date address and contact telephone number for each child and we will routinely ask for this to be verified on an annual basis. However, Parents / Carers are reminded that they should notify any changes to the School as soon as possible. This is, of course, especially important when both Parents / Carers work.

Attendance

At Sandhurst we are committed to improving our level of pupils' attendance. All absences must be notified to the School by Parents / Carers either in person or via the telephone using Option 1 or Contact book. It is not possible to accept a verbal message from a child. If a child is absent for more than a week without acceptable notification, we will write and request information about the absence. If you do not notify us of an absence the register will be marked as unauthorised absence.

Occasionally, children are sent to School when they are obviously unwell; this is not only distressing for the child but may result in cross-infection. Parents / Carers are asked to be sensitive to the needs not only of their child, but others in the School.

The school has a strict protocol for absences in line with KCC attendance guidelines, 'Schools will not authorise holidays during term times unless there are exceptional circumstances'. Each request for holiday absence will be considered individually. Any request for holiday absence under exceptional circumstances must be made in writing to the Headteacher.

A Penalty Notice can be issued following the deliberate taking of a holiday in term time without/against school permission and where this has created a period of unauthorised absence in the current term of at least 10 sessions.

Late Arrivals

If your child arrives in school late i.e. after the bell has been rung, he/she will be marked LATE in the register. Children arriving after registration must report to the office to be registered. Please endeavour to get your children to school on time as being late causes embarrassment to the child.

Healthy School

We encourage healthy eating and a sense of wellbeing within our children. Children in the Foundation Stage and KS1 are provided with a piece of fruit for break times. All children are encouraged to choose and eat healthy foods. In KS2 we ensure children bring a healthy snack for break.

School Meals

School Dinners are cooked daily on the premises and are excellent value. The KCC Catering Contractors, GSS, provide a choice of main course and sweet. Parents / Carers of children who are allergic to certain foods and wish them to have school dinners must notify the kitchen in writing. Payment of dinners is required in advance, either weekly or half-termly and should be taken to the School Office before School on Monday. You can pay on line or in cash. Cheques are not accepted. Packed lunches may be brought from home and are eaten under the supervision of the mid-day Supervisors. Should children wish to change to or from School dinners, two weeks written notice is required.

Parents have the opportunity to complete an eligibility assessment themselves to establish whether they are entitled to Free School Meals. If eligible they can complete an application for Free School Meals via www.kent.gov.uk.

Packed Lunches

Children who choose to eat a packed lunch are encouraged to have healthy lunch boxes. Parents / Carers are asked to provide healthy and balanced food in them. No crisps or fizzy drinks should be consumed.

Medicals

Height/weight and hearing checks are given from time to time by the School Nurse. Parents / Carers will be informed at such times.

Medicines

There is provision under the KCC regulations for essential medicines to be brought to School and deposited in a specially designated first-aid box. In order for any medicines to be administered at School, Parents / Carers must complete the appropriate form giving details of the medication and consent for it to be administered. The medication sent must be in a clearly labelled container and contain only the required dosage.

Charging - The Statement of Policy of the Governing Body

The Governing Body support the County's policy to make charges as allowed by the Education Reform Act. Although the Act states that charges for activities/visits are not to be compulsory, we would wish to maintain the current policy of encouraging Parents / Carers to make voluntary contributions so that these invaluable activities/visits can continue. The Governors wish to extend their thanks to Parents / Carers for their continuing support in this matter.

School Fund

Income into the School Fund accrues from commission on photograph sales and other items, as well as donations from a variety of sources. The Fund is administered by the School for the benefit of pupils and is audited annually in accordance with KCC regulations. The proceeds from our annual sponsored event will be paid into School Fund.

School Rules

We have few School rules and those we have are designed for safety reasons and so as not to disturb other people. Children are aware of the rewards they can earn and how we celebrate achievement.

Positive Behaviour Policy

The school has a rigid policy for dealing with any misbehaviour that may arise in School.

When a child first misbehaves, a quiet reminder is usually all that is required. Support Staff are asked to inform Class Teachers of any behaviour which may be of concern.

Continuing bad behaviour is reported by the Class Teacher either to the Headteacher or Deputy Headteacher. At this point discussion will take place and a decision taken as to the best course of action, e.g. withdrawal of privileges, loss of break times/lunchtimes etc. On the rare occasion that a pupil continues to behave badly, the Headteacher will ask the child's Parents / Carers to come to School to meet and discuss what further action should be taken.

In a very severe case of constant misbehaviour by a pupil, the Headteacher has the right to exclude a pupil from School.

Rules concerning courtesy, consideration and respect for others are stressed regularly so that pupils learn to behave in a manner which will bring credit to their families, their School and, above all, to themselves. There is a school code of conduct and each class has their own rules.

We do NOT allow chewing-gum, bubble-gum or sweets in School. Expensive items, e.g. mobile phones, personal stereos, computer games etc., should never be brought to School. Toys should only be brought in when a teacher has given permission.

Golden Time

At Sandhurst Primary School we have adopted a 'Golden Time' approach for rewarding good behaviour as part of our positive behaviour policy. Each Friday children who behave have the right to 30 minutes of 'Golden Time' when the children choose an activity they wish to pursue. If a child breaks the school rules they may lose some of their 'Golden Time', although they are given opportunities to earn back their time. Golden Time activities happen on a Friday afternoon and are changed regularly.

School Council

As part of our policy towards Citizenship each year group elects 2 pupils to serve on the school council. The aim of the school council is to help children develop an understanding of their ability to create positive change in school. It involves pupils in the decision making process and developing and maintaining shared standards of behaviour. The two representatives from each class serve for the academic year, enabling them to become partners in their own education and in addition to making a positive contribution to the school environment and the school ethos.

The school council has had an influence on the development of the school grounds and environment, the school garden, uniform and Healthy School status.

Complaints Procedure

The School is required to have a clear and direct route through which Parents / Carers are able to pursue any complaint about the school curriculum and related matters. The first stage is informal discussion with the Class Teacher and then the Headteacher. It may be that our Parent Support Advisor can assist with some issues. If the matter is not then resolved and there is continuing dissatisfaction, a written complaint can be made to the Chair of Governors. Our complaints procedure is also on our website.

Health & Safety

For the health and safety of all those involved in our school, Sandhurst Primary takes heed of the policies of the LEA. Risk Assessments are carried out regularly.

Communication with Parents / Carers & the School

Links between home and School are encouraged and should work for the benefit of the child. Regular use by Parents / Carers of the Home/School Contact book / Reading Record book is expected. Parents / Carers are made aware of school information and events through email communication and text messaging.

Parent / Carer Help in School

There are many areas of School life where parental help is needed and valued.

Many Parents / Carers help in the classroom on a regular basis, some use their cars to transport children, assist with class visits, help on the Parents & Friends Committee, are Parent Governors and some run after school clubs. If you would like to help in any way, please see the Headteacher or your child's class Teacher. Any helper will require an enhanced Disclosure and Barring Service / Police Check.

Parent / Carer Consultations

Parent / Carer Consultations are arranged during the Autumn and Spring terms and children are encouraged to attend. These take place in the evening and are arranged through an appointment system. During consultations, the child's progress, development and potential are discussed in detail.

Sometimes problems may arise on which you will be contacted by the Class Teacher or Headteacher. Parents / Carers are also welcome to discuss their child's work, progress or behaviour at any time with the Class Teacher or Headteacher. It is advisable to make an appointment for this.

There is also an opportunity to discuss the end of year report with the Class Teacher should Parents / Carers feel it necessary.

Transfer to Secondary School

Details regarding transfer to secondary education are outlined in the County's leaflet "Admission to Secondary School" which is available on line from KCC Admissions. A Consultation Evening is arranged for Parents / Carers to discuss entrance to Secondary School in Term 6 when the children are in Year 5. Advice may also be sought from the Headteacher or Class Teachers.

The Protection of children

Procedures have been introduced by Kent County Council for checking with the local police on the possible criminal record of those who apply, or move to work with children. The arrangements apply to all local authority paid staff and helpers in the School.

Parents / Carers who would like to help at the School should consult the Headteacher in the first instance and will then be asked to complete a DBS Check.

Safeguarding Children

At Sandhurst Primary, in line with KCC policy in child protection, it is our aim to provide a safe environment in which children can learn. Any activities undertaken in school are based on these principles.

1. To protect children from harm.
2. To prevent abuse.
3. To promote welfare.

To this end, Sandhurst Primary School and all its personnel is committed to safeguarding children and young people.

Safeguarding Staff

At Sandhurst Primary we expect Parents / Carers to have regard of the professional nature of all staff at school.

Statements made about school staff or the school on social networking sites are regarded as criminal and offensive and can be subject to legal action.

Sandhurst Parents & Friends Association

Our Parents and Friends Association play a vital role in the life of the School. Every Parent / Carer is automatically a member. A number of fund raising and social events are held during the year. The main fund-raising event is the Summer Fayre which is a great occasion for the whole village.

Governors' Profile

A list of the names of the present Governors is enclosed in this Prospectus and you are encouraged to talk to them about the School and its work at the Governors Surgery which is held three times a year.

Newsletters & Texting

There are regular newsletters (SPS updates) which give information and publicise a number of activities and functions which take place throughout the year. These are sent electronically by email. Paper copies are made available in the entrance foyer. Newsletters can also be found on our website www.sandhurstprimary.co.uk.

Text messages are sent on a regular basis, reminding parents of upcoming events, advising of school closures, important information etc.

Conclusion

We do hope that you have enjoyed reading our Prospectus and have found it useful. If you have any queries, please contact the School Administrator or the Headteacher.

The information given in this document relates to the year 2013-2014. Details contained in this document were correct at the time of preparation (May 2014). It should not be

assumed that these details will not change during the year in question or subsequent years and the Prospectus is regularly reviewed and updated to take account of any changes. The School retains the right to amend the details in this Prospectus at any time.

**Parents and Friends of Sandhurst Primary School
Registered Charity**

Chairman: Tania Noble
Vice Chair: Laura Reeves
Secretary: Angela Schooley
Treasurer: Tanya Ling

The Committee of the Parents and Friends of Sandhurst Primary School would like to extend a warm welcome to all Parents / Carers new to the School and hope that you have a long and happy association with us.

The Parents and Friends Association has been in existence since 1981. The function of the Association is solely fund-raising in a fun / social way in order to further the educational and recreational facilities of the School.

Since its inauguration, funds have been accrued for more ambitious projects as the Association has gone from strength to strength. Some of the many achievements to date include funding for:

- audio visual equipment and sound system
- computers with software including a lap top and data projector
- new musical instruments
- classroom furniture
- playground equipment
- books for the Library
- supporting school trips to enhance learning

The Association runs Cake Stalls, a Summer Fayre and Film Evenings throughout the year.

The essence of the Parents and Friends Association is to have fun whilst helping to enhance the facilities at the School.

KENT COUNTY COUNCIL
Education, Learning and Skills
Sandhurst Primary School

Managing Director

Mr P. Leeson

County Hall
Maidstone, Kent. ME14 1XQ

Telephone: 01622 671411

Statistical Information:

The number of children on the School roll and other information relating to School results in Key Stage 1 and Key Stage 2 assessments are shown on the final page overleaf.

The statistics represent the results of KS1 and KS2 Assessments in Reading, Writing and Maths combined for 2012/13.

The most recent national comparative data follows the school results. The results are published in this way as defined in the DfE Circular School / Prospectuses in Primary School.

The total number of pupils of statutory school age as at January 2013 = 151

Attendance Return 2013 / 2014

Attendance	95.26 %
Authorised absences	3.92 %
Unauthorised absences	0.83 %