

# PROSPECTUS

2014/15



## Furley Park

Primary Academy

Be the best you can



## Introduction

Furley Park Primary Academy is part of the ACE Learning Academy Trust. The trust comprises of two schools, Furley Park Primary and Hamstreet Primary. The Trust was set up in 2013 to run the two schools and enable them to provide high quality primary provision for the communities that they serve. As an Academy, we are an independent, state funded school.

Furley Park opened in 2000 to serve the local community of Park Farm. The name of "Furley Park", was selected to capture something from both the past and the present to build on for the future.

Looking back in the **past**, it was discovered that a founder member of both the Red Cross and St Johns Ambulance, Sir John Furley, had been born and brought up in the Ashford area. His dedication to the service and care of others, particularly in areas of conflict, were appealing given the importance of encouraging children to be thoughtful and caring members of society.

As to the **present**, the school was built on Park Farm- to the south of Ashford near Kingsnorth. Once an area of countryside, the estate now represents the growth of Ashford in the present.

Bringing Sir John **Furley** and **Park** Farm together then, we were able to create Furley Park- drawing together the past and the present.

With respect to the **future**, we are well poised to grow from strength to strength. Our children are taught to serve, care for others and appreciate that they are a very important part of a new and growing community.

Furley Park is a happy, friendly and caring school where everyone is valued and respected. Despite being a large school, we take pride in maintaining a small school ethos and promote a family atmosphere. Our greatest strength is our skilled and dedicated staff team that works tirelessly to provide the best teaching and learning experience for each child in a happy and safe learning environment.

We are very proud of our academic success and are committed to providing each of our pupils with a high standard of education, ensuring that they fulfill their potential and are the best that they can be. Our pupils aim high, believe they can succeed, take responsibility for their own learning and develop as independent learners who think creatively and reflectively.

Our ethos is built on mutual respect for others, their values and beliefs. We hope to develop positive, active learners who are well prepared for their role in a rich and diverse society. We want our children to feel safe and secure and have the confidence to achieve their full potential both academically and socially.

We hope you enjoy finding out more about Furley Park Primary Academy and if you would like to visit the school please contact the office for an appointment.

## **Vision Statement**

Furley Park Academy will support local communities in the education of children to develop respect for themselves, each other, their families and the environment. At Furley Park Academy our vision is to offer a rich, broad and balanced curriculum which provides pupils with first class, exciting and creative experiences. We will develop thoughtful and responsible young people with high self-esteem and with the motivation, skills and knowledge to succeed in life.

## **Aims of The Academy**

At Furley Park Academy we aim to provide a safe, caring, supportive and stimulating environment with high quality teaching to achieve...

- *A high level of literacy and numeracy.*
- *Independent young people who are confident, flexible and able to cooperate with others.*
- *A high level of computing and technological competence.*
- *Imagination and creative expression through a wide range of media.*
- *Conscientious young citizens who are tolerant and respect others' values.*
- *Effective links between the school, the home and the community.*
- *Equality of opportunity for all.*
- *Celebration and humour – we feel good about ourselves!*

We want Furley Park Academy to be the best place for the children who come to learn; where they are surrounded by adults who are positive and show a love for learning and where we dare to be bold and different!

All who work here, believe that it is vital that we are all responsible for improving the basic skills of all children and also to support the raising of standards for everyone.

***Be proud and be the best - you can!...***

## **Admissions Policy**

Furley Park Primary Academy policy is centred on the principles of:

- Serving the local community.
- The social and educational advantages of children attending their local school.
- Admission arrangements being consistently and equally applied to all requests, irrespective of background.
- The school complies with the Local Authority co-ordinated scheme/s for in-year and normal year-of-entry admissions.

### **Planned Admission Numbers (PANs)**

The PAN is determined in accordance with the results of the annual Net Capacity Assessment (NCA) review, suitability document, impact on the community and neighbouring schools. It is agreed in consultation between the LA, the academy and relevant parties. Once determined, pupils should not be admitted above the PAN unless exceptional circumstances apply. The PAN for Furley Park Primary Academy is 90 for statutory school years.

### **Exceptional Circumstances**

A school will be asked to exceed its PAN only where:

- An event/incident occurs in another educational establishment which could not have possibly been planned for, e.g. fire;
- To comply with other agreed protocols, e.g. Children in Care, Fair Access, SEN;
- A child moves into an area outside the normal admissions round and no other school would provide suitable education within a reasonable distance of their home ;
- An allocations error has occurred and a place should have been offered;
- Multiple birth siblings would be split and therefore will be offered together.

### **Waiting Lists**

Children who do not receive an offer of a place are automatically placed on a waiting list for a period of one term only. If parents wish to keep a child on a waiting list beyond the first term, they will need to write to the academy for an extension of another academic term.

### **Appeals**

Parents have the right to appeal to an Independent Appeals Panel. Appeal forms can be obtained from the academy office.

## **Oversubscription Criteria**

The allocation of academy places, up to the planned admission number, is in accordance with the oversubscription criteria below.

Before the application of oversubscription criteria, children with a statement of special educational needs, which names the academy, will be admitted. As a result of this, the published number will be reduced accordingly.

Places will be offered according to the following criteria, which are in priority order:

- **Children in Care**

This refers to children who are looked after by a local authority, in accordance with Section 22 of the Children's Act 1989 (b), and children who were looked after but ceased to be so because they were adopted. Parents are asked to send proof as supplementary information with their application form.

- **Current Family Association** – a brother or sister attending the academy when the child starts. In this context, brother or sister means children who live as brother or sister in the same house- including natural brothers and sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters. The sibling link is maintained as long as the family live at the same address as when the first child applied, have moved closer to the academy than when the first child was offered a place or have moved to an address that is less than 2 miles from the academy using the method outlined in the distance/nearness of children's homes to academy criterion.

- **Children of Staff at the Academy**

Where the member of staff has been employed at the academy for two or more years at the time at which the application for admission to the academy is made, and/or

the member of staff is recruited to a post for which there is a demonstrable skill shortage.

- **Children with Exceptional Medical or Social Reasons** –Applications will need to be supported by written evidence from a suitably qualified medical or other practitioner and give reasons why the academy is the most suitable placement to meet the child's needs.
- **Nearness of Children's Homes to the Academy** – we use the distance between the child's permanent home address and the academy, 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 academy as specified by Ordnance Survey. The same address point on the academy site is used for everybody.

A pupil's home address is considered to be a residential property that is the **child's only or main residence** and not an address at which your child might sometimes stay or sleep due to your own domestic or special arrangements. The address must be the pupil's home address on the day you completed your application form and which is either owned by the

child's parents or guardian OR leased to, or rented, by the child's parent, parents or guardian under a lease or written rental agreement.

If you live separately from your partner (but share responsibility for your child, and the child lives at two different addresses during the week) we will regard the home address as the one at which the child sleeps for the majority of the week.

A block of flats has a single address point reference, so applicants living in the same block will be regarded as living the same distance away from the academy. In the unlikely event that two or more children live in the same block, and in all other ways have equal eligibility for the last available place at the academy, the names will be issued a number and drawn randomly to decide which child should be given the place.

After a place has been offered, the academy reserves the right to withdraw the place in the following circumstances:

when a parent has failed to respond to an offer within a reasonable time;

or

when a parent has failed to notify the academy of important changes to the application information;

or

the admission authority offered the place on the basis of a fraudulent or intentionally misleading application from a parent.

## **Class Organisation**

At Furley Park children are divided into three classes in each year group. In Foundation Stage the children are grouped in small nurture groups of 15 children. As the children move through the Academy, classes are occasionally mixed to ensure a good balance of gender, ability and additional needs.

Classes are grouped into phases to provide further support and a sense of community under the leadership of a Phase Leader. Our Phase Leaders are experienced teachers and are part of the Academy Senior Leadership Team.

Phase 1 – Foundation Stage and Year 1

Phase 2 – Years 2&3

Phase 3 – Years 4,5&6

## **Facilities**

The Academy has excellent facilities providing a stimulating environment for all to work in. We have

- A well stocked library.
- A large hall for dance, drama, music, PE and assembly
- Mobile ICT suite
- Study areas for all children.
- Good sport facilities- including the hall, sports field and hard surface courts
- An outdoor environment, incorporating a wildlife garden with pond, an outdoor classroom and a sensory garden for study and reflection
- Large playgrounds providing differentiated areas for active and quiet play
- A full range of technical equipment including computers in classrooms and laptops for whole-class use, access to the Internet, interactive whiteboards in all classrooms, TV, DVD players, sound system and stage lighting.

Our building also has provision for disabled pupils.

## **Parent Involvement**

We would very much like parents and friends to become involved in the life of the Academy. Parents are expected to support and encourage their child by giving time and a home environment in which homework can be done. The class teacher will, as far as possible, ensure that details of a task to be done at home will be noted on the child's communication record, together with any other messages about class activities. Information may be fed back to the class teacher through notes on the communication record. Any comments should always be worded in moderate and responsible language, bearing in mind that the child may read the message.

Children benefit enormously from being able to discuss what they have learnt with their parents. This is not to suggest that the parent should spend time altering or correcting the child's work, but rather discuss it and suggest how it might be done differently or improved. Constructive comments enable the child to develop a better understanding of their learning and reinforce what is taught in Academy.

Above all other subjects, reading is a crucial aspect of Academy work and needs to be encouraged at all times. A child's written skills reflect the attitude to reading; a child who reads widely and with enthusiasm is often able to translate this into written work. It is not possible for an adult to hear every child read at the Academy every day. Therefore, it is important for a parent to try and hear their child read daily.

## **Home Academy Agreement**

On joining the Academy, a Home/Academy agreement is signed and all parents and children are expected to abide by this agreement. In this document, each party agrees to the statements in order to achieve the best outcomes for the child. The agreement is set out as follows:

### **The Academy agrees to:**

- Provide opportunities for children to achieve their full potential academically, physically and socially.
- Encourage the children to take care of each other and their surroundings.
- Provide educational resources to support pupils learning.
- Inform parents of their children's progress through consultation meetings and annual reports.
- Outline to parents what the teachers aim to teach the children each term.
- Provide opportunities for learning outside of the classroom through homework, extra-curricular activities and educational visits.
- Be open, welcoming and offer opportunities for parents and the community to become involved in the life of the Academy.
- Encourage children to be aware of environmental issues and monitor the impact the Academy has on the environment.

### **The Parents agree to:**

- Support and encourage my child by valuing their Academy life.
- Support the Academy's policies and guidelines for behaviour and equality
- Ensure that my child arrives on time, is properly equipped for the day and wears correct Academy uniform and PE kit.
- Attend parents' evenings and Academy events and inform the Academy of any issues that may affect my child's learning.
- Ensure that my child attends the Academy every day and inform the Academy on the first day of any absence.
- Support my child with homework, read with them at home and support them with extra-curricular activities and visits.
- Treat all members of the Academy community with respect.
- To encourage my child to be aware of environmental issues and the impact we have on the environment.

### **The child agrees to:**

- Always try my best.
- Be honest, fair and kind to other people and look after the Academy and its surroundings
- Be on time, properly equipped and ready to learn.
- Tell someone if there are things that are worrying me.
- Talk to my family about my learning.
- Do my homework and use other opportunities to learn.
- Be polite, courteous and keep everyone safe.
- To do my best to not be wasteful with resources and think about my actions with regard to the environment.



## **Academy times**

Academy gates open at 8.40 am and the children go straight into class. Registration is at 8.50 am and Academy finishes at 3.10 pm each day.

With registration, assemblies and breaks taken into account, this provides Curriculum time for Key Stage 1 of 23 hours and 35 minutes a week and Key Stage 2 with 24 hours 10 minutes per week.

## **Uniform**

The Governing Body has decided that there should be a high standard set for Academy uniform and expects children to be appropriately dressed for Academy. We look to the support of all families to help us maintain this element of appearance and pride in the Academy. The uniform can be ordered online, via a link on our website, and the uniform will be delivered to the academy.

Foundation Stage: white polo shirt, navy jogging bottoms, Academy pullover with the Academy logo, plain black trainers (for outdoors), wellington boots, indoor slippers and an Academy sun cap. In hot weather, boys may wear dark grey shorts and girls may wear light blue gingham summer dresses.

Boys Winter: black shoes, grey socks, dark grey trousers, Academy tie, white cotton shirt (Not polo shirts), Academy pullover or cardigan.

Girls Winter: black shoes (no boots), white socks or grey tights, dark grey skirt or trousers, Academy tie, white cotton shirt (not polo shirts), Academy pullover or cardigan.

Boys Summer: black shoes, grey socks, dark grey shorts or trousers, Academy tie, white cotton shirt (not polo shirts).

Girls Summer: light blue gingham dress, white ankle socks, black shoes or sandals (no open toes).

PE Kit: royal blue shorts, t-shirt in house colour, plimsolls or trainers. Pupils may wear a plain blue track suit for outdoor PE in the winter.

Pupils may bring trainers to change into at playtime but must change back into shoes during lessons.

## **Curriculum**

All areas of the curriculum, set out in the National Curriculum, are provided at Furley Park. Each subject is designed to develop the knowledge, understanding and skills of pupils in the course of their time at Primary Academy.

Generally there is an integrated approach to learning across the curriculum. Subject policies and schemes of work have been agreed and are available for reference from the Academy office.

It is our intention to make each area of the curriculum accessible to all pupils whatever their ability. We will carry out regular assessment in order to match work for all pupils and encourage them to attain their potential. Where possible, learning will be enhanced by trips or by visitors coming to the Academy. At times this may necessitate a voluntary contribution from parents being made.

A close working relationship with home will be sought to maximise every opportunity for the enjoyment of learning and for educational progress to be made.

### **FOUNDATION STAGE - RECEPTION - Ages 4-5**

With entry at four years old, we are conscious of the need to provide early years activities, which support all aspects of the child's development. Children come to Academy with widely varying experiences. Through a carefully planned induction programme; the statutory framework and early consultation with parents, a profile of the child's abilities is compiled. From this assessment, differentiated activities are planned to meet each child's needs.

The curriculum covers the following broad areas of learning:

Personal, social and emotional development, physical development and communication and language. These prime areas are then broken down into more specific early learning goals. There is also a strong emphasis on basic literacy and maths skills which underpin success in future learning. These all contribute to a good level of development.

Much of the learning is through practical, first- hand experience.

From the outset, active participation from the child is encouraged. It is our firm view at Furley Park that children's first learning experiences set the foundations for expectations and attitudes throughout Academy life; so we aim to provide excellent resources for this age group.

### **KEY STAGE 1 - Age 5, 6 and 7 - Years 1 and 2**

### **KEY STAGE 2 - Age 7, 8, 9, 10 and 11- Years 3 to 6**

The Academy has subject Policy Statements for each curriculum area. These are under constant review but are available to parents on request.

A brief summary of how each subject is approached is given below.

**Literacy** - We aim to provide a language rich environment where all children learn to communicate effectively and efficiently through the spoken, printed and written word.

We provide a daily period of dedicated literacy teaching time for all pupils, where the skills of reading and writing are developed. Pupils have extended opportunities to develop these skills across all curriculum areas.

Children are taught to read independently using a structured synthetic phonic programme. They are introduced to a wide range of attractive and stimulating books in class reading corners and the Academy library.

Children are encouraged to write for many purposes and audiences. They compose stories, poems, descriptive writing, write letters, invitations and reports.

Children also have many opportunities throughout their schooling to become confident speakers and listeners.

**Maths** - Children need to develop an ability to make use of numeracy skills in everyday life and to be able to use these skills in problem solving. To develop such skills, maths is taught daily through interactive whole-class teaching, individual and group tasks. Mental agility skills are also developed so we do expect children to learn their multiplication tables!

**Science** - We aim to ensure through science that pupils develop their knowledge and understanding of the natural and physical world in which they live. Science is taught with an emphasis on practical investigation to develop the skills of exploring, observing and discussing. Our scheme of work enables the children to acquire scientific knowledge through a broad and balanced science curriculum.

**Computing** - The Academy is very well equipped with computers and laptops and every opportunity is used to integrate them into all areas of the curriculum using a range of word processing, data handling, control technology and adventure programmes. Our aim is to use computing as a model of the real world and the Academy is connected to the Internet and communicates with other children worldwide.

**Art & Design** - Art offers an opportunity for personal and creative expression through a wide variety of art and craft materials. Art and design is often integrated into topics and a broad knowledge of skills and processes are developed through drawing, painting and modelling. We also hope to foster an appreciation and awareness of art history and art from other cultures.

The Academy holds the Artsmark Gold Award, a national award from the Arts Council in recognition of the outstanding provision in the arts.

**Music** - Music education is a time for enjoyment where we aim to extend children's musical responses through composing, performing, listening and appraising a wide range of music. Opportunities are given for Academy and public performance at Academy assemblies and through membership of the Academy choir and music clubs.

**History** - The teaching of history provides children with an opportunity to develop an awareness of the past and the ways in which the past can influence the present. The children will enjoy a variety of approaches to history and be introduced to a range of sources. The children are also encouraged to develop a sense of chronology.

**Geography** - The aim of geography is to help children be aware and understand the world in which they live. This begins with investigations in the local area and then expands to other parts of Britain, Europe and the world. Thematic topics are also studied - rivers, settlements, weather and environmental change.

**Physical Education** - PE and Games make an important contribution to social development as well as ensuring physical and emotional health. We aim to equip the children with a range of skills so they have the confidence and ability to participate actively in a variety of activities.

Pupils are encouraged to participate in the wide range of team sports - netball, football, rugby, hockey and cricket. All are offered within the physical education curriculum in addition to swimming, gymnastics, short tennis, athletics and dance.

Pupils participate in two hours of physical activity during the week. Opportunities to play as teams occur in lessons and through inter-house tournaments and sports days. Wider participation is made through district netball, football, rugby, athletic and cricket tournaments. Outside Academy time, clubs are run at present in the following sports - netball, football, cricket, athletics, rugby, volleyball, handball, hockey, cross-country and basketball.

Whenever possible, we involve outside sports specialists. In the past the children have worked with the Ashford Rugby Club coach and professional football players.

The Academy was awarded the National Sports England "Activemark Gold" in 2008. This was a great achievement and recognised the high priority the Academy gives to physical activity and the dedication of staff to support this.

**Design & Technology** - D&T provides opportunities for pupils to combine their designing and making skills with knowledge and understanding to create a model for a particular function within a topic. D&T is sometimes taught within a cross-curricular context or at other times as a subject in its own right

**Personal, Social and Health Education** - We regard this area of education as important as all other subjects and at the heart of this teaching is the aim of developing self esteem and confidence in each child. We want children to understand how to look after themselves, to have basic life skills and interpersonal skills. We also incorporate an appropriate programme on drugs education and citizenship.

**Environmental Education** - Because of the Academy's location, we are in an ideal position to develop children's interest in the environment. Through various curriculum areas, we introduce pupils to plants, animals and their habitats. Pupils learn about the problems of pollution and the use of resources.

**Primary Languages** - Spanish is taught at all age ranges using a variety of games, songs, DVDs.

### **Community Cohesion**

We believe it is essential that children should develop an understanding of the variety of cultures in our world. We do this by giving them access to the artefacts, arts and music of

different cultures through, for example, geography, RE, music, dance. By doing so, we aim to help children grow into people who respect and care for everyone.

### **Religious Education (RE) & Collective Worship**

The provision for Religious Education and Collective Worship follows guidelines set out in the Kent Agreed Syllabus for RE. This is available for reference upon request.

Each day includes an assembly within class or with other members of the Academy. Such occasions provide the opportunity to reflect upon life values which are important for the wellbeing of each other and of society as a whole.

Collective Worship reflects upon the increasingly diverse nature of society in terms of culture and tradition. Assemblies address aspects of faith, morality and social themes within both Christianity and other beliefs. Opportunities will exist to pause and reflect, listen, discuss, participate, sing and pray.

Parents have the right to withdraw their children from RE lessons or assemblies. If withdrawal in anyway compromises the care and supervision of the children concerned then the Academy will expect parents to make particular provision for their child(ren) on such occasions.

### **Curriculum complaints**

The Governing Body has a policy which will be followed in the event of complaints being received by the Academy. In such cases the Academy will endeavour to investigate and respond to complaints as swiftly as possible dependent upon the circumstances at the time.

It would be fair to say that early discussion or intervention is most often the very best route to dealing with any concerns which may arise. Parents and staff are encouraged to arrange to meet with each other to address issues which either party may have at any time.

### **Assessment**

Assessment is a continuous process for children in whatever work or task they are doing. Your child is assessed on entry into the Academy through the Statutory Framework for Early Years. They then continue to be assessed against the National Curriculum Standards.

Most of the time, the children will be unaware that they are being formally assessed against national criteria.

National assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) are legal requirements and the latest results are given at the back of this document

## **Child Protection**

Parents and the Academy share a common responsibility to keep our children safe and this is emphasised in the Children's Act 1989, which says that the welfare of the child is paramount. The Academy has statutory responsibilities in the area of child protection and has a duty to refer incidents to Social Services. In some cases it is not always possible to tell parents before Social Services are informed.

The Headteacher has overall responsibility in the Academy and any member of staff or parent should contact him if there is a concern about a child.

Any member of staff or voluntary helper who has unsupervised access to children has to have completed a police check to ensure their suitability for this type of work.

## **Adults on Academy Site**

The Academy expects high standards of pupil behaviour and respect towards others. In order that this is modelled for children we expect all adults, including staff, parents and visitors to behave as positive role models. To achieve this we ask all people on site to behave respectfully and politely towards others. Adults demonstrating physical or verbal aggression will be asked to leave the Academy premises and the Academy and local authority reserve the right to ban entry to the premises any person who persistently behaves in this way.

## **Policy for children with Additional Educational Needs (AEN)**

Within our Academy all children are special, but some will have needs which require support using a broader range of approaches. Levels of support which are made available should enable each pupil to access the curriculum and participate in activities to reach their full potential. At times this will be restricted by the availability of resources, staff and skills; however, it is the aim of the Academy to provide for these as best as possible from the allocated budget and using relevant agencies who work with the Academy.

When a child has specific needs we will consult with the parents and map provision for their support.

Occasionally further help is required and in such circumstances, with parental consent, we will contact outside agencies to seek specialist guidance and support.

## **Sex Education Policy**

The Governing Body has decided that sex education should be included as an integral part of our work and not treated as a purely separate issue. Throughout their years at our Academy, children will study life processes as part of the Science curriculum. The only specific sex education is planned for Year 5/6 prior to transfer to secondary Academy.

Parents of Year 5/6 children will be invited to preview materials that will be used in the classroom and be given an explanation of how the work will be approached. Parents, however, do have the right to withdraw their children from sex education if they still do not feel it is appropriate for them. This is best done in writing following discussion with the head teacher.

## **Charging policy**

As funds are limited the Academy will seek voluntary contributions from parents to facilitate additional activities such as visits and visitors.

Parents will be expected to pay for the cost of replacement or repair for any loss of Academy property, which is loaned. They will also be expected to pay for any deliberate damage to Academy property caused by pupils.

## **Discipline**

In keeping with our stated aims we expect every member of the Academy community to show courtesy, care and consideration for each other. Discipline will be firm but fair with expectations for conduct based on the safety and wellbeing of all members of the Academy. Our intention is to provide an environment that will help children develop a sense of value, self-discipline and mutual respect.

### **Class Rules:**

- We will keep our hands and feet to ourselves.
- We will listen to others and take turns.
- We will be helpful, kind and polite.
- We will work to the best of our ability.
- We will keep ourselves safe in and around the building.

### **Playground Rules:**

- We will play carefully to make sure everyone is safe.
- We will only play with the equipment from the playtime bags or the playground equipment.
- We will stay outside.
- We will look after each other and make sure people are included.
- We will show respect for each other by what we do and say.
- We will only play on the grass when an adult on duty says we can.
- We will only use the bank to sit quietly and talk to each other.
- We will stop and listen on the first whistle.
- We will line up sensibly on the second whistle.

### **Lunch Time Rules:**

- We will line up quietly.
- We will be well-mannered, use 'please' and 'thank you' and won't speak with our mouth full.
- We will talk quietly,
- We will put our hands up if we want something.
- We will keep the tables clean and tidy and use the cutlery provided.
- Walk around Academy quietly.

## **Behaviour Management**

In general simply encouraging gestures - nodding, smiling or an encouraging word can be used to reinforce acceptable behaviour. Stickers, certificates or house points can be awarded to underline these strategies. Good work can be sent to the Head or another member of staff. Pupils can also be nominated as Star of the Week for their class.

In cases of unacceptable behaviour the Academy operates a traffic light behaviour management system. (On classroom wall / Red and Yellow cards in the playground) If a pupil displays unacceptable behaviour they will be reminded of the appropriate behaviour, placed on amber and warned that if the behaviour continues they will be put on to red. Sanctions will be imposed on the following scale:

- Pupil on Red - Names and incident recorded in the Red Book and pupil will miss playtime.
- 3 Red incidents in a term - Letter sent home.
- 4 Red incidents in a term - Interview parents to discuss further joint action.

Children with identifiable behavioural problems, and therefore acknowledged special needs, will be supported by additional staff. Support staff members will work closely with the class teacher, SENCO and parents in encouraging acceptable behaviour using all the appropriate strategies. They are therefore beyond the traffic light system and discipline will be handled appropriate to the child's needs, IEP and Behaviour Plan.

Children who experience behavioural or other problems, and who are not subject to additional support, may well benefit from the use of a Home/ Academy book so that all involved are able to work together in an attempt to modify the child's behaviour. Extreme behaviour will be dealt with appropriately outside of the traffic light system.

## **Anti-Bullying Policy**

Bullying, both verbal and physical, will not be tolerated in this Academy. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the Academy community.

In our Academy children have a right to feel welcome, safe and happy. In our Academy we will not tolerate any unkind actions or remarks, even if these were not intended to hurt. Bullying is deliberately hurtful behaviour that is repeated, often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms.

The 4 main types are:-

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting or racist remarks
- indirect - spreading unpleasant stories about someone, excluding someone from social groups
- cyber-through social media websites, texting etc.

Resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

We do not condone bullying at Furley Park, but we must be sure it is a deliberate, ongoing act. Children need to be made aware of the consequences of their words and actions.

Friendships do break up and children do have arguments and disagreements from time to time. Children do make up.



### **Out of Hours Care**

Kent Play Clubs operate an After Academy Club in the hall. The Academy also runs a breakfast club from 8.00 each morning. If you require other child care arrangement-a portfolio of registered child-minders can be found at the Academy office.

### **Parking**

Parking during morning drop off and afternoon pick up is permitted on the Academy grounds; however, parking space is limited. Please be considerate of our neighbours by not blocking driveways or parking on the bricked private areas. Please be aware that Reed Crescent is a bus route and avoid double parking. Parking is the responsibility of the driver; please park sensibly and avoid putting our children at risk.

### **Holidays**

We would urge parents to only take holidays in the Academy breaks rather than disrupt the education of their children. A local cluster attendance procedure exists and can be obtained from the Academy office.

### **Academy Dinner Money**

All pupils in Foundation Stage and Key Stage One have a free school meal every day. Pupils have a choice of meals and all dietary needs are catered for.

In Key Stage Two, the daily price for dinners is £2.20. If your child requires dinner, please send in payment on the Monday in a sealed envelope with your child's name, class and what days lunch is required-cash or cheques are accepted. Cheques should be made payable to 'Furley Park Primary Academy'; please write 'Dinner Money' on the back. Children in Key Stage Two may bring a healthy packed lunch.

### **Complaints Procedure**

If you have any concerns about your child's education, please talk it over initially with the class teacher and then the Principal. If you are not satisfied that your complaint has been settled by informal discussion, you can ask to have it considered by the Governing Body. A copy of the Complaints Procedure is available from the Academy Office.

### **Further Information**

More detailed information on general procedures can be found in the Academy Handbook and on our website. To arrange a visit to the academy please contact the office for an appointment.

*The use of the word "parents" in this prospectus should be taken to also include guardians and carers with responsibility for the care of children.*

## Attainment 2014

Foundation Stage Results 2014	Furley Park	Kent	National
% Achieving a good Level of Development	72.7	68.6	60.4
% Achieving the expected or exceeding level on the Literacy Goals	79.2	74.5	n/a
% Achieving the expected or exceeding level on the Mathematics Goals	86.4	80.4	n/a

Key Stage 1 Results 2014	Level 1+		Level 2+		Level 2b+		Level 3	
	Furley Park	National (2013)	Furley Park	National (2013)	Furley Park	National	Furley Park	National
Reading	100	98	95	89	87.3	80.6	42.9	30.5
Writing	98	97	92	85	76.2	69.7	22.2	16.1
Maths	100	98	95	91	87.3	79.9	30.2	24.2

Key Stage 2 Results 2014	Level 3+		Level 4+		Level 5+		Level 6	
	Furley Park	National (2013)	Furley Park	National	Furley Park	National	Furley Park	National
Reading	100	97	100%	89%	54%	50%	0%	0%
Writing	100	-	92%	85%	36%	33%	2%	2%
Grammar, Spelling and Punctuation	98	97	73%	76%	54%	52%	3%	4%
Maths	100	97	96%	86%	53%	42%	10%	9%
Reading / Writing and Maths	-	-	90.2	79%	29.5	25%	-	-

Key Stage 2 Progress	2 levels progress from KS1		3 levels progress from KS1	
	Furley Park	National	Furley Park	National (2013)
Reading	98.3	91	26.7	30
Writing	95	93	21.7	30
Maths	95	89	36.7	31

## STAFF

### Senior Leadership Team

Paul Ketley – Principal  
Janine Blundy – Vice Principal  
Emma Collip – Vice Principal  
Alan Peach – Assistant Principal  
Andrea Taylor Harris – Business Manager  
Kendra Charman – Phase 1 Leader  
Esther Witts – Phase 2 Leader  
Laura Howling – Phase 3 Leader  
Amy Honey – Inclusion Manager

### Class Teachers

Primrose Briggs  
Tom Burns  
Kendra Charman  
Lance Clark  
Ruth Hardwick  
Emma Hey  
Laura Howling  
Leah Howard  
Andy Hill  
Karina Hymers  
Sarah Lee  
Pat Marsh  
Margaret Patterson  
Zoe Pegden  
Alyssa Phillips  
Annie Smith  
Teresa Smith  
Vivien Smith  
Esther Witts

### Administrative Staff

Lorraine Cowup  
Dianne Denny  
Mikkie Groom (apprentice)

### Higher Level Teaching Assistants

Di Dickson  
Ann Millner  
Tamsin Mobbs

### Learning Mentors

Paula Rich  
Jill Williams

### Learning Support Staff

Claire Allen  
Coral Brisley  
Chris Brockies  
Francis Buckworth  
Jane Butler  
Amanda Churm  
Teresa Eastwood (Welfare)  
Lewis Elgar  
Claire Graham  
Halina Heather  
Suzannah Higgins  
Jenny Hopper  
Holly Kennett  
Elaine Kormos  
Julie Oliver  
Paula Palmer  
Di Pope  
Mandy Procyshyn  
Nick Timms  
Sophie Vidler  
Caroline Watson  
Maggie White  
Jemma Williams

### ICT and Digital Learning Staff

Russell Marsh  
Martin Page

### Catering Staff

Carlos Applewhaite  
Heather Swaffer  
Tracey Corps  
Louise Parris

### Support Staff

Angie Barnes  
Sylvie Knight  
Tina Rose  
Teresa Eastwood (Welfare)

### Premises Staff

Bill Rose – Site Supervisor  
Marie Beale  
Debbie Hunt  
Sylvia Knight

*Furley Park Primary Academy*

*Reed Crescent*

*Park Farm*

*Ashford*

*Kent*

*TN23 3PA*

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