# Welcome to West Byfleet Junior School

a place for stimulating minds

# Prospectus 2012/13

#### Contents

- 3 Introducing our school, our aims and our values
- 4 Admissions to our school
- 4 About the learning environment
- 4 Our approach to child development and education
- 7 The school day and some 'house rules'
  - Term dates for 2012/13
  - School hours
  - Your child's welfare in school
  - Attendance and taking your child out of school
  - Lunches, snacks and sweets
  - Personal property
- 10 What we teach Our creative curriculum
- 14 Our programme of additional activities
  - Educational visits
  - Residential trips
  - Performing arts
- 15 Our results
- 16 Key policies in place in the school
  - Collective worship
  - Relationships and sex education
  - Preventing and dealing with bullying
  - School uniform
  - Healthy schools
  - Charging and remission The School Fund
  - Parents' concerns and complaints
- 18 School management and governance
  - Senior leadership team
  - Governors and the governing body
  - > The PTA
  - School staff

# Introducing our school, our aims and our values

West Byfleet Junior School, located in the village of West Byfleet, Surrey, is a grantmaintained junior school for children aged seven to eleven. Every September up to sixty children join us from infant schools in the local area to form our two new Year 3 classes. Our aim is to develop confident and well-rounded children who

- are curious and eager to learn about the world around them;
- who respect and care for others, aiming to be active and responsible citizens; and
- who are meeting their full potential, well prepared for the next stage of their education.

Our <b>values</b> underpin all that we do. We believe that each and everyone involved in our school may expect from each other:		
Integrity	We are true to our core values irrespective of good or bad times. We treat each other with respect and behave with honesty. We will adopt good practice in all areas and do what we say we will do.	
Trust	We care about each other and value open and honest communication. Within a physically and emotionally safe environment, we respect the value of risk-taking in developing sound judgement. Each can excel and all can celebrate achievements.	
Creativity	We celebrate enjoyment in learning, recognising different learning styles and different abilities and outlooks. We encourage creative thinking, independent learning, use of initiative and all to fulfil their gifts and talents.	
Challenge	We aspire for all to go beyond their own and others' expectations of themselves and we will provide whatever is within our means to allow each to excel.	
Engagement	We recognise the responsibilities to, and of, others, aiming throughout one's life to make a positive contribution to the community in which we live.	
Responsibility	We consider that being involved in, or having access to, education is a privilege, which in return requires each to adopt high standards, act with probity, provide good stewardship of public assets, deliver value and be fully accountable to all stakeholders.	

We believe that it is because we hold true to these values that, in successive surveys, children, parents and staff so often describe our school as 'happy'. We hope the following pages will give you all the information you need to know about us and our approach, as you make the important decision about which school your child should attend in September 2013.

### Admissions to our school

We have a total of 240 places at our school, with a limit of 60 pupil admissions each year. Most children who join us in Year 3 come from our partner school, West Byfleet Infant School, but some come from infant schools further afield. Though not normally a problem, if the number of applications in any year exceeds our available places, we will give priority for admission, first, to pupils from West Byfleet Infant School, then to siblings (of those already attending the school) and then to children resident within the Admission Priority Area (APA) for the school. Even then, exceptional arrangements can be made and take precedence where, for example, there are special educational needs, medical grounds or other sensitive, individual or compelling family circumstances. These arrangements are set out in the school's Admissions Policy, together with the timetable for application for places and notification, and, where applicable, the appeal process.

We very much hope that, if you are considering sending your child to our school, you will come and visit us. We would be very pleased to see you on an individual basis by arrangement, but there is also an open afternoon arranged for all parents during October, with tours, presentations and discussions, which we hope you will be able to attend.



## About the learning environment

Because we occupy the site of a former county secondary school many of our facilities are unusually extensive, such as our two playgrounds and two very large playing fields. We exploit these advantages fully in our sports and activities schedules and have used them to provide other facilities that enhance children's learning, including an environmental studies area, a jungle gym, a vegetable plot and – in our internal courtyard – a wildlife pond (where the inspiration for our 'logo', the fountain, is to be found). New this year is our Woodland School outdoor learning classroom.

Although the building itself dates from 1936, updating of the fabric and equipment is continuous, so that our school is bright, well-equipped and modern. We have interactive whiteboards in all our classrooms and excellent dedicated personal computer equipment including newly purchased iPads. Our well-stocked library is constantly in use, as is our separate quiet reading room. We also have a specially fitted-out music room and a newly equipped cookery room. Our large assembly hall is used each day for assembly, for PE classes and for lunch.

# Our approach to child development and education

#### Your child as an individual

We focus on each child as an individual person, recognising that each will have different talents and capabilities, strengths and development needs. We are committed to academic progress as the ultimate measure of our success, but we believe our responsibility to each child is to them as individuals to identify and nurture their different gifts and to help each to develop the confidence to overcome challenges and difficulties that they will face. In our teaching we put significant emphasis on children's skills, both academic and social.

#### How we organise our classes

We aim as a matter of good practice to keep class sizes (eight in total, two in each year) at a maximum of 30 children each. Each class has its own class teacher (rather than separate 'subject' teachers) who therefore gets to know your child very well and who is responsible for the children's learning across the year. Each class also has a teaching assistant assigned to support the teacher and help deliver individual support to children (such as reading practice).

Our classes are all of mixed ability. We track individual children's progress in literacy and numeracy across each year and develop individual targets for learning for each of them. Building on this, we develop with every child a partnership in learning to improve two-way feedback and to provide you with guidance on how best to support your child's learning. In Years 5 and 6 we stretch pupils by grouping by ability in English and maths and, with the benefit of additional teaching input for these groups, we are also able to increase the teacher/pupil ratio. Because of the success of this approach, when funding allows we intend to extend this arrangement to Years 3 and 4 as well.

#### Children with special needs

We are committed to providing an inclusive education for *all* children. Some children have special needs that may be of a social, emotional or physical nature, and we try very hard to minimise any developmental disadvantages or constraints to their progress.

In the case of special educational needs, we seek to identify these as early as possible. We have introduced our own testing for dyslexia, dyspraxia and dyscalculia, which helps us to identify potential difficulties with learning. Most problems can be resolved by special programmes within the school, but sometimes additional support is needed from Surrey County Council (SCC). If, following SCC assessment, a *statement of educational need* is provided for an individual child, our class teachers work alongside a dedicated special needs

Our classes are named after Birds of Prey:			
Year 3 class	-	Kestrel and Owl	
Year 4 Hawk class		Osprey and	
Year 5	-	Falcon and	

coordinator (*SENCo*) to provide additional individual support (which may happen in the classroom, in small groups or individually, and may also involve teaching assistants, special needs assistants or other multi-agency support where appropriate).

The school maintains a *Gifted and Talented* register which identifies and supports children with gifts and talents in a variety of different aspects of learning, including academic subjects such as literacy, numeracy, ICT and science, as well as the arts, science and sport.

Children who have physical disabilities will also face challenges that we will do our best to overcome. For example, we have installed a stair lift between our ground floor and upper floor for children with mobility problems, and there are appropriately equipped WCs in both the girls' and boys' lavatories.

#### Pastoral care and our partnership with parents

Throughout the formalities of organised education, we are concerned never to lose sight of the overall welfare of each child – noticing not only their successes but also watching for their moments of being 'off colour' and their occasional need for morale boosting or just recognition. We hope that, in turn, parents will come to regard their child's class teacher as the first person to speak to in the school in respect of any issues that may be concerning them about their child's progress and experiences. Partnership with parents is extremely important in providing the best possible education for each child. We try to nurture such partnership through an open and constructive communication policy: we welcome parents into the school to help both inside and outside the classroom; we hold regular events in which parents are informed of, and their views sought on, all sorts of matters such as homework; we publish a weekly newsletter about school activities and write to parents regularly about specific issues; we provide you with an end-of-year report on your child's progress and achievements; and throughout the school year we hold many events and productions where parents are not only the prime audience but are heavily involved in the organisation and production process as well.

#### Homework

We believe that homework is valuable in developing individual study and it is an important link between home and school. Children in all years are asked to do some work at home (including daily reading and spelling and times tables) which is communicated to parents through the use of a homework book.

#### Reward and recognition

We celebrate children's special effort and success both collectively and individually through our system of school 'houses' and our certificate award scheme. Together, children experience team work and group success through belonging to one of our four houses. Throughout the year we hold various interhouse competitions and award prizes that include trophies, extra playtimes and 'mufti' davs. Individually, we award children certificates for improvement and effort in all areas of the curriculum. Bronze will be awarded by class teachers, PE, music, and French teachers, and lunch-time supervisors or other members of staff. When a child has received ten bronze awards they will be given a silver certificate and three silver certificates will receive a gold award. These are given out by the head teacher in assembly.

#### The children's voice

We have a School Council which enables the children to make a positive contribution to the way in which the school functions. The Council is a forum in which two children from each class meet regularly with teaching staff to discuss arrangements in the school, thereby learning about organisation. representation, leadership and communication. The Council runs a shop within the school, undertakes fundraising activities for both the school and for charitable causes, and manages its own bank account. The Council also contributes to the recruitment process for new staff, and has had significant influence on decisions made within the school about priorities for investment and developments.



The school day

#### Term dates for 2012/13

Term	Dates	Half-term break	Inset days (staff only)
Autumn 2012	Thursday 4 September to Friday 21 December 2012	29 October-5 November 2012	Tuesday & Wednesday 4-5 September 2012 Monday 5 November
Spring 2013	Monday 7 January 2013 to Thursday 28 March 2013	18-22 February 2013	Monday 7 January 2013
Summer 2013	Monday 15 April to Wednesday 24 July 2013	27-31 May 2013	Monday 15 April

#### School hours and coming and going

The school's daily timetable is organised as follows:		
Morning	8.45 am – 12.05 pm (break: 10.45 – 11.00 am)	
Lunch	12.05 — 1.05 pm	
Afternoon	1.05 – 3.20 pm	
Please be aware that we cannot accept responsibility for your child on site before		

responsibility for your child on site before 8.30 am

At the beginning and the end of the school day, there is serious congestion of traffic around the school. At these times access to our car-parking area (which is shared with our neighbouring infant school) is closed for safety reasons. So, if you are taking your child to and from the school by car, we ask that you take extra care about the pedestrian traffic close to the school and that you park your car with all due consideration to other road users and to the residents who live in the immediate vicinity of the school.

#### Security

Your child is in our care throughout the school day, spending nearly 28 hours per week on the school site, with over 23<sup>1</sup>/<sub>2</sub> hours teaching time. Most of the children's time at school is spent with their class teacher in their own classroom (except for PE or in one of the special teaching areas).

We have procedures in place to ensure security: in particular, we draw your attention to our rule *that no child may leave the premises during the school day, unaccompanied by a designated responsible adult who is known to the school. At the end of the school day the arrangement is that children are collected from the rear playground and any child not collected will be taken to the reception area, whilst we contact their parents.* 

Children may cycle to school if they have passed their cycling proficiency test. Otherwise, this is subject to permission from the head teacher, and they must be accompanied by their parent. We have a cycle shelter

at the rear of the school where cycles may be stored during the day but the provision of locking devices is the responsibility of parents.

#### Your child's welfare in school

If your child feels, or becomes, unwell or requires first aid treatment whilst in school, our school office staff will look after them (all are qualified first-aiders) and we also have a separate and quiet first-aid room where children may rest under supervision. If we feel seriously concerned, however, we will contact the relevant outside agencies direct, as well as informing you.

We ask you to inform the school, well in advance of your child starting classes, of any relevant health issues (such as allergies or drug regimes). When a child needs to take medicine or tablets during school hours you will be required to sign a form providing details of dosage and times to be taken, and giving us authority to administer. All medicines that you give us are kept in the school office and must not be kept in pockets or desks, or given to the class teacher. Inhalers, however, are kept in the classroom (or taken into PE classes) but must be kept in a separate labelled container.

In the case of planned medical or dental appointments, we ask that you give written notice to the class teacher, including the arrangements for the child to be collected from, or brought back to, school.

### Your contact details

We must be able to contact you both during school hours in the event of an emergency, or at other times for administrative or pastoral purposes. It is critical, therefore, that the school office has your up-to-date address and any contact numbers (including mobile and text addresses), and *especially* how and with whom we should make contact if we have a concern about your child during the day.

#### Text message service

We have successfully implemented a text messaging system so that we can quickly and efficiently communicate with parents, giving emergency information and updates and reminders about school activities.

#### Attendance and taking children out of school

If your child is not going to be in school for any reason please notify the school office as early as possible on the first (and each subsequent) day. The attendance, or absence, of every pupil on our Admissions Register must be recorded in the Attendance Register at the beginning of each morning and afternoon session, so, if your child is absent, a statement to that effect will be made on the register by the school secretary. We will then require a letter from you setting out the reasons for the absence.

Regular attendance is the only way children get the full advantage of school education, so absence and attendance rates are important in the overall pattern of our results. We are very pleased that over the past few years our attendance rates have been consistently above the national average. Nevertheless, at 95.8% attendance (2011), children are still losing some 4% of their education time, so we are working hard at reducing absences still further. We urge parents to keep foreseeable absences to a minimum, including avoiding holiday commitments during term time, and definitely not taking children out of school during the week that SATs are taken or during September when children are settling into new classes. If you plan to take your child out of school during term-time for any reason, we ask that you first discuss this with the head teacher to arrive at a conclusion that is in the overall best interests of your child's education.

If your child is frequently late or often absent, we will monitor this and may subsequently involve the Educational Welfare Officer.

#### Lunches, snacks and sweets

At lunchtime, our assembly hall is transformed into *The Hot Pot*, where cooked lunch is served. The menus (including vegetarian options & Halal)) are published in advance each week in the school's newsletter. If you prefer, however, your child may bring a packed lunch to *The Hot Pot* (but no cans or glass bottles, please). It would be very much appreciated if parents would commit their child to school lunches for at least half a term at a time, so that our school cook can plan in advance for the numbers.

The cost of the school meal is £2 per day or £10 per week. Free school meals are available for those on certain benefits and our school office can give you advice about this, in confidence. Payment is in advance, please, either weekly (on Monday mornings) or each half-term: please place the correct amount of money in a sealed envelope, with your child's name and class clearly written on the outside and give this to the school office. Alternatively you can pay online.



Children are invited to bring a healthy mid-morning snack into school, such as a piece of fruit. In addition, or as well, they can buy toast from the School Council's Toast Shop.

We are a nut free zone due to allergies.

In general, no sweets are allowed in school. However, on their birthday, children are allowed to bring in some sweets to be given out to class mates at the end of the day.

#### Personal property

We don't have the facilities to take charge of any valuable items that children may bring into school and we cannot be liable for any loss that may occur. Mobile phones are *not* to be brought in to school – however, we do recognise that emergency communication arrangements for children sometimes depend on mobile phone contact, and in very exceptional cases, and with the prior agreement of the head teacher, a mobile phone may be left with the school office during the day, for collection at the end of the day.

#### What we teach - Our creative curriculum

We offer a broad and balanced curriculum that is designed to enhance the intellectual, social, physical and personal development of each child. Since 2011 we have developed and embedded a new *creative curriculum*, where the core subjects (literacy, numeracy, science and ITC) and the foundation subjects (art, design technology, geography, history, music, personal, social and health education, physical education and religious education) are taught in a cross-curricular way, each reinforcing knowledge of the other, wherever possible. In this respect we are already very well placed to respond to the proposed changes to primary school education announced as a result of the Rose Report in 2009. We explain how we approach each of the subject areas, below.

#### Literacy

The national literacy framework (2008) is used to plan objectives for the teaching of many different aspects of English, such as writing, spelling, word phonics, reading and drama.

We encourage children to enjoy *reading* and to become independent readers as early as possible using a structured reading scheme as a foundation (this helps us monitor each child's progress and guide their learning and practice). Alongside this scheme children are encouraged to take books home from our library to pursue their wider reading and develop independence. To help foster confidence and enthusiasm for books and reading, we invite visiting authors into the school and hold regular book fairs.

Children learn *to write* for a variety of purposes and audiences, using appropriate styles and vocabulary, planning, drafting and improving their work before presenting it on paper. Certain aspects of grammar and punctuation are covered in each year, so knowledge is cumulative.

Spelling is taught and children use word lists, dictionaries, thesauruses and 'spell checks', learning to correct errors in their work. We aim for high standards of *handwriting*, and from Year 4 children have to pass a handwriting test to be allowed to write in pen. Children are encouraged *to speak* clearly and confidently and *to listen* attentively and critically. Drama is used frequently as a medium for language development.

#### Numeracy

Mathematics underpins so many aspects of modern life and our aim is to provide each child with basic skills on which to build in the future, but to do so in an environment in which the subject itself is enjoyable and fun.

We have used the national numeracy strategy as the basis of our teaching, aiming for children to become comfortable with using mental strategies that form a significant part of learning and applying mathematics. We also believe that learning 'times tables' is important as it underpins a child's ability to approach problem solving and investigative work - so this is encouraged right across the Key Stage 2 curriculum. Part of making mathematics more enjoyable is to participate in mathematics-related events outside the classroom which are done for fun.



#### Science

All children are born with a natural curiosity about themselves and the world around them. By teaching science from the national curriculum we aim to build on this and help children develop interest and pleasure in both the natural world and scientific understanding. We introduce each child to a body of scientific knowledge through practical investigations, workshops, external visits and projects. Often this is done in conjunction with other subjects on the curriculum, as part of an integrated topic.

#### Information Communications Technology (ICT)

Information technology not only allows access to a wealth of information through the use of the Internet, but also gives children control over their own researches. Through choosing and using different tools, appliances and applications children can vary their own writing and artistic creations in a multitude of ways.

Our computer facilities include a dedicated ICT suite that is fitted out with 17 networked PCs, all connected to the Internet. Each classroom has at least one PC - sometimes two, each also has its own interactive whiteboard and there are 32 laptops. Recently we have added 32 iPads to the ICT resources. This technology is all networked within the school and supported by an excellent website that is continually updated with information. This supports children's exploration and use of the technology in their school work, but also our teaching planning systems, our assessment school processes and our information and management systems.



#### Art and Design Technology

Art is an important and enriching part of the curriculum, providing many opportunities to support cross-curricular themes in other aspects of children's learning. We provide opportunities and a wide range of resources for children to express themselves in both two, and three, dimensional art work. We have a dedicated art room, that includes a kiln, and children are timetabled to use this facility once a week. Children are introduced to the work and styles of famous artists through visits to London art galleries (Years 4 and 6) and each year the whole school participates in an Art Week, often with a theme based on one picture from the National Gallery.

Our art room also provides the basis for the teaching of design technology, which is timetabled each week for a different class. This combines learning practical skills (ensuring mastery and control of tools and machinery in a disciplined and safe manner) with problem solving (creatively applying the use of tools and machinery to realistic tasks).

#### History

By giving children the facility to study historical situations - how and why life has changed - we hope they will be able to appreciate more fully the development of the modern world. Our topics are designed to give insight into important episodes and developments in Britain's past as well as some of the history of other parts of the world, including ancient civilizations. Children are also given opportunities to investigate local history, and - working both individually and together - to access a variety of information sources, playing detective and puzzling out the past for themselves.

#### Geography

The study of places and the human and physical processes that shape them begins, for children, when they start to develop an interest in people and places beyond their immediate experience.

Geography helps them make sense of their surroundings and the wider world, so topics will include the local, regional and world environment. Children are given opportunities to explore selected themes, developing an appreciation of important issues that influence the quality of life such as pollution, conservation, wealth and poverty, erosion and technological change.

Fieldwork and first-hand investigations in the home area and more distant places, both during term time and school holidays, help to stimulate the children's interest and enrich their experience. We complement this with information drawn from a variety of sources including maps, photographic material, statistical data and written accounts. Residential trips (see later) are often based on geography themes.

#### **Music**

Our well-equipped music room (with keyboard, melodic and rhythmic percussion instruments) provides children with the opportunity to create music for themselves, to sing songs and to listen to and perform the music of others. Specialist tuition in instruments such as flute, clarinet, violin, guitar, keyboard and piano is provided by peripatetic music teachers from Surrey Music Centre. This is supported by Southern Counties Music and Publishing Services (SCAMPS) and the local authority's 'Tuning up' initiative, which allows us to offer every child the chance to learn to play at least one instrument (recorder in Year 3, 'Gigajam' electronic instruments in Years 4 and 5, and clarinet in Year 6).

The school employs a Music Specialist to teach choir, recorders as well as developing an orchestra.

Our school choir is vibrant and is often invited to perform at local venues (for example, the Mayor of Woking's Civic Service and the official opening of the Christmas lights in West Byfleet). They have also performed at the Royal Albert Hall in London and have recently produced their own CD.

#### Personal, social and health education (PSHE)

PSHE is taught across the whole school as both a discrete subject and integrated across areas of learning.

The social and emotional aspects of learning programme (SEAL) covers many of these aspects separately, but all staff focus on ensuring that social and emotional aspects of learning are of a high priority at all times across the school day. The school has an outstanding reputation for ensuring the child's social and emotional needs are met.



#### Religious Education (RE)

RE is taught in accordance with the local authority's scheme of work. We focus strongly on moral and spiritual values, irrespective of religions and in that respect we are a school of 'all and no faiths'. In addition to Christianity, our children have the opportunity to learn about Islam, Judaism, Hinduism, Buddhism and Sikhism. Our links with St John's Church in West Byfleet have always remained strong as we visit the Church as part of our curriculum and, at Christmas time, often hold our Carol Service there.



#### Physical Education and Sport

Physical education encourages the development of social, mental, creative and physical skills and our timetable provides for at least two hours physical activity each week for each class.

We are extremely well equipped with both indoor and outdoor resources for PE, games and sports. Coaching is provided by a specialist company, whom we have appointed for this skilled task, called Inclusive Coaching. Years 3, 4 and 5 are taken regularly to Guildford Spectrum for swimming.

Each year in our summer term we have a whole school sports day when the children, organised into four 'houses', are given the opportunity to take part in a variety of physical activities and sports, earning points for their team.

The school also has a strong tradition of taking part in competitive sport externally, often focused around after-school clubs which are run on a voluntary basis by members of our staff. This has allowed children from our school to enter competitions organised by *WASPS* (Woking Area Sports in Primary Schools) and to participate in local and county area competitions in football (both boys and girls), netball, touch rugby, hard ball cricket, Kwik cricket, cross country, swimming and athletics, with considerable success.

Throughout their physical and sports activities the children encounter opportunities to experience both winning and losing, and they are taught the importance of good sportsmanship and of behaving well on and off the field.

# Our programme of additional activities

The school is justly proud of its wide range of extra curricular activities. In addition to sport, described above, we also run clubs for Spanish language, drama, cookery, art, cross stitch, recorder and gardening.

#### Educational visits

Educational visits are an important part of the school year for all our classes. We arrange day trips which link up with topics being studied, and outings to museums and theatres to create new experiences for children. Our trips may be local (for example, to West Byfleet village and the Basingstoke Canal) or further afield, such as London (where we might visit the Globe Theatre and the Golden Hinde in Southwark or go to the National Gallery, the Science Museum or the British Museum). The Churchill War Rooms in London is a popular venue too.

Visits to local restaurants such as Indian, Chinese and Italian also help enrich cultural understanding. We also invite visitors into the school to talk to children about their own experiences, which helps to enhance children's learning.

Educational visits such as these are funded by the school (but please see our note on voluntary contributions in Charges and remissions on page 17), and details of all proposed trips are sent out well in advance to parents.

#### Residential trips

We run one residential trip for each year class, when groups of up to 50 children stay away from home for between two and five days at a time. Following rigorous risk-assessment, these trips are undertaken with county council approval and in consultation with the local authority. The Head Teacher will always retain the right to decide whether or not an individual child is ready to undertake such an experience. Trips are paid for separately by parents (though help is available, confidentially, for children from disadvantaged circumstances so that they do not miss out).

Residential trips planned for 2012/13		
Year 3	Sayers Croft,Surrey	
Year 4	Hooke Court ( Tudor-themed educational visit) Bembridge, Dorset	
Year 5	Hindleap Warren (a Bernard Sunley Activity Centre near Pulborough in Sussex) for outdoor adventure and environment study	
Year 6	PGL outdoor activity centre near Le Touquet, south of Calais, France.	

#### Performing arts

We believe that music and drama play a significant role in encouraging children to collaborate and cooperate with each other and to build self-confidence through the expression of emotions. The performing arts represent a strong cross-cutting theme throughout the school and we are gradually introducing more drama into the classroom as an effective way of organising learning generally.

Organised performances, such as our two whole-school productions at Christmas and in the summer term, provide excitement for children and opportunities in which to shine that they may remember for the rest of their lives.

## Our academic results 2012

In England, at the end of Key Stage 2 (Year 6), most children are expected to reach the standard of Level 4 and above. For many years now – and this year too - our results have been above the national averages; that is to say, more of our children achieve this standard than is generally the case across the rest of the country.



Substantially more of our children are achieving above average performance than is generally the case across the rest of the country or across Surrey.

#### 2012 Key Stage 2 Results

English Level 4+	90%
------------------	-----

- English Level 5 52%
- Maths Level 4+ 86%
- Maths Level 5 52%
- Maths Level 6 7%

#### But is this good progress?

In recent years, the government has introduced a measure to assess the progress children make between Key Stage 1 and Key Stage 2. Each school has to publish percentage achievement for pupils making 2 levels progress in English and Maths. This year 90% of pupils made 2 levels progress in Maths and 88% made 2 levels progress in English. This is the best set of progress results that the school has achieved. These results are above the National averages.

## Key policies in place in the school

#### Collective worship

There is a daily assembly in our school, with a broadly Christian based act of collective worship at the end. Staff and visitors take turns to lead assembly on a particular theme planned for that week and we encourage children to use this time to reflect on their own experiences. On Fridays there is a special theme of celebration of children's achievement, including conduct awards. You have the option, if you wish, for your child to be excused from attending the religious worship element of the daily assembly (and also from religious education lessons).

#### Relationships and sex education

It is our policy that relationship and sex education should be taught in all year groups. It is done so with due regard to moral considerations and the values of family life. If any video material is to be shown, parents are given the opportunity to view it beforehand, and if as a parent you wish to withdraw your child from any or all of this part of our teaching, then we would be happy for you to discuss this further with the Head Teacher.

#### Preventing and dealing with bullying

Bullying is defined as deliberately hurtful behaviour (physical, verbal or indirect), repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying is not tolerated in our school. Our Anti Bullying Policy sets out how bullying behaviour can be identified and how it will be dealt with both in respect of the perpetrator and the child being bullied. All our staff are required to be alert to the signs of bullying and to act promptly to nip it in the bud. With children, we raise awareness of the nature of bullying through inclusion in the personal, social health education (PSHE) curriculum and in class tutorial time and assemblies. A child may be upset because of a playground incident which is not actually bullying. However, if as a parent, you suspect your child may be being bullied, then we ask that you please raise this with your child's class teacher. We will not shy away from permanently excluding a child for repeated bullying behaviour.

#### School uniform

Our policy is that children attending this school wear school uniform. We think that this is important in creating a shared identity for the school, and it gives children a sense of belonging and helps them take pride in their school. It also encourages them to take pride in their own appearance and reduces competitive dressing. Children may wear watches, but not jewellery. Details (including suppliers) of school uniforms are available from the school office.

#### Healthy schools

We promote healthy lifestyles in school, including encouraging children to drink filtered water throughout the day and eat healthy snacks and lunches. More widely, we encourage children to develop knowledge and understanding of healthy eating, a theme that is reinforced through the provision of the



school's vegetable garden that is looked after by the children and the use of the school's own cookery room where children can learn to cook, both during and outside the school day. In 2008 we were selected (as one of only three schools in the South East of England) to be part of the *Food for Life Partnership*, a National Lottery funded initiative to promote healthy eating.

#### Charging and remission policy - The School Fund

There are many extra activities, including external trips, which we organise to take place in school hours because they relate to the curriculum and are important in enriching the lives and experiences of children. Our current practice is to ask parents for a contribution to the cost of these activities. If parents are facing difficulties in making a contribution, we ensure that no child misses out for that reason, by meeting the contribution from our own funds or from a local charity.

However, there are also a number of activities that occur within the school that are not covered by our normal school funding for which we ask parents to make voluntary donations.



The school regularly advises parents on what level of donation would be appropriate and offers convenient payment options. These donations are held in a separate *School Fund*,

#### School management and governance

of which the governors of the school are trustees.

Residential trips are *not* covered by this scheme, however, and parents do have to pay for these separately. So that no child is disadvantaged, any family that may not have the funds at the time to pay for the trip can request, through the head teacher, financial support from Byfleet United Charities who have generously agreed to support us.

#### Parents' concerns and complaints

We believe that an environment of effective communication between staff, pupils, parents and governors is essential for achieving high standards of education for the children. We aim to promote good communication through the use of regular newsletters, home/school liaison books, Family Consultation Evenings each term and a willingness to speak to all parents on all matters of concern at any time. However, from time to time, as a parent, you may have a query or concern about a specific aspect of your child's schooling.

Such issues can be sensitive: they may arise from a difference of opinion or a difference over policy and practice. Whatever the circumstances, the school wants you to feel confident about raising such queries and concerns and promises that you will receive a fair and serious response.

A simple policy and procedure document has been developed by the school's governing body to provide guidance for such situations. In essence, we believe that most concerns and difficulties can be resolved satisfactorily on an informal basis, through discussion with the school staff, and if you have such a concern at any time we encourage you to raise it with your child's class teacher in the first instance and at the earliest possible opportunity, without involving your child.

the school's operations (including admissions and curriculum policies), the appointment of its staff, setting and reviewing the school's annual budget, and – overall – its educational achievements. The school's full governing body

#### Senior leadership team

The head teacher, Miss Lawrence, has the overall responsibility for the running of the school, including the work and welfare of all the pupils. Working alongside her on administrative and pastoral duties as deputy head teacher, is Mrs Frommholz who is also responsible for securing continuity and progression throughout your child's education in our school. Together with Miss Kraus, who is an advanced skills teacher, Mrs Birkett (SENCo) and Mrs Hambly our finance officer, these staff form the school's senior leadership team (SLT).

#### Governors and the governing body

Acting within the framework set by national legislation and by the policies of the local education authority, the governors are ultimately responsible for the performance of the school: its long-term goals, its values, its policy framework for

WBJS Full Governing Body (September 2012)			
Chairman	Keith Creswell (Community Governor)		
Vice Chairman	Anne Turner (Community Governor)		
Head teacher	Lesley Lawrence (Staff <i>ex officio</i> Governor)		
Parent Governors	George Allan, Nikki Raif, Fiona Guimont ,Laurence Lovett		
Community Governors/ Associate	Shirley James, Hilary Dickenson, Anne Turner, Richard Wilson,Judy Judy Brewer.		
Local Authority Governors	Lynette Davies, Roxanne Sutton		
Staff Governors	Laura Stanley, Sophie Frommholz, Greg Oates		

#### School Staff:

Position	Name Additional lead responsibil * (Senior leadership team)			-
Head teacher	*Miss L Lawrence	Miss L Lawrence Child protection; gifted and talented; physical development		
Deputy head teacher Year 3 class teacher	*Mrs S Frommholz	Assessment,NQT Assessor		
Year 6 class teacher	Miss K Drabble	Literacy		
Year 6 class teacher Senior Teacher	*Miss J Kraus	CPD, NQT Mentor		
Year 5 class teacher	Mrs A Beeson	Knowledge	e and Understar	nding
Year 5 class teacher	Mr B Roberts	NQT		
Year 4 class teacher	Miss S Babra	International Coordinator		
Year 4 class teacher	Mr G Schofield	NQT		
Year 3 class teacher	Miss L Stanley	Aiss L Stanley Mathematical Development;NQT Mentor		
Special educational needs coordinator (SENCo)	Ms J Birkett	SENCO		
Swimming coordinator	Mrs K Fox-Williams	ams		
Mod foreign language asst	Mrs S Brannan	Mrs S Brannan		
Cookery school coordinator	Mrs K Severn			
Teaching assistants † <sub>(Higher level TA)</sub>	Owl classMrs L WernickHarrier classOsprey class Mrs H SheenEagle class			Falcon class Mrs C Hutchins Harrier class Mrs C Law Eagle class Mrs L Richardson Buzzard class Mrs T Harrison
Special needs assistants	Mrs J Boyle, Miss L Cote , Mrs S Ahmed, Mrs N Russell			N Russell
Office and support staff	School Secretary Finance Officer Admin Officer/PA to Head Enrichment Coordinator		Ars F Hames Ars J Hambly Ars C Bass Ars S Scott	IT Network Manager Mr G Oates Caretaker Mr K Durrani
Lunchtime staff	School Cook Senior Lunchtime Su Lunchtime superviso	pervisor M rs M		S Kirkbride, Mrs S Newman, S Randall, Mrs C Holloway

