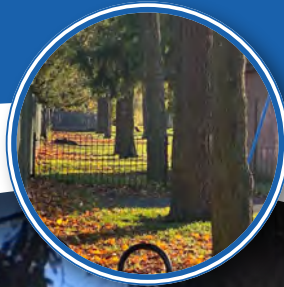




West Byfleet

Junior School

Prospectus
2023-24





OUR VISION

**At West Byfleet
Junior School we will:**

**Develop and challenge every
child to excel, achieving their full
potential in a safe, nurturing,
inclusive and happy
environment.**

OUR PURPOSE

- To focus on whole child centred learning and achieve high academic standards.
- To provide state of the art school facilities in line with quality first primary education in the 21st Century.
- Offer specialist facilities and teaching for sport, art, music and drama of the highest quality.
- Seek other professional bodies and individuals to work alongside in support of providing outstanding learning for all our pupils.
- Provide outstanding transition at both KS1 to KS2 and KS2 to KS3.

“Pupils are at the centre of the school with interesting trips and activities to broaden the children's interests.”

PARENT



OUR VALUES

- A** – Aspirations
- R** – Resilience
- O** – Opportunity
- C** – Creativity
- K** – Kindness

ADMISSIONS TO OUR SCHOOL

We have a total of 360 places at our school, with a limit of 90 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 look on our website, visit the virtual tour available on our website and look through the prospectus fully.

“Fantastic extra curricular activities and trips.”

PARENT



LEARNING ENVIRONMENT

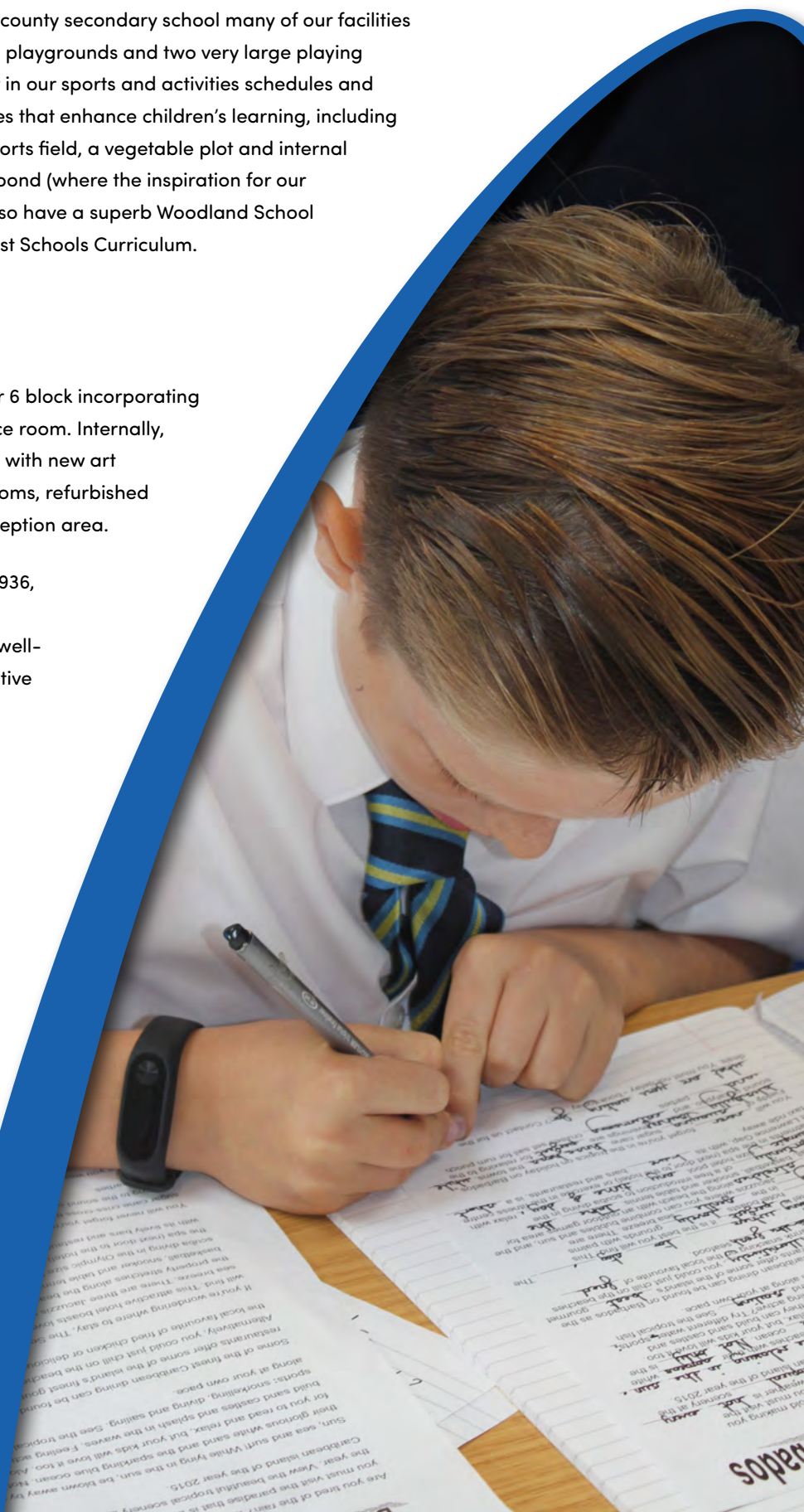
About the Learning Environment

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, large sports field, a vegetable plot and internal courtyard. Elsewhere there is a wildlife pond (where the inspiration for our logo, the fountain, is to be found). We also have a superb Woodland School outdoor learning classroom for the Forest Schools Curriculum.

Our new Learning Environment

In 2016 we had a new purpose built Year 6 block incorporating also our Inclusion team and a conference room. Internally, the school has been greatly refurbished with new art rooms, ICT suite, new additional classrooms, refurbished staffroom and lovely new office and reception area.

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



Our approach to child development and education

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 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 year the classes are mixed to ensure children can benefit from different social groups, meet new friends and benefit from different learning partners.

Our class names

All our classes have names linked to British Culture:

Year 3 – Eden, Kew and Tate

Year 4 – Darwin, Nightingale and Shakespeare

Year 5 – Rashford, Lonsdale and Curie

Year 6 – Snowdon, Windermere and Aviemore

“Teachers knowledge of children is fantastic!”

PARENT

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 Inclusion Manager 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, music 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.

At the end of each term you will receive an end of term progress report from your class teacher.



HOMWORK

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 and published on our school website.

REWARD & 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 inter-house competitions and award prizes that include trophies, extra playtimes and 'mufti' days. Individually, we award children certificates for improvement and effort in all areas of the curriculum. Each week we have a theme for stars of the week and these awards for pupils are given out in our Celebration assembly every Friday as well as in the weekly Newsletter.



"The quality of pupils' work reflects leaders' ambitions for them."

OFSTED (2019)

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 2023-2024

AUTUMN TERM 2023	
Friday 1 st , Monday 4 th September 2023	Inset days
Tuesday 5 th September 2023	Back to school
Monday 23 rd to Friday 27 th October 2023	Half term
Monday 30 th October 2023	Back to school
Friday 15 th December 2023	Last day of term

SPRING TERM 2024	
Tuesday 2 nd January 2024	Inset day
Wednesday 3 rd January 2024	Back to school
Monday 12 th to Friday 16 th February 2024	Half term
Monday 19 th February 2024	Back to school
Tuesday 28 th March 2024	Last day of term

SUMMER TERM 2024	
Monday 15 th April 2024	Inset day
Tuesday 16 th April 2024	Back to school
Monday 6 th May 2024	May Bank Holiday
Monday 27 th to Friday 31 st May 2024	Half term
Monday 3 rd June 2024	Inset day
Tuesday 4 th June 2024	Back to school
Friday 23 rd July 2024	Last day of term

Timetable

THE SCHOOL'S DAILY TIMETABLE IS ORGANISED AS FOLLOWS:	
8.45 am – 12.05 pm (break: 10.45 – 11.00 am)	Morning
12.05 – 1.05 pm	Lunch
1.05 – 3.20 pm	Afternoon
Please be aware that we cannot accept responsibility for your child on site before 8.30 am	

“A place where the celebration of all aspects of the child: music, sport, art and academics.”

PARENT



SECURITY

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.

Children who wish to cycle or scooter to school must apply for a cycle and scooter license. 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.



ATTENDANCE AND TAKING CHILDREN OUT OF SCHOOL

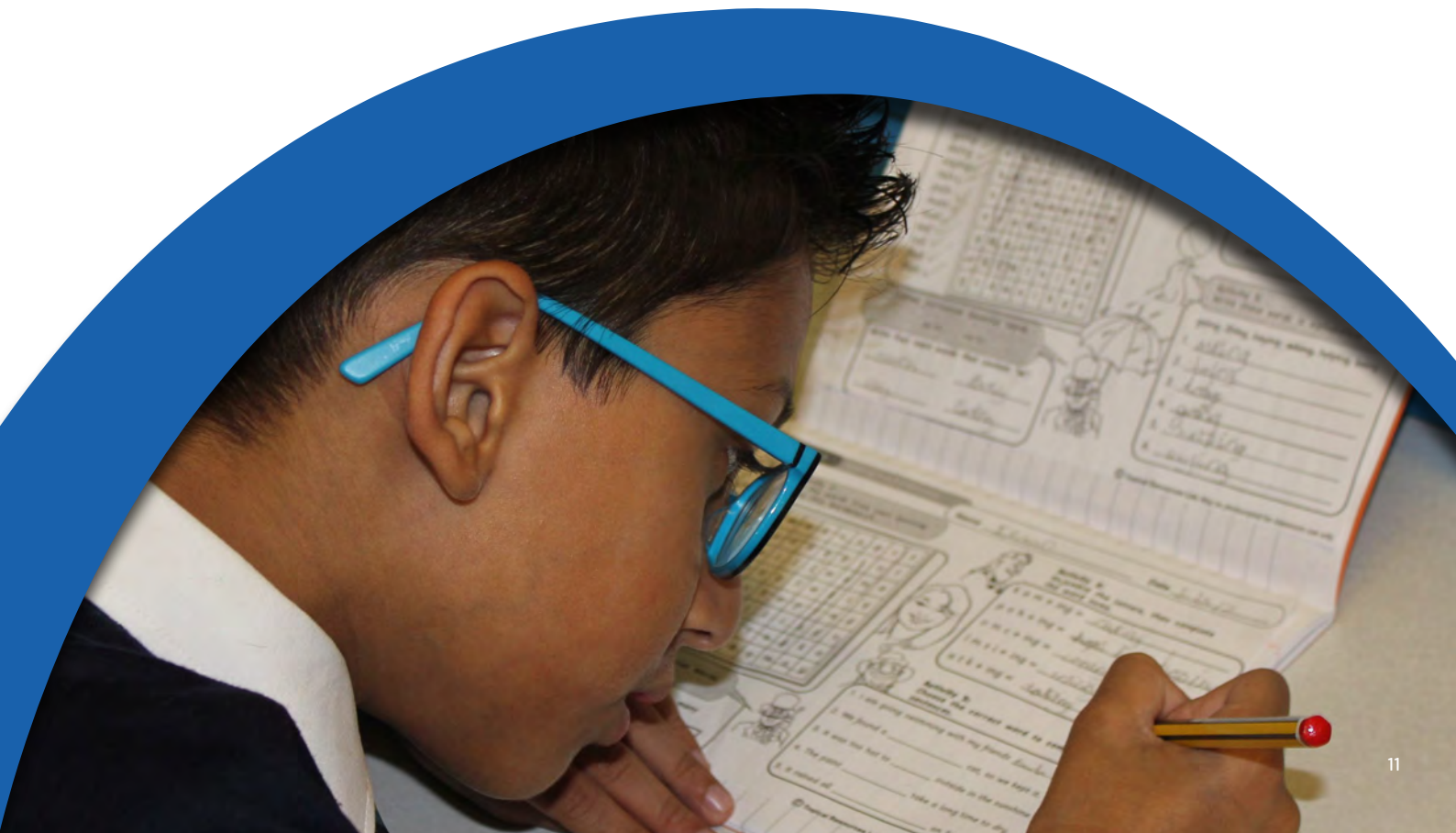
If your child is not going to be in school for any reason please notify the school office as early as possible on the first (and each subsequent) day. The attendance, or absence, of every pupil on our Admissions Register must be recorded in the Attendance Register at the beginning of each morning and 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. 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.



“Staff in the school are very positive and passionate about their work.”

OFSTED (2019)



LUNCHES, SNACKS AND SWEETS

At lunchtime, our hall is transformed by Olive Dining, our Catering providers into a lunch hall serving delicious food (including vegetarian, gluten free and Halal) Alternatively children can bring their own packed lunch into school if desired.

The cost of the school meal is £2.00 per day. 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: all money for school meals is paid online through school money.



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.



"I love this school so much, the opportunities are amazing."

CHILD

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 brought in and left with the class teacher for the day.

BEFORE AND AFTER SCHOOL CARE

At West Byfleet Junior School we pride ourselves on the before and after school care we provide.

In the mornings from 7.30 am till 8.30 am the children can enjoy Rise and Shine Breakfast club which includes a delicious healthy breakfast and a great time to socialise with friends.

After school we provide care and great activities for the children in our Discovery After School club running from 3.20 pm – 6.00 pm in our newly refurbished Oaks Building.



WHAT WE TEACH – OUR CREATIVE

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. We have developed and embedded a new creative curriculum, where the core subjects (literacy, numeracy, science and ICT) 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.



Literacy

The National Curriculum 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 3 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 124 Chromebooks and 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 processes and our school 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 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 and 4, 'Gigajam' electronic instruments in Year 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 Pleiades. 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.

We currently hold gold in the Sports Mark Scheme.

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 and other places (where we might visit Butser Farm, Fishbourne Roman Palace the Science Museum or the British Museum).

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 21), and details of all proposed trips are sent out well in advance to parents.

Residential trips

Each year group has a residential trip:

Year 3 – ACS Egham and The Outdoor People (2 days one night)

Year 4 – Hooke Court (3 Days 2 nights)

Year 5 – Hindleap Warren (5 Days 4 nights)

Year 6 – Brenscombe Farm (5 Days 4 nights)

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).

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.

Each year group has its own school production every year, giving the most opportunity for all children to take part more fully in performing arts.



2023 KEY STAGE 2 RESULTS

Reading

Expected or above	77%
Greater depth	36%

Writing

Expected or above	82%
Greater depth	17%

Maths

Expected or above	80%
Greater depth	24%

SPAG

Expected or above	74%
Greater depth	27%

Reading, writing, maths combined

Expected or above	67%
Greater depth	13%

“All staff have high expectations of pupils' behaviour. In response, pupils are positive, confident and have very good manners.”

OFSTED (2023)



KEY POLICIES IN PLACE IN THE

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.

“Teaching is enjoyable, varied and well tailored to individuals.”

PARENT

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, especially wearing of earrings is not allowed. Details (including suppliers) of school uniforms are available from the school office. Children now are expected to come into school with PE kit as uniform on PE days and swimming days.





Healthy School and Eco 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.

We promote a very eco friendly school through through our very active Eco Team. Currently we recycle paper, batteries and help raise awareness through various Eco projects. In 2020 we achieved the very prestigious Green Flag Award.

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, 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.

SCHOOL MANAGEMENT & GOVERNANCE

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 Babra, our senior teacher, Sarah O Keefe and Emily Strawson, our Inclusion Managers and Mrs Gale, our School Business Manager, 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 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 (FGB) consists of 10 governors who are parents of children at the school, members of the local community, staff of the school or appointed by the local authority. The FGB meets twice a term, with detailed business being delegated to working groups that also meet at least twice each term. The governors review key documents of the school, including the Self-Evaluation Form, as well as this Prospectus.

We feel that parent governors have a special contribution to make in helping to promote open and constructive communication, generally and specifically, between parents, staff and the governing body and that part of their role is to be available to offer advice and support to parents, on both collective and individual issues.



THE PTA

We are most fortunate in having a very active, committed and successful Parent-Teacher Association (PTA). This association aims to bring teachers and parents together to raise money for the school with a wide range of fun events throughout the year. Every penny raised is used to fund projects and activities that help to enhance the children's lives in school, now and in the future. Our PTA committee meets on a regular basis to arrange these fundraising and social events, such as the Fireworks Night, the Christmas Fair and a Summer BBQ, and all parents are warmly invited to join in and support these events.

*“West Byfleet Junior
School makes me
inspired to do the
things I love.”*

CHILD





West Byfleet

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