

Liss Infant School

**Hillbrow Road
Liss
HAMPSHIRE
GU33 7LQ**

Telephone: 01730 892666
Fax: 01730 894141
Email: office@lissinfant.hants.sch.uk
Website: <http://www.lissinfant.hants.sch.uk>

Headteacher: Mrs Teresa Offer

Chairman of Governors: Mr Andrew Dabson

Permitted Admissions Number: 180

Contents

Welcome to Liss Infant School.....	3
Message from the Chair of Governors.....	4
Extract from the March 2007 OFSTED Report.....	5
School Ethos.....	6
School Values & Vision Statement.....	7
School Staff.....	9
School Governors.....	10
Organisation of the School.....	11
Able, Gifted and Talented Children.....	12
Accidents.....	12
Admission to the school.....	13
After School Clubs.....	13
Behaviour Policy.....	13
Charges and Remissions.....	14
Child Protection.....	14
Clothes for School.....	14
Collective Worship.....	15
Complaints Procedure.....	16
Curriculum.....	16
Equal Opportunities and Inclusion for All.....	18
Food and Drink in School.....	18
Freedom of Information Act 2000.....	20
Healthy School Status.....	20
Home Learning.....	21
Illness at School.....	21
Induction.....	21
Information on Attendance & Absence.....	22
Learning Workshops.....	23
Medicines in School.....	23
Partnership with Parents.....	24
Photography.....	25
School Holiday Dates.....	26
School Improvement.....	26
School Routine.....	27
School Transport.....	27
Special Educational Needs.....	28
Disclaimer.....	29

Welcome to Liss Infant School

Liss Infant School is a happy, popular and high achieving school which is set in beautiful grounds. It is a well-resourced school which provides a bright and stimulating learning environment for our children.

At Liss Infant School we place the happiness and well-being of every individual child at the heart of everything we do. We are a friendly and caring school and we encourage our children to respect each other and to be thoughtful, fair and honest in all they do. Successful learning depends on children feeling safe, happy and valued. Our purpose as a school is to ensure that every child is helped to make the best possible progress, personally, socially, physically and academically while they are in our care and to provide them with an education which is purposeful, interesting, and inclusive.

At our school, everyone is viewed as a learner and we celebrate learning as an everlasting journey. Young children demonstrate a natural and boundless curiosity about the world around them and we aim to harness this curiosity and to transform it into a real and enduring love of learning which will stay with them for life.

One of the strongest characteristics of our school is the value we place in our relationship with parents. Parents are the first educators of children and we in school can learn a great deal from their expertise and understanding. Equally, we want to offer the best support and guidance we can to parents so that we can work together in order to achieve the very best for each child.

Our school is your school and we look forward to sharing with you this early and important stage in your child's learning journey.

Teresa Offer
Headteacher

Message from the Chair of Governors

We all hope that you find this prospectus both helpful and interesting and that it gives you information regarding the ethos of Liss Infants School. Teresa Offer, our Headteacher is always happy to discuss any issues regarding your child's possible entry to our school.

Our Governors have high expectations for all aspects of school life. We share in the celebration of good academic results, but we also want every child to achieve to the best of his or her ability in a caring and friendly environment where all children are valued equally for who they are. We believe that our success is built upon good management, good teaching and support work throughout the school, as well as a good partnership with our parents.

OFSTED performed an inspection of the school in March 2007. Their report describes Liss Infant School as being "a good school with many outstanding features". It goes on to say that the children in the school "get off to a flying start in the Reception classes and quickly become confident learners and achieve well". The report notes the following attributes of the school:

- very high quality of teaching in an exciting and stimulating environment,
- outstanding rates of progress made by pupils,
- outstanding leadership of the school by Mrs Offer,
- personal development and well being of pupils as a strength of the school, and
- pupils who are excited by the learning activities provided and who really enjoy coming to school.

We are justly proud of our school and it is particularly satisfying that our views have been endorsed by OFSTED in such a positive manner. The enthusiasm and enjoyment shown by the children in the school and the very good progress they make are a clear reflection of the commitment of everyone involved to the *every child matters* approach to education.

Andy Dabson

Chairman of Governors

Extract from the March 2007 OFSTED Report

Overall Effectiveness of the School

"Liss Infant School is a good school with many outstanding features. The children get off to a flying start in the Reception classes. They quickly become confident learners and achieve well in all areas of learning. This is because of the very high quality teaching in an exciting and stimulating learning environment. By the end of Year 2 standards are above average. Relatively recent, but highly effective robust and rigorous assessment systems, effectively monitored and moderated, are resulting in pupils making outstanding rates of progress. This improved progress is leading to good standards of achievement that are rising still further.

Pupils' personal development and well-being are outstanding. Particular strengths include their enjoyment of learning, behaviour and attendance. The care, guidance and support of all pupils are also outstanding. A strength of the school is its ability to cater for the needs of its pupils, who are supported and challenged very well. This is especially so for pupils with learning difficulties and disabilities who are encouraged to take an active part in reviewing their own learning plans. Lessons are well planned and support teaching, which is always at least good.

The headteacher's leadership of the school is outstanding. She has clearly communicated the school's priorities and a vision for the future to the whole school's community. Staff throughout the school are being developed in their roles and given greater responsibility. The governors know what the school's strengths and weaknesses are. However, there are insufficient measurable outcomes in the improvement plan for them to know how much difference the school will have made to pupils' learning over time.

The school works well with the community and many outside agencies. It manages its resources and finances extremely well and has been very successful in maintaining and extending the many strong features reported at the last inspection. As a result, there is good capacity for the school to improve."

School Ethos

- Our school is a happy, safe and stimulating place.
- Our school is a place where every child is valued for themselves and where they are taught to value and care for each other.
- Our school is a place where children will be helped to develop confidence, independence and a real belief in their own talents and abilities, whatever they may be.
- Our school is a place where children will be helped to grow and develop socially, emotionally, physically and intellectually.
- Our school is a place where children will be encouraged to develop a love for learning and a readiness to celebrate their own and others' achievements.
- Our school is a place where children are offered a broad, purposeful and creative curriculum, with opportunities to learn through first hand experience both indoors and outdoors.
- Our school is a place which strives for excellence in everything we do.
- Our school is a place which welcomes parents, families and adults in the wider community and which is committed to forging positive relationships with them.
- Our school is a place where everyone values learning for life.

School Values & Vision Statement

Values of the School

The core values of the school are:

- **Justice:** fairness and equity in everything we do, encouraging honesty and openness.
- **Respect:** mutual respect for one another, encouraging trust, understanding and compassion.
- **Inclusion:** valuing and facilitating the development and contribution of all members of our school community, encouraging creativity, co-operation and acceptance.
- **Rights and Responsibilities:** a shared understanding of moral purpose underpinning all aspects of school life, encouraging a deep sense of community and belonging.

Our Vision

- We will continue to strengthen the partnership between home and school, so that our children benefit from a continuous and shared approach to learning.
- We will continue to develop our capacity to reflect on what we do, to evaluate our achievements and to be clear about how to secure further improvement.
- We will continue to provide a high quality learning environment, which places equal emphasis on indoors and outdoors.
- We will move away from class identities and boundaries in order to develop a shared interdependent, teamwork approach to learning.
- We will continue to develop our capacity to be innovative and creative, to take risks and challenge convention, while holding fast to our core values.
- We will become increasingly responsive to diversity, accepting, understanding, respecting and celebrating difference.
- By responding to current educational thinking and research, we will develop a deeper understanding of learning and of how each individual learns best, in order to ensure that our children receive the best possible education.

- We will continue to be sensitive to social and political changes which impact upon children's lives.
- We will develop productive and meaningful networks and partnerships with individuals, schools and organisations, both within and beyond our own locality.

School Staff

Headteacher	Teresa Offer		
Leadership team	Teresa Offer	Headteacher & Inclusion Co-ordinator	
	Sue Symmons		
	Andrea Cuthbert		
Class teachers	Nicky Munday	Kangaroos	Year R
	Ellie Veck	Koalas	
	Kerry Tristram)	Hippos	Year 1
	Suzanne Luke)	Hippos	
	Sue Symmons	Rhinos	
	Andrea Cuthbert	Lions	Year 2
	Elizabeth Durning	Tigers	
PPA* cover teachers	Julie Buckland		*PPA = Planning, Preparation & Assessment
	Belinda Fifield		
Special Needs teacher	Belinda Fifield		
Special Needs Assistants	Kath Rogers		
	Virginia Bridger		
	Julie Wells		
Learning Support Assistants	Pauline Burrows	Kangaroos	
	Alison Sealey	Koalas	
	Jackie Hague	Hippos	
	Alison Hydon	Rhinos	
	Sandy Turner)		
	Alison McNamara)	Lions	
	Julie Laney)		
	Julie Wells)	Tigers	
Librarian	Julie Wells		
Admin Staff	Debbie Black	Admin Officer	
	Jenny Hipsey	ICT Support & Admin Assistant	
Caretaker & Cleaner	Chrissie James		
Lunchtime Supervisor	Clare White		
Lunchtime Supervisory Assistants	Sue Knight	Alison Hydon	
	Alison McNamara	June Money-Chappelle	
	Daryl Markham	Andrea Paget	
	Jackie Hague		
Kitchen Staff	Claire Parker, Joy Barnes		
	Sarah Easen		

School Governors

Co-opted Representative

Andrew Dabson (Chairman)

Local Authority Representatives:

Ian Wolloff

Parent Representatives:

David Cox

Lianne Grimes

Bob Buckingham

Carmen Alemparte

Sarah Roche

Teacher Representative

Andrea Cuthbert

Staff Representative

Alison Sealey

Headteacher

Teresa Offer

Clerk

Maria Lo Nigro

Organisation of the School

On starting school at the age of 4, your child will be placed in one of 2 Reception classes. The make-up of each class will ensure that every child is placed with some of their friends from playgroup or nursery school. The classes will also reflect as far as possible, an even mix of boys and girls, and Autumn, Spring and Summer birthdays.

At the end of each academic year, the whole year group is reallocated to two new class groups, unless there are exceptional circumstances. Each class has a class teacher and a learning support assistant for morning and afternoon sessions, as well as part-time teachers who provide regular cover for staff planning, preparation and assessment time.

Children who join the school midway through a term will be integrated into their new class as smoothly as possible and full regard will be given to records provided by their previous school.

Able, Gifted and Talented Children

The school has a policy for Able, Gifted and Talented Children which defines the criteria used to identify children who demonstrate exceptional talents and abilities and the strategies in place to ensure their needs are met. We have an Able, Gifted and Talented Child Register and a Co-Ordinator, whose role is to monitor the progress and achievement of every child on the register. Teachers in all year groups plan learning opportunities which will challenge and extend children's thinking and which will ensure that they are fully motivated and engaged in their learning. Class teachers track children's progress closely and will keep you regularly informed about your child. You will be informed by your child's class teacher if he or she is on the Able, Gifted and Talented Register.

Accidents

First Aid is given in cases of minor accidents and we have a number of staff who have attended First Aid courses and who are on site at all times. If we feel the injury needs professional care, we will endeavour to contact you and, if necessary, will take your child to a doctor's surgery. It is important that you make sure we have an up to date telephone number so that we can contact you in an emergency.

All accidents sustained in school are recorded in the School Accident Book and in cases where the injury is not visibly obvious, e.g. a bumped head; the class teacher will inform you personally at the end of the day.

Admission to the school

If you would like your child to come to our school in September 2010, you must apply for a place by **12 midday on Friday 20th November 2009**. Procedures to be followed in the case of late applications and over-subscription are detailed in the School's Admission Policy, details of which can be obtained from the school office. We hold a School Open Day during the first half of the Autumn term and further details will be published nearer the time.

After School Clubs

We provide After School Clubs for children in Year 2. The clubs start in the Spring term and are held one afternoon a week from 3.30 - 4.30pm in school.

Behaviour Policy

The standards of behaviour at Liss Infant School are high. The school has a clear Behaviour Policy which sets high expectations. We manage and modify behaviour by establishing excellent role models and by the positive reinforcement of courtesy, kindness, respect and self-control. We believe that praise and encouragement are more powerful than reprimands and sanctions. If a child is having difficulty in working within the rules of the school, we invite their parents in to discuss the matter and to create a way forward. Where appropriate, we work with the parents and outside agencies to develop a programme of support strategies for the child.

Our Behaviour Policy outlines in detail the procedures we follow and every parent will receive a copy when their child starts school.

Charges and Remissions

We have a school policy on charges and remissions which can be obtained from the school office. We will only ask for a voluntary contribution towards school trips and other activities when they occur.

Child Protection

The health, well-being and safety of every child is the primary concern of everyone in our school. We have a clear policy on child protection procedures which is in line with statutory requirements and the school takes full account of Hampshire's Safer Recruitment Guidance when appointing a new member of staff. All school volunteers are required to obtain Criminal Records Bureau clearance before helping in school. Child protection officers in the school are Mrs Teresa Offer, Mrs Sue Symmons and Miss Andrea Cuthbert.

We liaise closely with Hampshire Children's Services in the event of any concern regarding a child in school.

Clothes for School

The school has a flexible "uniform" which comprises red sweatshirts bearing the school logo and red or white polo shirts. These can be purchased from the local school outfitters in the village. The boys wear either grey trousers or shorts and the girls wear grey pinafores or skirts. Red or grey cardigans or pullovers and white blouses may also be worn. During the warmer months the girls wear red and white striped or checked dresses. All items of school uniform must be permanently marked with the child's name.

There is no prescribed footwear for school but we do ask you to ensure that your child wears flat shoes which are comfortable and appropriate for playing in the playground.

Our PE kit is simply a T-shirt, a pair of shorts and a pair of trainers preferably with Velcro fastening. The children have some PE lessons

outdoors all year round and they will need a pair of tracksuit bottoms for this purpose.

Jewellery is not considered appropriate for school and for safety reasons we ask parents to remove pierced earrings on days when their child is doing PE.

Collective Worship

All maintained schools must provide daily collective worship for all registered pupils apart from those who have been withdrawn from this by their parents.

Daily collective worship must be wholly or mainly of a non-denominational Christian character and can be organised into whole school, year or form groups.

At Liss Infant School we provide children with daily opportunities -

- To think and talk about values which are of a broadly Christian nature
- To develop a community spirit, a common ethos and shared values
- To consider spiritual and moral issues

These opportunities are provided within a daily school assembly or within individual class assemblies.

Parents have the right to withdraw their child from acts of collective worship.

We review our policy for collective worship annually in order to ensure that it:

- Is acceptable to the whole community, staff and pupils
- Includes a variety of elements at different times
- Involves the pupils

Complaints Procedure

We encourage parents to share any concerns however small, with the school. Teachers are always willing to talk to parents, either at the beginning or end of the day and the Headteacher is happy to meet with parents, at short notice if necessary. It is in everyone's best interests if concerns are dealt with as soon as possible.

If you feel your concerns have not been resolved you may wish to make a more formal complaint. In this instance you should speak to the Headteacher who will explain the procedure and give you a copy of it for you to follow. If your concern is with the Headteacher, you should contact the Chair of Governors, who will advise you of the procedure.

The Curriculum

The curriculum we offer is broad, balanced, relevant and interesting to children. In order to set children's learning in stimulating, purposeful and meaningful contexts, we use the 6 areas of learning defined by the Foundation Stage curriculum as the basis for creative whole school curriculum planning. These areas are:

1. Personal, Social and Emotional Development
2. Communication, Language and Literacy
3. Mathematical Development
4. Knowledge and Understanding of the World
5. Physical Development
6. Creative Development

The R. E. curriculum is planned using the Hampshire guidance in "Living Difference".

The Literacy Framework is used in our school as a toolbox for serving all areas of the curriculum, where meaningful and purposeful links can be made. Reading, Writing, Speaking and Listening objectives are embedded in cross-curricular planning and each class has a dedicated focussed Reading session each day. Phonics, Spelling and Handwriting are also taught in discrete sessions and reinforced and consolidated where appropriate. We use THRASS (Teaching Handwriting, Reading and

Spelling Skills) as the basis for teaching reading phonics spelling and handwriting.

At Key Stage 1 all classes have a daily Numeracy lesson and where appropriate, numeracy objectives are explored and developed in other curriculum areas.

In each year group, learning topics are planned which reflect children's own needs and interests and take as their starting point what the children already know and understand. Each topic will identify key learning skills and offer structured experiences and activities that are open-ended, interesting and challenging. Children are encouraged to develop their ideas and are supported in taking risks and making mistakes.

Our curriculum makes provision for the fact that children learn in different ways and at different rates, it offers appropriate levels of challenge and support for children of all abilities. It is also sensitive to gender, race, religion and culture and is designed to offer equality of opportunity to every child.

We believe that the active, flexible, interactive approach to learning, epitomised by the Foundation Stage, is wholly appropriate for all children in our school.

Throughout the year the Curriculum is enhanced and extended through the provision of off-site visits, themed or focused weeks and visits to the school from theatre companies, musicians, authors, sports people and artists etc.

Equal Opportunities and Inclusion for All

We strive to ensure that all children have equal access to all areas of the curriculum irrespective of their gender, race or disability. All staff, governors and helpers fully support our commitment to this principle.

All children have a right to feel valued and respected and there is no place for harassment or discrimination in our school. The Race Equality, Equal Opportunities and Inclusion Policies are available for you to see on request.

Food and Drink in School

Water has been proved to have very beneficial effects on physical health and on brain function. All children have access to water throughout the day and we actively encourage them to drink as much of it as they want. A water machine is installed in the central corridor and plastic water bottles can be purchased from the school office for £1.00. All children are provided with a free water bottle on starting school.

We are registered with a company called "Cool Milk" which supplies us with small cartons of milk and a fridge in which to keep it cool. Milk is free for children under 5 and costs between £5 and £7 per half term for children of 5 and over. Milk is an important source of protein and vitamins and we view it as an important food supplement for children. If you would like your child to have a daily drink of milk at school, please ask for a registration form from the school office.

We are also registered with the National Free Fruit and Vegetable scheme and the children are offered a piece of fruit or vegetable each day at morning playtime. This provides them with a healthy mid-morning snack and they are encouraged to try everything that is offered. No other snacks should be brought into school.

An increasing number of children have food related allergies and for this reason we ask children not to bring food or sweets into school to be shared. When your child starts school we will ask you to let us know of any known food related allergies and to give your consent for your child to participate in food related activities as part of the school curriculum.

A copy of our Food and Nutrition Policy can be obtained from the school office.

Please let us know if your child has any food related allergies.

Dinners

These are cooked on the premises by Mrs Claire Parker and her team. There are two home cooked choices, one meat and one non-meat. Each of these options will be provided as a complete, nutritionally balanced meal and you will be sent a menu each week in advance so that you can help your child to select a main course for the required number of days. There will be a choice of a home-cooked pudding or fresh fruit. Water is served at lunch-times to accompany the meal.

School dinners cost £2.00 per day and if you wish to pay half-termly, cheques should be made payable to Hampshire County Council. Your child may have dinners or sandwiches within any one week and dinner money should be sent in an envelope clearly marked with your child's name.

A Lunchtime Supervisor and Supervisory Assistants are on duty every day to ensure that lunchtimes are a safe, well organised and pleasant experience for children.

Packed Lunches

If you would like your child to eat a packed lunch, we urge you to limit the amount of "sweet foods" you include and to support us in encouraging them to eat a healthy, balanced diet. In this way we can work together to develop our children's health and fitness and to help them protect their teeth. They will also be better prepared for learning in the afternoon. We do not allow children to eat sweets as part of a packed lunch.

Freedom of Information Act 2000

Under the Freedom of Information Act 2000, the Governing Body maintain a "Publication Scheme" which records all published documents in the following areas:

- School Prospectus
- Governors documents
- School and Curriculum policies

The School Prospectus is made available to parents when their child starts school and later on, if significant revisions are made. The other documents are available from the school office, where, if you wish, you may obtain further details about the whole Publication Scheme.

Records concerning individual children are confidential and are not available under this scheme.

Healthy School Status

The success of our school depends on the physical and emotional well being of its staff and children, and we have achieved the National Healthy Schools Standard. This work has involved a whole school approach to developing the following key aspects of school life:

- Personal Social and Health Education
- Physical Activity
- Healthy Eating
- Emotional Health and Well Being
- Relationships and Sex Education
- Drug and Alcohol Education

The school works in close partnership with parents and values their involvement in all of these aspects. We are now working towards achieving enhanced status.

Home Learning

We believe that learning happens everywhere and at any time and we view home and school equally as learning environments. The best "homework" children can have is the opportunity to enjoy shared experiences with family and friends. Outings, conversations, sharing a story, playing a game, writing a letter are all valuable forms of home learning. Sharing books and listening to your child read on a regular basis are very powerful and important ways in which you can support and develop their learning. We have a home/school maths link which we use to show children how mathematics is a part of everyday life. Your child will regularly bring home a practical maths activity which is linked to their learning in school and which is designed to be shared and enjoyed with parents or other family members.

Illness at School

If your child is taken ill at school we will contact you so that they can be taken home. If we cannot contact you, we will ring one of the other contact numbers which you are asked to provide when your child starts school.

**IT IS IMPORTANT THAT WE HAVE UP-TO-DATE
CONTACT NUMBERS FOR EVERY FAMILY**

Induction

Starting school is one of the first milestones in every child's life and we want to make it a really happy and positive experience for them and their family.

Before a child starts school in September, they will be invited to come and meet the Headteacher to look around the school and to spend some time in the Reception classrooms. They are also invited to school assemblies and other school events, so that school becomes a familiar place for them.

During the Summer Term before the children start school, the Reception class teachers visit them in their playgroups and nursery school. Later in the term, we hold a New Parents Evening and following this, the children are invited to spend a morning or afternoon in their new class, when they can get to know some of their new class mates.

For the first two weeks of the Autumn Term, children come to school for the mornings only. After this, we invite parents to agree a pattern of attendance which they feel suits the needs of their child and which is regularly reviewed by the parents and the class teacher. Children are legally required to start full-time attendance from the beginning of the term after their fifth birthday and most of our children are attending full time by Christmas.

Information on Attendance & Absence

We are very proud of our high record of attendance and punctuality and we have clear guidelines in place to ensure that the number of unauthorised absences is minimal.

If a child is going to be absent from school, the parents should ring the school as soon as possible giving the reason. When the child returns to school, they should bring a written note explaining the reason for absence.

If the school does not approve the reason for the absence, it will be recorded as unauthorised and the parents will be informed.

If a child is going to be late for school, the parents should notify the school as soon as possible. Registration starts at 8.50am and closes at 9.15am. Any child arriving after this time will be recorded as 'Late after registration', and an unauthorised absence will be recorded.

The overall performance of the school is affected by its success in meeting the Local Education Authority's attendance targets. A pupil's absence from school during term time can have a negative effect on their continuity of learning and on their social and emotional well-being. For both these reasons the school monitors attendance closely and works in partnership with the Education Welfare Officer in cases of persistent unauthorised absence.

Further information and guidance regarding attendance, including family holidays taken during term time can be obtained from the school office.

Learning Workshops

Every Friday afternoon, our children are given the opportunity to engage in self-directed learning. Our aim is to encourage children to generate their own ideas and to become more proactive in organising and resourcing their learning. Learning Workshops reinforce our belief in "anywhere, anytime learning" and children are invited to bring resources from home. Children are free to access any area of the school environment under safe supervision and to work alongside older and younger peers.

Teachers act as facilitators and members of the family and local community are welcome to take part.

Medicines in School

There is no legal duty that requires a school to administer medicines; however, we are prepared to do so as long as the following guidance is adhered to:

The Department for Education and Skills *Guidance on managing medicines in schools*, states that: 'medicines should only be taken to school when essential; that is, where it would be detrimental to a child's health if the medicine were not administered during the school "day". Schools and settings should only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacy prescriber. Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescribers instructions for administration'.

A child under 16 should never be given aspirin or medicines containing ibuprofen unless prescribed by a doctor.

Where children have a physical condition which requires medication, parents must give us details of the child's condition and medication and sign the appropriate forms which are obtainable from the school office. Parents will bring the medication to school and a record will be kept of all

medication received and given. Medication will be stored in school and administered by an appropriate member of staff.

Short-term Medical Needs

Many children will need to take medicines during the day for a short period, perhaps to finish a course of anti-biotics or to apply a lotion. To allow children to do this will minimise the time that they need to be absent, however we are prepared to administer only one dose a day. If a child needs more than this, then it is probably not appropriate for the child to be in school.

All medicines must be clearly labelled with the child's name.

It is the responsibility of the parent or guardian to ensure that any medication stored in school for their child is within its expiry date.

Partnership with Parents

At Liss Infant School we welcome and value the involvement of parents in the life of the school and recognise them as experts on their own children.

We place great importance on including parents in their child's learning and progress together with keeping them informed of the curriculum.

Each year we hold a curriculum evening for parents, during which we hope to give them a better understanding of how we do things and of how they can support their child's learning at home.

Parents are always welcome in school; we have designated Thursday afternoons from 3.15 - 4.00pm for parents to come and share the school with their children.

At the beginning of each Half Term, a curriculum leaflet is sent home which outlines the learning topics taught in your child's year group.

Each child has a "Sharing our Learning" booklet which they will bring home in their reading folder at the end of the school day. This can be used by staff and parents to make a note of any issues relating to the child's life at home and at school.

Each year group holds a family assembly once a month and younger siblings are welcome. This is an occasion where children can share their achievements and celebrate Birthdays in that month. Once or twice a term we have a whole school family assembly.

We value parents as volunteers in our school and parents are welcome to help in their child's own class. In the Reception year, parents can help in their own child's class from the Spring term onwards as we feel the children need the Autumn term to settle into the routines of school life.

We have two formal parent consultation evenings a year, where children's progress and learning targets are discussed. Records of Achievement are sent to parents at the end of the summer term and teachers are available after school to discuss any issues regarding your child's progress.

Photography

We are sometimes invited to have photographs taken for the local newspapers to celebrate the school's successes. It is now a requirement that we only allow photographs of children if we have the consent of the parents. We shall assume that you do not object unless you specifically ask us not to include your child in press photographs. When your child starts school we will supply you with a form on which you can register your objection. This will also cover photographs of children included on our school website.

School Holiday Dates

Autumn Term 2009	Commences Half Term (1 week) Term Ends	Thursday 3 rd September 2009 26 - 30 October Friday 18 th December
Spring Term 2010	Commences Half Term (1 week) Term Ends	Monday 4 th January 2010 15 - 19 February Thursday 1 st April
Summer Term 2010	Commences Bank Holiday (closure) Half Term (1 week) Term Ends	Monday 19 th April 2010 Monday 3 rd May 31 st May - 4 th June Friday 23 rd July
Autumn Term 2010	Commences Half Term (1 week) Term Ends	Monday 6 th September 2010 25 - 29 October Friday 17 th December

Please Note

There are 5 professional closure days each academic year, these will be notified separately.

School Improvement

We are committed to providing the best possible education for the children in our care and we are engaged in a continuous process of self-evaluation which enables us to identify areas for development and the strategies and success criteria which support them. The plan is reviewed and revised annually and copies can be obtained from the school office.

School Profile

The Governing Body publishes a School Profile which provides parents and the community with a detailed overview of the school's performance and strategic development.

If you would like to view our profile together with profiles of other schools, they can be viewed on the parent centre website:

<http://schoolprofile.parentscentre.gov.uk>

A hard copy of the School Profile can be obtained from the School Office.

School Routine

Morning Session 1	8.45 - 10.35am
Morning Break	10.40 - 10.55am
Morning Session 2	11.00 - 12.00noon
Lunch	12.00 - 1.00pm
Afternoon Session	1.00 - 3.15pm

Registration starts at 8.50am and closes at 9.10am

School Transport

We have a School Travel Plan which has been developed in partnership with the Junior school to promote safe and healthy options for travelling to school. Where possible we encourage families to walk to school or to make car-sharing arrangements in order to reduce the amount of cars accessing the school car-park.

There is a school bus service shared with the Junior school, which picks up and drops off on various routes, including Hawkley and Liss Forest. There is a small charge for this service and the journeys can be a single

or return. A bus register is taken each day and the children using the school bus are escorted on to it by a member of staff. The bus driver ensures that all children are properly seated and wearing seat-belts before moving off.

Further information may be obtained from the school office or by contacting AMK, the bus operator on 01428 751675.

Special Educational Needs

Teachers continually track and assess childrens' learning and rates of progress and they are therefore quickly able to identify children who are experiencing difficulties.

The 4 areas of Special Educational Needs are:

1. Communication and interaction
2. Cognitive learning
3. Behaviour, emotional and social development
4. Sensory and/or physical

It is the school's policy to work closely with the parents from the start in order to take their views and experiences into account and to share with them the support strategies we have planned for their child. Parental consent must be obtained before we can begin any support programme. The Special Educational Needs policy is available on request and it sets out in detail how we embark upon an individual education programme for each child experiencing difficulty.

As an inclusive school, it is a priority for us to remove barriers to children's learning and we are well supported by external agencies who provide additional and specialist advice and guidance.

If parents have any concerns about their child's learning and progress, we welcome discussions with them.

Disclaimer

The information contained in this prospectus was correct at going to press in September 2009 but Government legislation on County Council Policy and the particular circumstances of the school might create the need for some organisational changes and adjustment of policy.