



Prospectus

A Welcome to Victoria Road Primary School

A note from the head teachers

Our school team would like to extend a warm, friendly welcome to all of our new families. We offer a well-resourced and supportive school for your child, filled with dedicated staff and exciting opportunities.

At Victoria Road we aim to provide a caring and stimulating learning environment, where children can learn with enjoyment and confidence. The school is driven by the underlying need to ensure that every child's and staff member's well-being is a priority and is supported, so everyone belongs and feels valued. Our school is founded in happiness, security and success so that everyone can achieve, as we know, happy children learn! We want our children to grow and develop to become life-long learners, excited by and equipped for the challenges of tomorrow.

We are confident that we can help your child to achieve all that they aspire to with us and as they make their next steps. We view your child's education as a joint venture involving everyone – children, parents, staff, governors and the wider community and we are proud of our open door policy. We actively encourage our parents to feel able to approach any staff to answer their questions or concerns. We hope that you will work with us in achieving these aims.

Our school is well respected in our community, we participate successfully in many and varied events and occasions, your child will be able to wear their uniform with pride. We hope you will find this prospectus useful and informative. Should you require any further information or clarification regarding our school, please do not hesitate to contact us. All the contact details for the school are at the end of this prospectus.

We are incredibly proud to be the co-head teachers of this wonderful school where we all have an enthusiasm and a desire for everyone to be happy, be themselves and sparkle in their accomplishments. We look forward to welcoming you and your children to our community and sincerely hope that it will be a rewarding experience for all concerned.

Mrs Collens &
Mrs Fletcher

Co Head teachers



Introduction

The school was built in 1895, originally as an Infant School. Since then it has seen many changes and we are a small one-form entry primary school which has 7 classes. Although in the heart of Ashford, we really do have a small family village school feel, where everyone knows and supports each other and new families always receive a warm welcome. Our school is full of happy children which amazing staff who go above and beyond to ensure children feel safe and valued at school.

We are fortunate in having a well-resourced school:

- Good sized playgrounds including a small field
- A “trim trail” activity play area
- Other healthy fitness play equipment
- Various outdoor seating areas
- Gardening areas and sensory quiet play space
- A well-equipped library
- The Rainbow Room for small groups and interventions
- A specialised Early Years outdoor learning area.
- Byrne House for breakfast and afterschool clubs
- Classrooms all have interactive screens for delivering lessons

At our school the health, safety and well-being of every child is our paramount concern. Pupil voice is very important to us; we listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils at this school and therefore make the best progress possible. We work in partnership with you to ensure your child achieves their full potential and make a positive contribution.



Safeguarding Statement

The procedures that we follow have been laid down by the local authority and the school has adopted a Child Protection Policy in line with this for the safety of all. This policy is regularly monitored and updated by the local authority. If you would like to know more about our procedures or policy, please come and speak to us or view the policies on our website.

Our Designated Safeguard Leads are:

Mrs Alice Lewis (Inclusion Manager)

Mrs Sue Vincent (Family Liaison Officer)

Mrs Kelly Collens (Co-Headteacher)

Mrs Zana Fletcher (Co-Headteacher)

Mrs Jill Evans (Assistant Headteacher)



Admissions Policy and Arrangements

If you wish your child to join Victoria Road Primary, we follow Kent County Council Admissions Policy. Alternatively you can find the School Admissions Code published by the Department for Education at www.education.gov.uk

Applications for a place in Reception class in September of each year, are made through Kent County Council, and it is their responsibility to allocate all school places into this year group during the admissions process. We are able to take 30 pupils per year group.

In the event of over subscription, the admissions criteria will be applied according to Local Authority requirements:-

1. All children whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.
2. Highest priority will be given to looked after children and all previously looked after children who apply for a place at the school.
3. Priority will be given to children with siblings in the school. Siblings include step siblings, foster siblings, adopted siblings and other children living permanently at the same address. Priority will not be given to children with siblings who are former pupils of the school.
4. Priority will next be given to children on the basis of social or medical need. The school defines social and medical need as children with exceptional medical, social or psychological needs, where it is agreed by the local authority and the head teacher that these can be best addressed at the school. The school would require supporting substantiate evidence.
5. Pupils from other families living close to the school.

In common with other primary schools, your child may be admitted at the beginning of the school year in which they will be 5 years of age. However, we recognise that each child is an individual and will work with you in order to ensure the smoothest beginning possible. Legally a child reaches compulsory school age and must be in school by the term following their 5th birthday.

The above criteria is also in place for any other In Year Admission. These admissions should be made through the school. Should places not be available your child would be added to our waiting list, which is held on a distance basis.

OUR VISION

Inspiring a Love of Learning

We are committed to ensure that the children within our care receive a quality education with an inspiring and exciting curriculum that underpins all of the learning that our children participate in.

We believe in promoting life-long learners and do this by raising awareness of mindsets (the set of beliefs we have about ourselves) and by promoting a growth mindset (a belief that we can all learn more if we apply ourselves). With a love of learning and plenty of effort, all children (and adults) can learn new things.

Inclusion is at the heart of everything we do at Victoria Road. We believe in fairness which means that everyone gets what they need, not that everyone gets the same. In other words, we aspire to meet the needs of all of the children.

We believe in our values agreed by our whole school community and these underpin all of the work that we do at Victoria Road:

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Our curriculum is broad, balanced, flexible, exciting and relevant, inclusive and well planned. We ensure it enables pupils to make a significant contribution to their school, their community and the wider world.

Our learning

At Victoria Road our curriculum is creative, imaginative and designed to take account of children's differing needs and styles through enquiry based learning. It ensures opportunities for children to develop their academic, moral, spiritual, physical, healthy, creative, artistic and social skills.

Children are helped to become confident, enthusiastic learners engaging in exciting, collaborative and independent activities. We start each term with a 'Big Question' in each year group which help spark children's curiosity to explore and they develop a responsibility for making choices and decisions that help them to enjoy acquiring new skills and knowledge. Children of all abilities are helped to achieve their best in all aspects of the curriculum. We are proud that our curriculum is constantly developing to ensure all children make good or better progress, drawing on the latest practise and making sure our staff have the expertise to deliver a curriculum tailored to our children's needs.



Early Years and Foundation Stage

Your child's education will have begun before joining us and continues in our Foundation Stage class. At this stage your child will enter Squirrel Class where their learning is centred in play and discovery, which is structured into seven areas of Learning and Development; Personal, Social and Emotional Development; Physical Development; Communication and Language; Literacy; Mathematics; Understanding the World; Expressive Arts and Design. Each area of development is underpinned promoting engagement, motivation and thinking. All areas are also developed through use of the outside area.

Children are given the opportunity to initiate and choose their own activities and learn through their play. The environment is set up with open-ended, practical activities which enhance the children's learning and thinking. The adults in the setting support their learning by asking questions, joining in, supporting thinking and moving learning forwards. Part of the day is also designated to teacher led activities, where the adult in the setting has a specific learning objective and will lead an activity which will promote learning.

Key Stage 1

Key Stage 1 comprises of year 1 & 2. We follow the same principles of play based learning as they move from the Foundation Stage into year 1 to support their transition into the National Curriculum and take learning outside as much as possible, stretching the children's capacity for independent and sustained learning.

Key Stage 2

Key Stage 2 comprises Years 3 to 6. Building on the good foundations already established, the children are further challenged in their learning as they grow and mature. The children become more responsible for their own learning as they pursue lengthier and more independent tasks, using and applying the skills and knowledge gained from previous learning.

How our learning is structured (Years 1 to 6)

Our curriculum covers all aspects of the current National Curriculum but is ever evolving to adapt to current requirements and the needs of our children. We plan our learning around themes to offer an integrated and balanced diet of experiences, this starts with a 'Big Question' in each year group, which children then spend the term researching, exploring and learning new key knowledge to be able to answer this question fully. This allows the children time and space to develop their understanding and gives them a purpose for their learning. Some subjects or aspects of learning are taught as discrete units to be applied in relevant contexts.

The curriculum is designed to help pupils acquire the essential skills of literacy and numeracy so that they master this and become fluent in their use of spoken language, in reading and in writing, and become increasingly competent in the understanding and application of mathematics.



Phonics

As soon as the children join the school in Reception they will start to learn phonics. This is the pure sound that each letter makes and is the foundation for reading and writing.

We follow a scheme called 'Bug Club, where children learn letter sounds in a systematic way. They have focus phonics sessions daily and have reading books linked specifically to the sounds the children have learnt so they are able to begin segmenting and blending words quite quickly to get them reading. Not only do we send books home to read, but Bug Club gives you access to lots of reading books online to share and enjoy with your children.

We ask parents to support their children at home by practising these sounds and 'tricky words' and reading with the children daily.

Reading

Reading is a vital part of every child's development and is positively promoted throughout the school as an essential learning tool and a source of enjoyment and interest. There is a large range of books available in the school, including texts in the early reading stage which link closely to the phonics the children are learning so children can begin early reading as soon as they have learnt to segment and blend a few sounds. We also have classroom book shelves, a well-stocked library which children can borrow and a great variety of supplementary reference material. It is essential that children are set a positive example towards reading by adults and are encouraged to enjoy books both at home and school from an early age. Children who come to school with a positive attitude towards books and who love and respect books will be well prepared for the task of learning to read. We also ensure all children have a 'reading for pleasure' book read to them for at least 15 minutes at the end of every day so they can just get lost in the story.



At Victoria Road Primary School we teach children the necessary skills to enable them to become successful readers through the use of the phonics resource published by the Department for Education and Skills in 2007, Letters and Sounds. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.

All the children are encouraged to share their books with each other, with their teachers and to take them home to share with their parents. Children have a record booklet which goes home each night with their reading book and through which information about their reading books and comments about their progress can be shared between parents and teachers; this will vary according to the age and stage of the child. Positive attitudes to reading are celebrated in school.

Writing



From the time the children begin at Victoria Road they are encouraged to write for a range of purposes and audiences. The children are encouraged to understand the importance of effective writing through purposeful and relevant tasks. This begins in the Foundation Stage with role play writing, often lists of things they need or notes to others. At this stage the writing is understood by the child but does not necessarily consist of correctly formed letters or words.

By the time they leave Victoria Road, children will have mastered the techniques of constructing well-planned and exciting writing. In handwriting the children are taught to use approach strokes from the outset leading to a fully cursive style being introduced as soon as the children are ready for it. We are anxious for children to gain a cursive style as soon as they are ready as it aids them with both the speed of their recording and their accuracy in spelling.

Maths

While maths has been traditionally seen as a “stand-alone” subject we ensure that the learning has relevance in the real world from a very young age.

Practical activities are planned for and teachers encourage all children (where appropriate) to base their understanding in everyday experiences.



We make cross-curricular links between subjects so that maths skills will be used in a wide variety of other contexts: for example, science experiments, budgeting for DT food ingredients, measuring and comparing distances between geographical locations; weighing ingredients when cooking; measuring for planting seeds.

We ask parents to help children to recognise their numbers 1-10 in the environment around them.

Science

Science is taught wherever possible through first hand experiences which involves investigation and enquiry. It is designed to stimulate children’s ability to think through a problem and to anticipate outcomes.

We aim to build on our children’s natural curiosity about the world around them and encourage them in questioning and following a line of enquiry.



Computing



(Information Communication Technology) is taught both in specific computing lessons and through all aspects of the curriculum. The interactive whiteboards in every classroom stimulate children’s interest and enrich their learning in ways that help bring learning to life - the internet, video and audio resources, global reference materials are all available on demand for the whole class and their teachers during lessons. We use ICT to record work in many different ways.

We aim to ensure that our computing lessons deliver a fun, engaging and practical approach to many of the technological aspects that are spread throughout our daily lives from communication, developing ideas with graphics, photos, animation or videos, word processing and many more.

Religious Education



The School provides Religious Education for all pupils and follows the Kent Agreed Syllabus. The Religious Education lessons and the collective worship provide the pupils with the opportunity to learn about the Christian faith and to gain an understanding of their responsibilities as members of a community. In addition, children are helped to understand more about other faiths, beliefs and cultures and we encourage the qualities of open-mindedness and tolerance.

Parents have the right to withdraw their children from Religious Education and/or worship and alternative arrangements are made for those children. In this case, they would need to meet with the RE lead and head teacher and put in writing their request to withdraw. However, we hope that parents will help teach their children acceptance of different beliefs and tolerance of these differences.

Assemblies

Assemblies play a very important part in our school life and provide a thoughtful but enjoyable way for the children to learn, reflect and share together. Different staff lead the assemblies which include PSHE time to think about our core values and that of other faiths, singing assembly and weekly celebration assemblies where we award children certificates for de n and recognising hard work throughout the week. We welcome visitors to lead our assemblies on many occasions.



We also hold class assemblies where one class each term will lead an assembly on their learning for that term and parents are warmly invited to come and share these occasions with us.

Physical Education

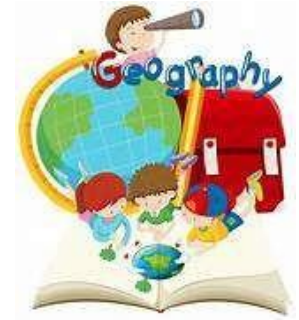


Physical Education is a compulsory part of school life and encourages children to undertake personal challenges, to work collaboratively and to gain understanding of healthy lifestyles. We deliver skills based lessons on covering gymnastics, dance, games, athletics and outdoor and adventurous activities. The lessons cover skill acquisition, development, performance, evaluation and improvement.

Full sided team games are offered through after school activity clubs (for example cricket, tag rugby, netball and hockey) and we also offer clubs such as gymnastics. We have a qualified sports coach coming in every day to work with the children to develop these skills alongside our teachers. Our coach, Mr C, also runs lunchtime and after school sports clubs to give all children the opportunity to participate and learn a new skill. We regularly compete in local competitions across the age groups. Please note, not all clubs are available to all age groups.

History and Geography

History and Geography often provide the focus for our themed approach each term. As with science, wherever possible, we work from first-hand experience taking the children out to visit sites of interest or bringing experts in to school. We focus on acquiring skills, which can be used to find out facts, and developing children's ability and desire to ask and answer questions. Children have a 'Big Question' to answer and key knowledge to remember by the end of the unit. They then are asked to show their knowledge and learning in a variety of ways to demonstrate this learning.



Music

Music always be heard in some form within our school. Key Stage 1 music is taught by the class teacher and the children explore singing and percussion instruments. We want children to enjoy all types of music and so try to incorporate a variety of genres throughout school life: calming music to write to, background music in art or assembly music to appreciate.

Key Stage 2 have a specialist music teacher once a week to focus on higher order music skills and knowledge. He works alongside the teachers to deliver the full music curriculum in a fun and inspiring way. Children are given the opportunity to use their voice, percussion and glockenspiels to develop tone, rhythm and notation.

Within Key Stage 2, there are also opportunities to learn an instrument through the county's peripatetic music teaching system and we currently have children learning piano, guitar, drums and singing. We also offer an opportunity to join our iRock band to work as a team to create well known songs and then perform this in a termly school concert.



French

French is the modern foreign language chosen to be taught at Victoria Road. Children start learning simple greetings and songs in French from Reception and then familiar words and phrases whilst in KS1. Finally, progressing into more formal lessons during KS2. The emphasis of teaching is oral, with more reading and writing appearing as children move through KS2.

Art and Design Technology (DT)

Art and Design Technology are part of every theme, combining skill acquisition and creativity with exploration and development. We alternate DT and Art each term and this follows a sequence of learning that builds on previous skills.



Each year group has an individual sketch book to use to practise and develop their skills and techniques and then work towards a final piece. Every year we hold an art gallery of completed work for parents to come and celebrate their art work.

DT follows a process of exploring how everyday items work and then investigating how this can be used in their own designs to complete their mission. They have a DT mission every other term and need to design and make something for someone. They then need to evaluate their product and discuss how this could be improved. DT also includes food technology, baking and cooking and parents are often invited in to share and taste their amazing creations.

Extra-Curricular Activities

Extra-Curricular activities are available after school for our children; each activity is under the supervision of a teacher or support staff sometimes with parent help. The activities offered vary from time to time and parents are notified before they commence. Activities which have been available, in addition to the sports clubs, include: choir, French, German, homework, sewing, drama, dance and arts & crafts.

In addition to this, there is a Breakfast Club that runs from 7:30am in the morning and offers a hot breakfast or 8am with a smaller cold cereal or fruit. We also offer an after-school club (Byrne Buddies) until 5.45 pm and again children are offered a small tea. Both these clubs operate out of Byrne House within the school.

How do we know your child is making progress?

Teachers continually assess children's skills and understanding and each individual's progress is monitored in detail throughout each term.

All children receive an annual report on their progress which is sent to parents at the end of the Summer Term, on which parents and pupils have an opportunity to make comments.

Parent-teacher consultations

Parents are invited to discuss any aspect of their child's education with members of staff at the consultation evenings, which take place in the Autumn and Spring terms. For matters arising at other times of the school year, parents are welcome to see their child's teacher. Parents are reminded, however, that members of staff are generally occupied at the start of the school day and that a meeting at the end of the school day may be more convenient.

Home Learning

As part of our curriculum we invite all families to complete home learning tasks. These are designed to give an opportunity for families to work together to produce a response to an aspect of the curriculum and hopefully have fun learning together.

Younger junior and infant pupils will be asked to take their reading books home on a daily basis, to practise words or sentences appropriate to their stage of development. These are brought home in their book bags and we ask that you help maintain these bags – replacements are available from the school.

We believe that home learning assists each pupil to progress academically. The teachers set home learning tasks from Year 1 as a topic based project that they can choose what to complete.

There are different types of homework relevant to each age group and these are sent out each new term. We hope that parents will show an interest in their children's home learning and offer as much support as possible.

We believe that homework assists each pupil to progress academically, as well as giving parents an opportunity to become involved in the academic work and progress of their child. We hope very much that parents will show an interest in their children's homework and offer as much support as possible. Key stage 2 children may have the more formal aspects of maths and English to bring home, or possibly a small project to complete based on the term's topic.

PSHE: The Health and Welfare of our children

The school uses "Jigsaw" as its main resource.

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of our community.



Special Educational Needs and Disabilities (SEND)

Victoria Road Primary School is an inclusive school and we aim to offer all children a curriculum that is accessible and enriching. We have a very experienced full time Inclusion manager/SENCo who is very knowledgeable at supporting the learning of all children. We hope to identify children with additional needs early, supporting each child through a tailored teaching provision. This support may be offered in class or in small withdrawal groups. These are recorded on a Provision Map and regularly reviewed and updated. Parents are kept informed and encouraged to contribute at each stage. Most children can be supported by our school staff; however, some children may need additional support from specialist providers, for example speech therapy.

A full copy of the school's policy can be viewed on our website or hard copies obtained from the office. The policy has been drawn up in accordance with the new SEND Code of Practice. It is designed to cater for any children who encounter difficulty with mainstream education.

The curriculum is differentiated to cater for all pupils' needs.

Transfer to Secondary School

An important part of the school's work with the older pupils is to prepare them for the next step of their education journey. In Kent, children have the option to attend a grammar school. Places are provided in grammar schools for approximately 25% of those children who are achieving well in their learning. In order to attend the grammar schools, children must pass the "Kent Test" when they enter year 6.

At the end of year 6 the majority of our pupils usually move to the following secondary schools:

John Wallis	Highworth Grammar School (Girls)
The North School	Norton Knatchbull Grammar School (Boys)
Towers	Chilmington Secondary School
Homewood	Wye Free School

Parents of the children in year 5 are invited to an information afternoon regarding secondary transition.

Keeping Time

We believe strongly that children should be taught the importance of good time-keeping and would be grateful if you could ensure that they are here on time. Lateness causes considerable distress to the children. Please note that, although staff are preparing lessons before this time, supervision of children on the premises cannot be guaranteed until 8.30 am and therefore the safety of your child before this time remains your responsibility.

A typical day is outlined below, detailing the slight difference for our infant and junior children: (under current restrictions this is no applicable)

EYFS (Reception class) Yrs 1 & 2	Years 3 to 6
8:30 School gates open and children may walk to their classrooms.	8:30 School gates open and children may walk to their classrooms.
8:45 Registration	8:45 Registration
8:50 Lessons Begin	8:50 Lessons Begin
10:15 Break Time	10.35 Break Time
10:30 Lessons resume	10.45 Lessons resume
11:50 Lunch time	12.00 Lunch time
1:00 Afternoon lessons begin	1.00 Afternoon lessons begin
2:15 Break time (yrs 1 & 2 only)	3.15 End of school day
3:15 End of school day	

Parents need to ensure that their children are clear about who is meeting them at the end of the school day. If arrangements need to change, please let your child's class teacher, or the school office know, so that we can ensure your child is safely collected.

Absence from school

If your child is absent, please let us know straight away. A phone call at this stage is sufficient; however written confirmation of this will be necessary on your child's return. We will phone to check the reason for absence to everyone we have not heard from but please do not wait for us to contact you. To avoid unnecessary disruption to your child's education, it would be appreciated if you would try to arrange optician and dental appointments outside school hours. If this is not possible, please remember to tell us before the time of absence.

By law, only the school can authorise absence. If you wish to take your child away during the term you will need to seek approval from the Head teacher. Holidays in term time will not be authorised.

Illness in School

If a child becomes ill whilst in school he/she will be cared for by our trained first aiders until the notified parent arrives. **It is important therefore that parents ensure that the school has up to date contact information, including a telephone number on which the contact person can be reached during the school day.**

Behaviour and Discipline

Behaviour at Victoria Road is exemplary. We aim to instil in the children a sense of care and concern for others, as well as for themselves. This notion of community can only grow on a foundation of respect for those around them and for the environment in which we all work.

Therefore, we provide attractive, stimulating surroundings both inside and outside the school buildings. We use matters arising from the day-to-day life of the school to encourage the qualities we would all like to see in ourselves and our children; honesty and fairness, respect and kindness. Our Rewards, Behaviour Policy and Anti- Bullying Policy clearly state our desired aims in the behaviour of our children. A copy of both policies can be viewed upon request at the school office.

Our partnership with you

We value our partnership with you. Parents are involved in the work of the school community in various ways. For example, many assist in practical ways in the classroom and accompany the teacher on class visits. Valued help has been given by parents in many ways and parents interested in undertaking voluntary activities are invited to discuss the matter with the Head teacher. Parents are asked to read and sign our Home/School agreement when their child starts school.

Friends of Victoria Road

Victoria Road believes in the importance of a successful relationship between school and home and welcomes interested parties, who would like to get involved or help fund-raise for the school. We have a very dedicated group of parents (Friends of VR) who meet regularly to discuss how parents can help or support us and we can work together for the good of the children. If you are interested in either of these areas, please contact the FLO or let the School Office staff know.

Complaints procedure

In the event of any concern felt by a parent about the curriculum, collective worship, religious education, charging for school activities or the provision of information, parents should express their concern informally to a teacher in the first instance and if not resolved to the Head teacher. If the outcome is felt to be unsatisfactory, then a formal complaints procedure is available to parents.

Required documents

All official documents relating to the information in this prospectus are kept on our website.

Financial requests

- A nominal amount is sometimes charged for part of the cost of materials used in practical lessons.
- Payment for educational visits within school hours is not compulsory but voluntary contributions towards their cost are accepted with gratitude. All children will be invited to participate irrespective of contribution. However, if the total cost of the educational visit is not covered by parental voluntary contributions, then the visit may not take place. Any parents who find difficulty in making a contribution should contact the Head teacher in complete confidence.
- Children in upper Key Stage 2 have the opportunity to go on residential visits. There will be a charge for residential educational visits which are made mainly or entirely out of school hours.

Pupil Premium

The school receives additional funding for children who have free school meals, military children, children who are looked after (LAC) or adopted. This money is mainly used to provide extra support in school through our provision maps. However, parents may qualify for discount on school trips and/or other enrichment activities.

School Uniform

We believe that a school uniform gives children a feeling of belonging, encouraging cooperation, common goals and team spirit. Most items are available from any local department store. However, the sweatshirts and T-shirts which have the school logo are available from our on-line supplier at www.kentschooluniform.com We are well aware of the cost of clothing and urge you to clearly label every item of your child's clothing to avoid loss, confusion and time wastage. The uniform is as follows:

The Main Uniform consists of:

Grey or black trousers	Blue/White gingham dress for the summer
Grey or black shorts for the summer	White shirt/white blouse/white polo shirt
Navy pinafore dress/skirt	Navy pullover/Navy cardigan/school sweatshirt*

Also available from the uniform website are:

Caps*	PE kit bag*
PE t-shirts*	Book Bag*
Red PE shorts	Navy zipped fleece*

All items marked* have the school logo either embroidered or screen printed on them.

Parents are also asked to send children in on their class PE days in the following PE kit:

1. Trainers - not brightly coloured
2. Shorts and T-shirts - either dark shorts/white t-shirt from home or PE kit from website
3. Jogging bottoms / zip up top – Not branded or logoed. Black or navy blue.

We recommend children bring a water bottle to school (Years 1-6) and, in hot weather, do advise that children wear sun-hats.

Please note that for most indoor PE activities (gymnastics and dance) the children will be expected to work in bare feet. If a medical condition makes this impossible, please inform your child's teacher in writing.

Valuables: Children who bring watches or other valuables to school do so at their own risk. No responsibility can be taken by the school for any damage or loss incurred.

Jewellery: Jewellery is not appropriate for school wear. Should parents insist that earrings be worn, then studs only are allowed. Earrings should be removed for PE.

Hair: Long hair must be tied back at all times.

Make-up: Make-up and nail varnish is not to be worn to school.

Footwear: Black suitable footwear should be worn to school (trainers must be completely black with no coloured motifs or emblems etc on them). Please do not send children into school in high heels, open toe or sling-back shoes).

In conclusion

Details regarding our school's National Curriculum assessment results at Key Stage 2, rates of pupil's authorised and unauthorised absence, many policies, the most recent Ofsted report and the School Profile are available upon request from the Head teacher or from the school website.

We look forward to welcoming you and your children to our community and sincerely hope that it will be a rewarding experience for all concerned.

Remember – we are only a phone call away!