



# School Prospectus 2009 - 2010

*"Together, we make a difference."*

# Chilton Primary School



*“Together, we make a difference.”*

## \* School Information

<b>Address:</b>	Chilton Primary School Chilton Lane Ramsgate CT11 0LQ
<b>Telephone:</b>	(01843) 597695
<b>Fax:</b>	(01843) 852872
<b>Website:</b>	<a href="http://www.chiltonprimaryschool.co.uk">www.chiltonprimaryschool.co.uk</a>
<b>Pupils on roll:</b>	407 (as of Jan 2009)
<b>Type and age range:</b>	Mixed Primary School 4- 11 years
<b>Head teacher:</b>	Mr Christopher Dale
<b>Chair of Governors:</b>	Mrs J Cro
<b>School Hours:</b>	8.40am – 3.15pm The school day starts at 8.50am
<b>Local Education Office:</b>	Area Education Office (Dover & Thanet), East Kent Area Education Office, Clover House, John Wilson Business Park, Thanet Way, Whitstable, Kent, CT5 3QZ.
<b>Telephone:</b>	01227 284405

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## \* Class organisation

Our published admission number each year is 60. The school has capacity for 420 pupils. There are two classes per year group and children are split between the classes equally.

## \* School Session Times



Children are able to arrive from 8.40am, when a teacher will be on duty in the class, although **not** before.

School will begin with a bell at 8.50am. Lunchtime is from 12.05pm until 1pm in KS1 and Lower KS2 (years 3 & 4). 12.30pm until 1.25pm in years 5 & 6.

The afternoon session ends at 3.15pm.

We ask that parents arrive promptly to collect and deliver their children.

## \* The School Community

Our school community is made up of children, parents, teachers, support staff and governors. Everyone has their part to play and this brings with it certain responsibilities.

### Children

- Come to school with their parents and friends.
- Always try their best in everything they do.
- Are independent in managing their own possessions.
- Understand and follow the school rules.
- Follow the class routines.

### Parents

- Bring their children to school and collect them on time.
- Ensure that their children attend school.
- Support their children by hearing them read and encouraging them to complete any tasks that their teachers ask them to do at home.
- Keep the school informed of any concerns they may have about their children's welfare.

### Teachers

- Take responsibility for the children between 8.40am and 3.15pm.
- Work closely with parents
- Provide the highest quality of education and care at all times.

### Governors

- Support and assist the Headteacher in the strategic direction of the school.

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## \* Your Child's Learning

### High expectations, high achievements.



The broad and balanced curriculum will stimulate your child to acquire knowledge and develop individual skills.

Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their work and social development.

The children are taught by their own class teacher in mixed ability classes with children of approximately the same age. There are two classes per year group that take up to 30 children each. The staffing complement for each class is a fully qualified teacher and a trained teaching assistant (TA). In Foundation Stage the TAs are full time.

Every classroom is fully furnished and equipped with the highest quality learning resources. The class teacher will get to know your child very well and will be pleased to involve you in his/her life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses. The curriculum is broad and balanced and provides for the academic, moral, physical, creative and personal and social development of every child.

In our schools today we recognise that learning consists of:

- Acquiring knowledge
- Understanding ideas
- Perfecting skills
- Developing good attitudes.

In order for this to take place the children must:

- Become involved with things that interest them
- Be active in their learning
- Be encouraged to work with each other
- Make progress and be challenged in each area of learning
- Be encouraged to think and act for themselves and become independent.

The National Curriculum Programmes of Study are divided into Key Stages:

### **The Foundation Stage**

The Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills such as listening, communicating, concentrating, persistence and learning to work and co-operate with others.

The six areas of learning that make up the Foundation Stage curriculum are:

- Personal social and emotional development
- Communication, language and literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

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The outdoor environment is also a very special part of the Foundation Stage curriculum. As such it is carefully planned for and available each day. The reception class has its own specially equipped outdoor area.

The teaching to achieve these early learning goals will be through first hand experience and structured play. The areas of experience will be linked to the National Curriculum.

The teacher and teaching assistant will keep records on children's experiences and attainments. Assessments of development and learning needs will be ongoing throughout the school year. During the first weeks of the autumn term the teacher will carry out thorough assessments for every child. This will establish where they are in aspects of their learning and development and help future planning.

Regular meetings will be held with parents to discuss children's progress.

By the end of the year the teacher will have built up an accurate profile of each child's development.

We encourage children towards reading, communication and mathematical skills from the very beginning. Much of this earlier learning is achieved through carefully structured play. Young children who cannot read or write often express their ideas and feelings through play. It is an important way of developing new skills and building up relationships with other children both individually and in groups.

Reading is taught through a variety of different reading schemes supplemented with a wide range of other books. Books are organised in a structured, graded way to allow children many opportunities for consolidation of key vocabulary. We encourage parents to work with their child at home by hearing them read on a daily basis.

We are always pleased to discuss ways in which parents can help their child at each stage of their child's development we actively encourage parents to share information with us, about the learning which takes place at home.

### **Key Stage 1 (ages 5-7 years) and 2 (ages 8-11 years)**

The core curriculum at Key Stages 1 and 2 comprises of:

- English
- Mathematics
- Science
- Information Communication Technology (ICT)

Children also study the subjects below as part of the National Curriculum. These are called foundation subjects.

- Art and Design
- Design Technology (DT)
- History
- Geography
- Music
- Physical Education
- Modern Foreign Languages – At Chilton Primary School the children are taught French.

Children are also taught Personal, Social, Health and Citizenship Education. This included Sex and Relationship Education, Drug awareness and wellbeing.

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The schools governors are responsible for the nature of this education within the school. The subject of reproductive development is handled sensitively as children progress through the school, particularly in Years 4, 5 and 6.

We offer our parents the opportunity to view the DVDs we use, prior to the children seeing them and to discuss related issues with members of staff. The school's Sexuality, Personal Development and Relationships Policies are available for parents to view on our school website or enquire at the school office our policy give parents the right to remove their child from these sessions.

## **Religious Education**

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the local agreed County Religious Education syllabus. Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are non-denominational and although they are of a broadly Christian nature due consideration is given to the multicultural society in which we live.

Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing. Their child can then be excused and suitable alternative arrangements made.

## **Extra-curricular activities**

We offer a wide variety of clubs that take place before school, during lunch break and after school. These are run by members of staff, parents and outside agencies. Some of the clubs we offer are:

- Art and craft
- Choir
- Football
- Netball
- Guitar
- Recorders
- Rugby
- Multi skills
- Rounders
- Kwik cricket
- Karate
- Dance

## **Educational Visits**

Visits play an essential role in our work and take place on a regular basis. These vary from a place in the locality, for instance the library, Pegwell Bay, the allotments to trips abroad and a residential for children in years 5 and 6.

## **SATs**

In the summer term of years 2 and 6, the children carry out the required Standard Assessment Tasks and Tests (SATs).

The class teacher assesses each child's development in speaking and listening, reading and writing, mathematics and science. In addition each child undertakes a test in reading, writing, spelling and mathematics. Parents are informed of how their child has done at the end of the summer term as part of their child's annual school report.

## **Teaching Methods**

We use a wide variety of teaching methods according to the needs of the children and the nature of the activity. They include whole class, small group and individual teaching.

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Children will usually be grouped according to ability and experience. The groups may be different according to the task and will be flexible to reflect individual strengths.

## Special Educational Needs

Children's progress is constantly monitored and assessed and careful records are kept. Occasionally we find that a child does not make the progress we expect. If this were the case parents would be consulted and appropriate steps to support the child taken.

An Individual Education Plan may be made with individual targets, review dates and ideas to help parents to support their child at home. If targets continue not to be met, outside agencies such as Educational Psychologists, Speech and Language Therapists or Behaviour Specialists may be called upon for extra support. After further consultation with parents the Local Education Authority (LEA) may have to make a statutory assessment based on specialist advice. The LEA may then draw up a Statement of Special Educational Needs. This describes all of the child's needs and all the special help that should be provided.

Parent will always be consulted and kept fully informed at every stage once we have identified that their child could benefit from some extra help. This could be for educational, personal or social needs.

Our assessment procedures will also identify children of very high academic ability and work will be planned to meet the learning requirements of these children.

## \* Starting School

### Admissions

The arrangements for the admission of children into the reception year are made by the admissions section in the Local Authority. All children are admitted in the academic year of their fifth birthday. It is quite usual for a reception class to contain some children who became five just as they started school and some children who will not be five until they are almost ready to begin year one!

This inevitably means that there will be a difference in the stage of development that each child has reached

The Admissions Procedure to County Schools is clearly explained in the 'Information for Parents' booklet that is published each autumn by the Local Education Authority. This is summarised below:

<i>First Priority.</i> <b>Children in Local Authority Care.</b>	Children in public care, sometimes called looked after children, for whom a Local Authority provides a home by agreement with their parents, or who are the subject of a Care Order under Part IV of the Children Act 1989. This does not include children who are looked after in an agreed series of short-term placements, such as respite care.
<i>Second Priority.</i> <b>Current family association.</b>	A brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school – or have moved to a new property that is nearer to the school than the previous property.

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<i>Third Priority.</i> <b>Health and Special Access reasons.</b>	Children who for reasons of health or physical impairment need to attend a particular school.
<i>Fourth Priority.</i> <b>Nearness of children's homes to school.</b>	See LEA booklet for in-depth definition.

The admissions department can be contacted:

Admissions and Transport Team  
Room 2.24, Sessions House  
County Hall  
Maidstone ME14 1XQ  
☎ 01622 696565

## \* Uniform

*“Look Smart, Feel Proud.”*

Uniform is worn at Chilton Primary School to develop a sense of pride in being a member of the Chilton community.

Our Uniform, book bags, PE bags and caps can be purchased from:

***Ernest Newson & Son, 10 Harbour Street, Ramsgate, CT11 8HA Tel: 01843 594736.***

Open: Monday - Saturday 9:00am-5:30pm

<p><b>Boys:-</b> Navy school sweatshirt. White shirt or polo shirt Grey trousers. Grey or navy socks</p> <p><b><u>Summer</u></b> Grey Shorts Grey socks Short sleeved white shirt or polo shirt.</p>	<p><b>Girls:-</b> Navy school sweatshirt/ Cardigan. White blouse or polo shirt Grey skirt or trousers. White, grey, or navy socks or tights.</p> <p><b><u>Summer</u></b> Blue/white gingham dress, White socks, or winter uniform with white short sleeved blouse or polo shirt.</p>
<p><b>Boys and Girls:-</b> <b>Shoes – Black.</b> <i>Pupils may <b>not</b> wear trainers (except for PE), flip flops, sandals or beach shoes.</i> <b>Navy fleeces</b> for winter are also available from the schools supplier.</p>	
<p><b>PE Kit:-</b> <b>Navy Shorts</b> and <b>white T-shirt, plimsolls/ trainers.</b> A <b>navy blue tracksuit</b> for colder weather. During swimming, <b>boys</b> should wear <b>swimming trunks</b> and <b>girls, a plain all-in-one swim suit.</b></p>	

Hair should be worn in a reasonably conventional style and long hair must be tied back for health and safety reasons. No extreme hair styles please and this includes un-natural colours!

No jewellery must be worn in school. However, if your child has pierced ears, small studs are permitted. However these MUST be removed or ‘taped up’ by the child for PE.  
Also children in KS 2 may wear a watch.

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## \* Behaviour

**‘Good behaviour is a necessary condition for effective learning to take place’** Education Observed DFES 1987

Within a school ‘family’ some rules are essential; these are mostly matters of common sense to ensure the safety of our children. The emphasis in the school is to praise positive behaviour, attitude and effort and to increase children’s awareness of the need to make a positive contribution to their community.

We have a Behaviour Policy which is consistently applied by all adults who work in school and is briefly outlined below:

### **Aims**

- We will strive to create a positive climate in which pupil’s self esteem is nurtured and misbehaviour becomes a less attractive way to gain attention.
- All people in the school will be valued, respected and safe.
- Chilton Primary School is an orderly environment in which effective teaching and learning can take place.
- Everyone will work together to encourage good behaviour
- A high level of parental involvement is encouraged and expected.
- We will work closely with other agencies to ensure that children with complex needs and difficulties, and their families are given appropriate support.
- We are not a ‘no touch’ school. All children involved in actions that may cause harm to themselves or others will be removed by a trained adult from such situations.

### **Dealing with inappropriate behaviour.**

Our school has five simple rules which are displayed in classes along with class rules which are negotiated by pupils with the class teacher.

Minor rule breaking will be addressed as appropriate. Members of staff will provide attention to those who are behaving correctly. When pupils have to be reminded of the rules, this will be done quietly and calmly with the aim of getting the pupil back on task as soon as possible. The inappropriate behaviour will be criticised not the child.

### **What happens if a child behaves inappropriately?**

- The child will be given three warnings and on the third warning there will be a loss of privilege.
- They may be given ‘time out’ to calm down and reflect
- If the inappropriate behaviour continues, the child may be placed on a behaviour card.

This will remain with the teacher for one week and will be signed daily by a member of the school Senior Leadership Team.

Where there are acts of unprovoked aggression, rudeness, swearing, or persistent misbehaviour that could endanger or distract other children, the headteacher will discuss the child’s behaviour with the child and parents will be notified. As a result of such behaviour, a child may face internal exclusion, where they will work independently with a Learning Behaviour Mentor, or the school may use ‘alternative hours’ for other forms of behaviour.

The school will always work with its partners in trying to address a child’s behaviour and outside agencies will be used for the most inappropriate forms of behaviour.

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All adults in school will keep in mind that **EACH DAY IS A FRESH START.**

### **Working together to improve behaviour.**

We will always try to work with parents. Good behaviour is the result of a partnership between home and school and standards set at home and school should complement each other. If any pupil lets his or her standards of behaviour fall, we will inform parents and discuss it with them. It may be that sanctions outside school can help to reinforce sanctions being used in school.

## **\* Welfare**

The health and welfare of your child is our first priority. We will always contact you if we have any concerns.

### **Medical Care**

Once your child reaches five, his or her weight, height, hearing and sight are checked by the school nurse and their general health is discussed with you, if it is felt appropriate.

Any child who becomes ill in school will be cared for and comforted until you can be contacted.

***We will need your telephone numbers and numbers of other emergency contacts in school.***

***You will need to ensure that these are kept up to date.***

Should your child require the administration of prescribed medicine, we are only able to do so if properly instructed by the parents. The school will not give your child medicine unless you complete and sign a medicine administration form. (This is available from the school office.)

### **Food and Drink**

We have our own school kitchen which is run by 'Chartwells' and the children can have a freshly cooked meal each day. Alternatively they can bring a packed lunch.

Children in FS and KS 1 classes have a free piece of fruit each day which they eat in morning. In KS 2 fruit can be bought for 15p a piece from the Fruit Tuck Shop.

As a school with healthy school status, the governors do not allow Chocolate or sweets in school hours.

Children are strongly encouraged to bring a plastic bottle of water to school. It has been proven that if children have regular access to water during the day they are more able to concentrate. The water bottles are kept in the classroom.

## **\* Attendance**

The Governors of Chilton Primary School encourage regular attendance in the following ways:

- Providing a caring and welcoming learning environment and learning that is such fun that children will not want to miss it.
- Responding promptly to a child's or parent's concerns about the school or other pupils; marking registers accurately and punctually during morning and afternoon registration. If pupils arrive at school after the close of the register (9.00 a.m.) without a written explanation, a late mark will be recorded. If a child arrives late after 9.30 a.m. it will be recorded as late absence and counted as an unauthorised absence. The pupil's name is recorded in the late book in case of a fire drill;

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- Publishing and displaying attendance statistics;
- Celebrating good and improved attendance;
- Monitoring pupils, informing parents/carers in writing of irregular attendance, arranging meetings with them if necessary and referring the family to the Education Welfare Officer (EWO) if the irregular attendance continues.

### **We expect that you will:**

- ALWAYS encourage regular school attendance and be aware of your legal responsibilities;
- ALWAYS ensure that your child arrives at school punctually and fully prepared for the school day;
- Ensure that you contact the school whenever your child is unwell and unable to attend school;
- Contact the school by 9.00am on the first day of the child's absence and telephone every day thereafter unless your child has a doctor's certificate.
- Contact us promptly whenever any problem occurs that may keep your child away from school.

### **Responding To Non-Attendance**

When a pupil does not attend school we will respond in the following manner:

- On the first day of absence, if we have not heard from you by 11 a.m. we will phone you.
- If by the end of the second day, there has still been no contact made we will send a letter of concern and invite you into school to discuss your child's absence. You will be notified that if the absence persists a referral will be made to the Education Welfare Officer (EWO).
- Failure to comply with the expectations set by the EWO may result in further action, an application for an Education Supervision Order, or court prosecution.

### **Grant for leave of absence in very exceptional circumstances**

The school term dates are published a year in advance and we therefore do not see any reason for parents to need to take their child out of school during term time. If a family feels leave in term time is unavoidable, a Grant for Leave of Absence in Very Exceptional Circumstances must be completed at least two weeks prior to the leave date. This can be obtained by writing to the Governing Body, via the School Office.

The Governors will then decide whether to send a Grant of Leave of Absence. No parents can demand leave of absence for their child as a right. The Governors will decide whether or not to authorise the absence having considered:

- Your child's record of attendance which must be 95% or above
- If leave is granted it shall not exceed ten school days in any one year
- The time of the leave, ensuring that it would not prevent the child from missing any important assessments/school events.

Please Note: a Grant for Leave of Absence in Very Exceptional Circumstances will not be considered if a request is made for the month of May. The governing body have ruled that no child shall be given leave at this time as it coincides with SATs testing.

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## \* Parents and the School

You are your child's first and most important educator. At Chilton Primary School we value and appreciate the important role you have to play in supporting your child and developing a positive attitude to school and learning.

Research has shown that children learn best when home and school work in partnership. At Chilton School we offer a wide range of opportunities for parents to actively participate in supporting their children in school.

- **Chilton Primary School PTFA** – all parents are automatically members of the PTFA. The PTFA will organise various functions throughout the year. These events will raise money that will enable the PTFA to provide equipment that might not otherwise be available to the school.
- **Parent/teacher consultation evenings** – a chance to find out how your child is doing in school. There are consultation evenings in the autumn and spring terms. Arrangements differ slightly for pupils in Foundation Stage.
- **Open sessions** – once a term parents are invited into school to have a good look around their child's classroom and see their work.
- **School newsletter** – we distribute a school newsletter with all the latest news and information every Friday.
- **Coffee & Curriculum workshops** – opportunities for you to come and find out more about a specific curricular area and undertake some simple 'hands on' activities.
- **Come to lunch** – parents are invited to come and have a school lunch with their child.

Teachers are in the classroom at the start and end of every day and can discuss any immediate concerns with parents on an informal basis, however, if a brief chat is not what is needed, please make an appointment to meet at a mutually convenient date and time.

## \* And Finally

We would be delighted to welcome you on a visit to our fantastic school.

We hold a number of open sessions during the year for parents/carers who are seeking a place in our reception classes. These take place in November and December and provide an opportunity to meet some of our children, governors, parents and staff.

If you are looking for a school place for an older child please telephone to establish if we have any vacancies in the appropriate year group.

All schools are very different and choosing the right one for your child is not an easy task. We wish you every success in finding the school that best suits your child's unique personality, interests and learning needs.

N.B The information in this booklet was correct at the time of going to print.

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# Chilton Primary School



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## Staff List

Mrs S Archer	Higher Level Teaching Assistant
Mrs R Aspital	Teaching assistant (year 4) / Lunchtime supervisor
Miss H Barnett	Class teacher (year 2)
Mrs J Barnett	Teaching assistant (year 3) / Lunchtime supervisor
Mrs P Bax	Part time Teacher (upper KS2)
Mrs M Brooks	SENCo
Mrs H Brown	Teaching assistant (year 1)
Mrs J Carter	Clerical assistant
Mrs H Clarke	Teaching assistant (year 2) / Lunchtime supervisor
Mrs C Cox	Teaching assistant (year R)
Mr C Dale	Headteacher
Mrs A Davies	Teaching assistant (year R)
Miss G Davies	Class teacher (year 1)
Mr A Denton	ICT Teaching Assistant
Mrs F Downs	Teaching assistant
Mrs S Egan	Class teacher (year 5)
Mrs D Ellinor	Deputy Headteacher / EYFS & KS1 Leader
Mrs P England	Teaching assistant (year 4) / Lunchtime supervisor
Mrs S Finch	Teaching assistant (year 3) / Lunchtime supervisor
Mrs S Gardner	Learning Support Assistant / Senior Lunchtime supervisor
Mrs K Grainger	Lunchtime supervisor
Mr N Hales	Class teacher (year 4)
Mrs J Hodgett	Part time teacher (year R and year 3)
Mrs C Hurley	Teaching assistant (year R)
Mrs I Jarvis	Class teacher (year 3)
Miss J Johnson	Class teacher (year R)
Mrs T Jewell	Teaching assistant (year 6) / Senior Lunchtime supervisor
Mrs E Lilliot	Teaching assistant (year 2)
Mrs S Longley	Lunchtime supervisor
Mrs A McCoy	Class teacher (year 1)
Mrs M McKenna	Road crossing patrol/ Relief lunchtime supervisor/ Cleaner
Mr M Mitchell	Site Manager / Lunchtime supervisor
Mrs A O’Grady	Family Liaison Officer (FLO) / Learning Behaviour Mentor
Mrs Z Osborne	Lunchtime supervisor
Miss K Reeves	Class teacher (year 6)
Mrs M Roberts	Learning Behaviour Mentor
Miss G Scarr	Class teacher (year 3)
Mrs C Siddall	Teaching assistant (year 5) / Relief Lunchtime supervisor
Mrs L Skelton	Teaching assistant (year 6) / Lunchtime supervisor
Mrs J Smith	Teaching assistant (year 1)
Mrs L Smith	Class teacher (year 6)
Mrs R Stevens	Class teacher (year 5)
Mrs L Tranckle	Clerical Officer
Mrs S Turner	School Business Manager
Mrs M Veale	KS 2 Leader/ Maths AST / Class teacher (year 4)
Mrs P Ward	Teaching assistant (year 5) / Lunchtime supervisor
Mrs H Whitworth	Class teacher (year R)
Miss K Wren	Class teacher (year 3)
Miss N Wright	Class teacher (year 2)

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