



Prospectus

(A Parents Handbook for Sonning Common Primary School)



Space to learn; Space to grow



2016 ~ 2017

Sonning Common Primary School
Grove Road, Sonning Common, RG4 9RJ
Tel: 0118 9722105

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Welcome to the community of Sonning Common Primary School.

Our school is a values-led community school, which means the life of the school is centred on making good relationships, on teamwork and caring for others. The staff here are dedicated to providing an education for the whole person, giving them an exciting and interesting start to life-long learning.

All aspects of children's learning are important and there are opportunities to enjoy sport, drama, dance, music, the environment, a foreign language, as well as the all-important skills which enable children to be literate, numerate and scientific.

We encourage learning in many different ways through the use of excellent facilities at the school such as the library, the swimming pool, the computer room, large classrooms and extensive grounds. The staff are a wonderful blend of wisdom, youth and experience. An energetic governing body and a very active Parent Association support them. All of these adults provide a calm and nurturing environment for the children.

We are most fortunate in having Bishopswood Special School on the same site. By working and playing with Severe Learning Disabilities (S.L.D.) children our mainstream children gain valuable social skills that will remain with them for the rest of their lives.

The school welcomes parent help in the classroom and encourages parents to express their views through questionnaires and regular meetings. We value highly the contact between home and school, knowing the process of educating a child is a partnership. Parents and teachers working together will give children the best opportunity to develop talents and encourage tolerance, independence, good behaviour and positive attitudes towards learning.

Mr. Chris Hirst
Head teacher

Mr. Steve McGrath
Chair of Governors

Admissions Policy ~ Oxfordshire County Council

Sonning Common Primary School serves the Sonning Common village catchment area. School starters from inside and outside the Sonning Common catchment area are processed through the Oxfordshire Admissions Office, places permitting.

Children who come from other schools during years 1 to 6 transfer only after proper consultation with the head teacher of the school they currently attend.

The determined Admission Rules for Community and Voluntary Controlled Infant and Primary Schools for 2016/2017

The admission rules for all community and voluntary controlled schools are shown below in descending order of priority.

1. Children with a Statement of Special Educational Needs that names the school in Part 4 of the Statement.1

2. Children who are looked after by a local authority within the meaning of section 22 of the Children Act 1989 at the time of their application, and who will still be looked after at the time when they are due to be admitted to the school.2

3. Disabled children who need to be admitted to a school on the grounds of physical accessibility. The definition of disability is that contained within the Disability Discrimination Act 1995 as amended.

4. Children who live in the school's designated area. If there are more applicants than places in this category priority will be given in the following descending order:
 - a) First priority in category 4 will go to those children with a brother or sister unroll at the time of application who will still be attending the preferred school at the time of entry. However, if there are more applicants than places in category 4(a) priority will be given, within this group, to those children who live closest to the school by the nearest designated public route as defined on the Directorate for Children, Young People & Families' Geographic Information System.
 - b) Second priority in category 4 will go to those children who live closest to the school by the nearest designated public route as defined on the Directorate for Children, Young People & Families' Geographic Information System.

5. Children living outside the designated area who have a brother or sister on roll at the time of application who will still be attending the preferred school at the time of entry. If there are more applicants than places in this category priority will be given within this group to children who live closest to the school by the nearest designated public route as defined on the Directorate for Children, Young People & Families' Geographic Information System.

6. Those children who live closest to the school by the nearest designated public route as defined on the Directorate for Children, Young People & Families.

*1 Section 324 of the Education Act 1996 requires schools to admit a child with a Statement of Special Educational Needs that names the school, irrespective of whether they have places or not. **This is therefore not an oversubscription criterion** and in these admission rules this requirement is listed as "Rule 1" for reasons of clarity and simplicity.*

2 The Education (Admission of Looked After Children) (England) Regulations 2006 state that this criterion must be the highest priority in the oversubscription criteria. It is referred to as "Rule 2" for simplicity.

School Visits

There are two formal Open Afternoons a year to which prospective parents are invited. This provides a guided tour of the school grounds and an opportunity to meet the head teacher, parent governors and pupils.

Alternatively, parents can make individual appointments to visit the school.

In both cases the school administrator should be contacted on 0118 972 2105.

School Term and Holiday Dates 2016 -2017

Term 1

Friday 2nd September ~ Staff Training
Monday 5th September ~ Staff Training
Tuesday 6th September ~ Staff Training
Wednesday 7th September – Friday 21st October 2016

Term 2

Monday 31st October – Tuesday 20th December 2016 (school finishes at 1.15pm)
Parent Consultation Evening – Thursday 8th December after school & Friday 9th December in the morning (no school all day)

Term 3

Tuesday 3rd January 2015 ~ Staff Training
Wednesday 4th January – Friday 10th February 2017

Term 4

Monday 20th February – Friday 7th April 2017 (school finishes at 1.15pm)

Term 5

Monday 24th April – Friday 26th May 2017
Bank Holiday Monday 1st May

Term 6

Monday 5th June – Friday 21st July 2017 (school finishes at 1.15pm)
Friday 7th July 2017 ~ Staff Training

Staff at Sonning Common Primary School

Mr Chris Hirst ~ Head teacher and Assessment leader
Mrs Rachel Salmons ~ Deputy Head teacher & Literacy Subject Leader
Miss Charlotte Tugwell ~ Head of Key Stage 1 & Foundation Stage
Mr Tim Coates ~ Special Educational Needs Coordinator
Mr Thomas Andrews ~ Physical Ed Subject Leader
Miss Rachelle Bartlett ~ Design Technology
Miss Alexandra Durand ~ MFL
Mr David Foley
Miss Abigail Fraser ~ Art & Design Subject Leader
Mrs Marieke Fox ~ PSHCE Subject Leader / Gifted & Talented Subject Leader
Miss Victoria Gregory ~ Science Subject Leader
Miss Joanna Ingram ~ History Subject Leader
Dr Rupert Loader ~ ICT Subject Leader / Maths Subject Leader
Miss Shrina Patel
Mrs Jill Pound
Mr David Pool
Miss Jennifer Skarp ~ Pupil Premium Leader
Miss Kate Casserley ~ Music Subject Leader
Mrs Kate Skidmore ~ Geography Subject Leader
Mrs Gina Thurlow ~ Religious Education Subject Leader
Miss Annabel Worlock ~ Head of Key Stage 2 / International Schools

Mrs Chris Matthews ~ School Administrator

Mrs Fiona Allnutt ~ School Business
Manager

Mrs Jenny Pitson ~ School Admin Support

Mrs Ione Stacey ~ Premises Manager

Mrs Elaine Rae ~ ICT Technician

Teaching Assistants

Mrs Wendy Stowell ~ Senior TA Key Stage 2

Mrs Sue Green ~ Senior TA Key Stage 1

Mrs Yvonne Room

Mrs Jane Hobby

Miss Stephanie Lunn

Mrs Liz Steele

Mrs Helen Robins

Mrs Carole Meredith

Mrs Caroline Conway

Miss Rachel Yeats-Brown

Mrs Gill McGowan

Miss Niki Brakspear

Mrs Ruth Chadwick

Miss Naomi Martin

Mrs Louise Spencer

Miss Amelia Sharp

Miss Sophie Ramiz

Mrs Jo Kemp

Mrs Sarah Ingram

Mrs Caroline Jones

Miss Amy Betts

Mrs Loren Handley

Mrs Karen Lowe

Mrs Jennifer Munton

Mrs Kirsten Honor

Miss Corrine Marrast

Sonning Common Primary School
Respect ~ Kindness ~ Truth ~ Politeness ~ Doing-your-best

Mr Tim Proffitt-White (Forest School Leader)

Miss Niki Brakspear (FS Assistant)

Pastoral Support Miss Corrine Marrast ~ ELSA

Caretaker: Mr Nesko Simic

Cleaners: Mrs Dawn Phillips Mrs Jane Bird Mrs Helen Simic

Catering Manager: Kites Kitchen ~ Mrs Sarah Sayer

Kitchen staff

Mrs Jackie MacLeod

Mr Dominic Gau

Mrs Jo McGarvey

Mrs Tracey Roberts

Mrs Michelle Phipps

Lunchtime Supervisors

Mrs Carol Meredith (Senior Lunchtime Supervisor)

Miss Amanda Meredith

Miss Naomi Martin

Mrs Dawn Phillips

Mrs Lauryn Renshaw

Mrs Karen Lowe

Mrs Ruth Chadwick

Mrs Sharon Worthington

Mrs Sarah Ingram

Miss Sophie Ramiz

Mrs Helen Robins

Mrs Louse Spencer

Mrs Kirsten Honor

Mrs Vanessa Best

Miss Corrine Marrast

Miss Amelia Sharp

Mrs Jane Hobby

Miss Amy Betts

Mrs Jenifer Munton

Breakfast and After School club

Mrs Monica Kosiak

Miss Amanda Meredith

Mrs Carol Meredith

Mrs Sue Green

Miss Nikki Brakspear

Mrs Jenny Pitson

Mrs Ruth Chadwick

Miss Amelia Sharp

Miss Sophie Ramiz

Librarian

Mrs Rosemary Dunstan

Swimming Teachers

Mrs Liz Sealey

Mrs Julie Barnett

Mrs Vivian Woods

Class Organisation and Teaching Staff for 2016 – 2017

Kites – Foundation Stage

Miss Charlotte Tugwell / Miss Shrina Patel / Mrs Jill Pound

Key Stage 1

Year 1

Mrs Gina Thurlow / Mrs Kate Skidmore / Miss Rachelle Bartlett

Year 2

Miss Abigail Fraser / Miss Joanna Ingram

Key Stage 2

Year 3

Miss Alexandra Durand / Mrs Kate Casserley

Year 4

Miss Victoria Gregory / Miss Annabel Worlock

Year 5

Mr David Foley / Mrs Marieke Fox / Mr Thomas Andrews

Year 6

Mrs Rachel Salmons / Mrs Jennifer Skarp / Mr David Pool / Mrs Marieke Fox
/ Dr Rupert Loader

Mr Tim Coates – SENCo and Maths Teacher Year 3 and 4

Number of Pupils on Role

September 2016 ~ 397

The School Day

Parental Obligations:

Parents are encouraged to walk to school with their children. They should not be at school before 8.45am after which time they are officially under school supervision. All children are expected to arrive at school before 8.55am. There is a breakfast club for children whose parents wish to drop them earlier than 8.45a.m.

It is the legal responsibility of parents to ensure that their children attend school punctually and regularly.

School hours: Morning: 1st session 8.55 to 10.50am
Break 10.50 to 11.10am
2nd session 11.10 to 12.15pm

Afternoon: 1.15 - 3.15pm
Key Stage 1 break 2.30 - 2.45pm

21 hr 45 min for 5-7 year-olds
23 hr 15 min for 8-11 year-olds

(These times do not include time spent in collective worship and registration)

It is essential that parents telephone the school to inform us on the first day of their child's absence. If no notification is received by 9.30 we will operate our 1st call policy of informing parents through a text, that their child is absent from school. Parents are requested to send a note when their child returns to school following their absence.

The school must be informed if parents wish to collect their children during school hours or if the child is to be collected by a different adult.

Children are not allowed to leave school during school hours without the agreement of both the school and the parent.

In an emergency. We will need a telephone number so parents can be contacted.

Parents are encouraged to sign the Home-School Agreement.

Clothes and Equipment for School

School uniform is compulsory, as indicated in the list of clothing in the appropriate colours below.

Girls:

Navy blue skirt or pinafore dress (knee length) with white or navy blue socks or navy blue tights or full length navy blue trousers.

Pale blue polo shirt or blouse (this helps us make sure all children change for P.E.)

Grey shorts with grey socks.

Summer dress: blue/white gingham with white socks.

*School sweatshirt or navy blue jumper / cardigan with school badge.

Sensible black or navy shoes (heels no more than 1 cm) boots must NOT be worn.

Boys:

Trousers or shorts in grey.

Pale blue polo shirt or shirt.

*School sweatshirt or jumper with school badge. Navy blue only.

Grey socks.

Sensible black shoes, boots must not be worn.

At all times:

Long hair must be tied back. No extreme haircuts. Hair accessories should be discreet and in school colours.

No jewellery or make-up is allowed. (For pierced ears discreet studs may be worn).

P.E. / Games

Navy shorts, sky blue T-shirt with school logo, socks and trainers.

All in a separate named bag.

Swimming

Swimsuit, towel, swimming hat.

All in a separate named bag.

Sports kit – Year 3 upwards

Long navy socks, trainers, football boots, shin pads, navy tracksuit, blue school PE shirt.

All in a separate named bag.

All clothing must be clearly labelled.

*School sweatshirts, P.E shirts, badges, swimming hats, P.E. bags, book bags and water bottles are all supplied online by Marks and Spencer at **mandsyouruniform.com**

Kites wear a uniform of light blue sweatshirts and T-shirts which are available from the Parents Association.

School Meals

The Kites Kitchen provides midday meals on the premises. All children in Kites and Key Stage 1 are provided with a free school meal. For Key Stage 2 pupils' payment should be made preferably on the first day of the term for the whole term. The school is under no obligation to give children meals without payment, although some children qualify for free meals and forms can be obtained from the School Administrator. The present charge is £2.25 per day. No distinction is ever made at a meal between those children who pay and those who do not. Free school meals are authorised for six months at a time. If a parent wishes to continue to claim it is important to keep the Income Support form as meals can only be received when the form is produced as proof of continuing entitlement.

The school offers facilities for children to eat a school lunch at midday or to bring a packed lunch. The meal is prepared on the premises by the catering manager working with an experienced team of kitchen staff. All meals are eaten in the hall supervised by lunchtime assistants and a teacher on duty.

Whenever the weather is fine the children play outside during the remainder of the lunch hour. If the weather is poor they stay in their classrooms. Children are usually provided with activities or involved in games or stories. Midday assistants provide supervision. Children are not permitted to leave the premises without written parental permission, and the agreement of the school.

Children in Key Stage 1 are provided with a free piece of fruit each day at break time. Key Stage 2 children are allowed to bring in a fruit or vegetable snack for mid-morning break.

Kites Kitchen

Kites Kitchen, has on offer a menu that is balanced, nutritional and varied. This includes a daily choice of menu, vegetarian dishes included. In addition, it is possible to cater for children with special diets, when advised by parents.

The Menus are posted on the school notice boards in the Lower School and Upper School playgrounds.

If there are any problems with the catering I can be contacted through the school.

The Catering staff look forward to serving your children.

Health and Safety, Hygiene and Care

As with children's academic progress, their physical wellbeing requires the close co-operation of parents and staff. In addition, the school nurse is available to help with any problems that may arise. The school is part of the West Berkshire Area Health Authority. The school nurse carries out eyesight checks for Kites children and height and weight checks for children in Kites and Year 6.

Parents are asked to inform the school of any serious illness or contagious conditions such as stomach bugs, head lice, conjunctivitis or impetigo. Parents must provide the school with information of any allergies. A photograph of the child is also required.

In case of injury that happens on the school site, staff are only allowed to carry out the most basic first aid. Creams and medicines must not be applied. The school will refer children thought to have serious injury to casualty and the parents will be informed as soon as possible. The School Administrators are able to give children tablets or medicine prescribed by a doctor on receipt of the appropriate form which can be obtained from the school office. Children should not be sent to school in possession of medicine or any kind of drug. In the case of **asthma**, parents should supply the class teacher with all the necessary equipment that will be kept in the classroom and used when the child requires it. Older pupils will look after their own inhalers. Most staff undertake EpiPen training.

Children who have been ill may at the written request of a parent, stay indoors at break or lunch with the understanding that the child may not be supervised.

Child protection

Under the requirements of the Children's Act 1989, schools have a responsibility to work with the Area Child Protection Team. The school is not an investigation or intervention agency for child protection but it has an important role to play at the recognition and referral stages. The designated teacher responsible for safe guarding is Mr Chris Hirst and Mr Tim Coates is the designated teacher in his absence. We Sonning Common Primary School, reserve the right to share information with these and other agencies in the interest of keeping the child safe.

Hygiene

In the interests of cleanliness, pupils must always wash their hands before lunch, after using the toilet and after doing litter duty.

Children must also have T-shirts, shorts, socks or track suits to change into for games throughout the year. During wet, muddy weather and hot summers these changes of clothes are very important. A swimming hat is also required for swimming. Children's PE clothing should be kept in a bag and taken home for washing at the end of each week. The kit should then be ready for use at the beginning of the following week.

The school keeps up-to-date literature on all medical matters relating to children in schools. There is a policy for children who suffer from asthma.

Fire Drill

Fire drills are carried out once a term so that children and staff know exactly how to proceed in an emergency.

Safeguard

All visitors on site are required to sign in and know the emergency procedures. Any adult on site during the day without a visitor's badge will be immediately challenged.

Travel

The school will always hire coaches and buses that comply with all the current safety requirements for the transportation of children.

Cars may be used to help with school trips when coaches are not available. In this case children will need appropriate booster seats and proper seat belts and the driver and the vehicle fulfil all current legal requirements.

Road Safety Education

Parents have the primary responsibility for road safety training for their children, but the school does carry out related activities. There is a cycle training programme for the older children, and they are allowed to cycle to school although this is at the parents' responsibility.

Pupils are encouraged to walk to and from school rather than arrive by car.

The School Curriculum

Through its curriculum policy the school aims to develop effective and efficient learning and progression for all its pupils at Key Stage 1 (Kites, Years 1 and 2) and Key Stage 2 (Years 3 to 6). It does this with the participation of, and in consultation with, governors and parents. Emphasis is placed on the involvement of the local community, the world of work and supporting agencies and organisations, which may have valuable contributions to make to the process. A complete policy statement on the School Curriculum is available on request from the School Office.

The school regards English, mathematics, science and information & communication technology (ICT) to be the core curriculum subjects at primary level. In Key Stage 1 and Key Stage 2 the school uses the Read Write Inc scheme to support the teaching of reading and 'book-banded books' to provide structure to learning to read until children become 'free readers'. History, geography, food and design technology, music, art & craft, physical education and social moral spiritual & cultural education are all important areas of the curriculum often bound together in project work. Religious education remains statutory.

Additional subjects such as values education, environmental education, sex education, philosophy and health and safety are all important aspects of the school's curriculum. Children in Years 1 to 6 have French lessons.

The National Curriculum

The Governors and staff at Sonning Common Primary are responsible for ensuring that the National Curriculum is delivered effectively to all the children in the school.

The Governors fully endorse the attainment targets and programmes of study in all subjects.

The framework and purposes of the National Curriculum are to:

- ❖ provide opportunities for all pupils to learn and to achieve
- ❖ promote the spiritual, moral, social and cultural development of pupils and prepare all pupils for the opportunities, responsibilities and experiences of life.

The National Curriculum also states in relation to each subject:

- ❖ the knowledge, skills and understanding which pupils are expected to have by the end of each key stage
- ❖ the programmes of study required to be taught during each key stage
- ❖ the arrangements for assessing pupils at or near the end of each key stage

The results of these assessments and tests will be made available to parents.

Children have a pupil profile which monitors their progress in school. There are opportunities for parent/teacher consultations during the year and we provide a written record at the end of each year in accordance with the requirements of the 1986 Education Reform Act.

Social Moral Spiritual and Cultural Education, Education in Human Values

This vitally important aspect of the school curriculum is dealt with in many ways through religious education, sex education, assemblies and class discussion time.

At the beginning of every school year the children review the code of behaviour which they have written and developed over past years. Class time is given to human values education, 'circle' discussion time and debates. Staff choose the format they work with most comfortably.

Children learn to –

- focus and concentrate
- listen to others without interrupting
- consider arguments carefully before responding
- respond in a civil manner
- respect other points of view
- laugh with but not at
- back up their discussion with good evidence or examples

Pupil School's Council

This is an introduction, for all of the children, to the democratic process. Years 2, 3, 4, 5 and 6 class sends elected representatives to a weekly council meeting. The council has a budget and it makes decisions about improving facilities for all pupils.

Religious Education and Collective Worship

In accordance with the 1988 Education Reform Act the governors at Sonning Common Primary recognise the special status of Religious Education as part of the basic, but not national curriculum. It has equal standing in relation to the core and other foundation subjects (but is not subject to nationally prescribed attainment targets, programmes of study and assessment arrangements).

The school policy is to arrange a number of main themes during the year including major religious events such as Christmas and Easter which are mainly Christian in content. At the same time, however, the staff take into account 'the teaching and practices of the other principal religions represented in Great Britain.'

Themes for collective worship are planned for each school term. These themes will be derived from the values education programme and world religions and will complement work done in the classroom.

The school gladly welcomes children from all denominations and religions.

Arrangements can be made for separate acts of worship, as necessary. Parents may request that their child be excluded from acts of collective worship and religious education. Children excluded will be accommodated in other classrooms.

Sex Education Policy

The governors in consultation with the Head teacher, staff of the school and the school nurse make the following recommendations for sex education within the school.

- * that generally only the oldest children in the school be involved in any formal sex education
- * that sex education is best contained within the science curriculum
- * any framework of sex education should be contained within a general policy emphasising the importance of family life and stable personal relationship
- * that any parent should have the right to withdraw their child from receiving sex education at school
- * that parents have the right before their children are involved, to see any teaching materials which will be used with their children

Children with Special Educational Needs (SEN)

The Governors recognise that Special Educational Needs is a term applicable to gifted and talented children as well as those who have physical, emotional or learning difficulties. Sonning Common Primary, in co-operation with the parents and Local Education Authority, always seeks to ensure that the special needs of children are met.

Teacher observations and assessments identify those children who require work at a higher level that appropriate to their year group. Teachers consider their needs when the term's work is planned and extension topics are always included.

In addition to the classroom learning, the children on the Gifted and Talented register are further extended through a variety of enrichment activities.

Oxfordshire's policy, in regard to children with learning and physical difficulties, is one of inclusion - children with special needs being cared for by their catchment area school.

The school provides teaching assistants (TAs) to work alongside children when necessary. The school is also able to call on the professional advice of an educational psychologist, speech therapist, physiotherapist, occupational therapist, autism outreach, PECAMS, behaviour support and social services.

Children with learning difficulties are identified by parent and teacher observation and assessment and referred to the Special Needs Co-ordinator. The school follows the DSFC Code of Practice (described in the Special Needs Policy).

The progress of children with SEN is carefully monitored and Individual Education Plans (IEP) prepared as necessary. Parents are invited to attend reviews of their child's progress towards meeting targets.

A special needs register is kept and updated termly. Success is measured through the progress made by individual children towards achieving the targets set out in their IEPs. Each year some children will make such significant progress that they are removed from the register.

HOME LEARNING

Lower School Department (Key Stage 1)

In Key Stage One all children are expected to read with an adult at home, at least four times a week and to have their reading record books signed to this effect.

From Term 3, Year One children are given weekly spellings to practice, based on the sounds and blends we have been learning. On occasions, children may be encouraged to find out information related to a topic that we are covering in school.

Additionally, in Year Two, children are given spellings and times tables to practice and have the option of researching or bringing in any items which are related to the topic being covered.

Lower Junior Department (Key Stage 2)

Children are expected to read at home and are expected to be heard to read at least four times per week to have their reading record books signed to this effect. There are regular tables tests and children will be asked to prepare "talks" on a subject of their own choice and prepare book reviews.

A list of activities to be done as home learning will be given for some projects from which children can select the areas that interest them. They will, however, be given an item from this list as home learning each week. (We give out weekly homework, not activities from challenge books) It is hoped that parents will support children in their work whilst encouraging personal organisation and responsibility.

Upper Junior Department (KS2)

Children are expected to read at home and are expected to be heard to read at least four times per week and to have their homework diary signed to this effect. Children will have regular times tables tests. In addition, they will be asked to prepare pieces of work for presentation to the class, prepare "talks" and debates for the class.

Discipline and Behaviour Management

We do not have a long list of rigid formal rules, but we place great emphasis on children behaving in a civilised, caring manner, and having respect for other people in the community and for their property. We help children to develop self-discipline and a sense of responsibility through a system of rewards and sanctions. Pupils receive Team Points which accumulate towards, Bronze, Silver, Gold and Platinum certificates. Teachers will also award a class 'Star of the Week' certificate to a pupil who has been an example of the school's values. The school uses a Code System to ensure that poor behaviour including bullying is identified and discouraged.

The Behaviour Policy has been drawn up in consultation with parents, governors and pupils. Parents are asked to sign a 'Home-School Agreement'. This is a mutual undertaking between parents and school to provide a supportive environment in which the child can learn and develop.

Parents in School

The school welcomes parents who wish to work with children in the classrooms and parental support is encouraged not only with work in the school but also activities that may be brought home. The staff welcomes parents who have specific skills in art and craft, cookery, computers and in woodwork and in any other areas. At the start of the year the school organises a course for parents who wish to work in classrooms. Parents are required to complete a certification of identity form and sign a confidentiality agreement before starting work in the classroom.

Parent Association

The Sonning Common Primary School Parent Association exists to raise money for the school and to organise social events for the parents, children, school staff and the local community. All parents are automatically members of this friendly, thriving and successful organisation. The association's committee organises a wide variety of fund-raising events throughout the school year. All the funds raised, are used to help provide facilities and equipment that would not normally be available to the children. Examples include, the school swimming pool, the trim trail, playground benches and shelters, table tennis equipment and a wide range of computer equipment.

A leaflet entitled, "Welcome to the Sonning Common Primary School Parent Association, " is available.

Newsletters

Regular school and PTA newsletters are sent home by email or sent home with children usually on a Thursday. There are also copies available on the school web site.

School News

School information is published on the school website: www.sonningcommonprimary.co.uk

Information is displayed on school notice boards in the Lower School and Upper School playgrounds.

School Documents

Parents have access to their children's profiles but will need to give class teachers a day's notice to access the required information. School policy documents are available on the school website or may be obtained from the School's Administrator Mrs Matthews. All documents relating to individual children are kept locked in the school office. All computer based information relating to an individual child is held in a secure web based server.

Complaints Procedures

In the event of a parent requiring extra information or needing to complain about an issue that has arisen with regard to their child with any aspect of education they can communicate through the following channels:

Channels for Complaint

Class teacher

Head teacher ~ Mr Chris Hirst

Parent governor

Chair of governors – Mr Steve McGrath

Governing Body

Director of Children, Young People & Families

Oxfordshire County Council

Macclesfield House

New Road

OXFORD OX1 1NA

Tel:- 01865 815122

All governors understand that parents may wish to speak to them and encourage telephone calls to discuss issues and concerns.

Resources and Clubs

Resources in the School

The governors, parents and staff of the school use school funds to ensure that Sonning Common children have the necessary equipment to work effectively within the requirements of the National Curriculum. Staff constantly review the needs of the children and the programmes of study so that resources that are out of date are dispensed with and new equipment is obtained.

Sports equipment and musical instruments are purchased to provide a full range of activities in those areas of the curriculum.

The Bookshop

The school has a bookshop run by Rosemary Dunstan who is also the librarian. The bookshop is open every Wednesday morning to children who are allowed to visit at agreed times. Children are encouraged to save up for and buy books of their choice. Other articles such as pencils, rubbers and glue sticks are also sold.

Clubs

The school also runs a range of clubs after school to further develop children's' sporting, musical and artistic skills. Children may choose from activities such as football, rugby, cricket, netball, judo and athletics. In the summer terms, golf and tennis may be arranged. Chess club encourages problem solving and reasoning skills. The Talent Stop enables children to enjoy acting, dancing and singing.

Sonning Common has a breakfast club and an after school club which offer families greater flexibility in their work, education and family commitments.

Sonning Common Primary School

Breakfast Club

At the Breakfast Club we aim:

- to provide a healthy breakfast and quiet activities in a calm and safe environment while preparing the children for the school day.
- to allow parents and carers more flexibility in their work, education and family commitments.

Our staff includes NVQ3 trained child carers who hold first aid and epipen certificates.

The children all sit down to breakfast together and stay at the table until the majority have finished eating. Before and after breakfast, the children can do art activities, play with construction toys or board games.

Breakfast Menu

Choice of cereals with milk

Bread or toast with butter, jam, marmite or honey
Choice of orange or apple fruit juice
Yoghurt or fromage frais
Fresh fruit

Time: 7.45am – 8.45am every term-time morning. The pupils are then escorted to the playground. Breakfast Club staff stay with the infant children in the playground until their teachers come out to collect them. In the case of new Kites, the staff will take the children into their classrooms.

Cost: £4.00 per session (£3.50 per child if siblings attend together i.e. £7 per day for two.) The fees are payable in full by cheque/cash at the beginning of each term or by Childcare Vouchers.

Regular bookings or one-off days can be booked

Venue: School hall

If you would like further information or registration forms/booking forms please see our website www.sonningcommonprimary.co.uk or contact Mrs Matthews in the school office.

Sonning Common Primary School After School Club

At the After School Club we aim:

- to provide a safe, comfortable and happy environment for children who attend Sonning Common Primary School.
- to allow parents and carers more flexibility in their work, education and family commitments.

Our staff includes NVQ3 trained child carers who hold first aid and epipen certificates. Staff take and collect children to and from any other after school activities that they are booked into.

Although we do have some on-going arts and crafts projects, the children are free to use their time with us as they wish, playing with a large selection of toys and games. In fine weather children are able to play outside.

Tea Time Menu

Menus change daily and include, Pizza, Fish Finger sandwiches, Pasta, breaded chicken, jacket potatoes and sandwiches.

Fresh fruit and raw vegetable selection of apples, pear, banana, cherry tomatoes, cucumber and carrot.

Time: 3:30 - 6:00 every term time afternoon. The children meet in the school hall at 3.15pm. In the case of new Kites, the staff will collect the children from their classrooms.

Cost: £9.00 until 5.30, (£8.50 per child if siblings attend together i.e. £17 per day for two) £10.50 until 6pm (£10.00 per child if siblings attend together i.e. £20.00 per day for two)

The fees are payable in full by cheque/cash at the beginning of each term or by Childcare Vouchers.

Regular bookings or one-off days can be booked

Venue: School hall

If you would like further information or registration forms/booking forms please see our website www.sonningcommonprimary.co.uk or contact Mrs Matthews in the school office.

Links with Other Educational Establishments

Pre-schools:

Both Sonning Common Pre-school and Bishopswood Nursery have close links with the school. However, children are welcomed from pre-schools and nurseries from Caversham to Henley, if places are available.

The Primary Cluster Group:

Sonning Common Primary is one of four primary schools in the area. The head teachers and staff meet regularly to discuss educational issues affecting the group or to take part in courses organised to provide staff with greater expertise in various areas of the curriculum. There is considerable co-operation and useful exchange amongst the group and a variety of events organised for the children of these schools e.g. inter-school sports tournaments, music making and lectures.

Secondary Schools

Typically, the majority of Sonning Common Primary pupils progress to Chiltern Edge Secondary School. A number of pupils however, continue their education at other local establishments such as Gillotts, Langtree and Highdown secondary schools. Some pupils move to selective grammar schools such as Reading School and Kendrick School. The other option for some of our pupils is to attend schools in the independent sector. Sonning Common Primary School pupils have moved on to The Abbey School, Cranford House School, The Blue Coat School, Leighton Park School, Queen Anne's School and Shiplake College. Typically, many of our pupils achieve scholarships.

Liaison with Chiltern Edge Secondary School:

Sonning Common is forging meaningful and mutually beneficial links with Chiltern Edge; pupils often come to Sonning Common as part of their first community or work experience.

Primary and secondary teachers meet regularly and transfer documents of Year 6 pupils are passed on to ensure a smooth transition between schools.

The Henley College:

Sonning Common has a very successful partnership with the Henley College. As a result, some students have decided to make working within the education sector and teaching their career.

Universities:

Students come to Sonning Common for teaching experience from Oxford Brookes and Reading University. Their enthusiasm and commitment adds greatly to school life and the children's education.

Charging for School Activities and Insurance

In accordance with the 1988 Education Reform Act, the governing body has drawn up the following statement: -

The Governors support the principle of free education during school hours. However, to pursue a wide and varied education for children sometimes requires visits and trips during the school day. The school cannot afford these trips from its own funds. Financial support from parents is therefore sought. Insufficient funding would mean that the visit or trip would not be undertaken. The amount that parents contribute does not necessarily have to be the actual cost of the activity. These contributions are voluntary.

Residential visits:

The older children in the school have always had the opportunity to go on residential visits lasting between two and five days. A charge will be made for the total cost of a residential visit, as the school is unable to fund such visits.

Extra-curricular activities after school hours:

Charges may be made if:

- * The activity is not part of the National Curriculum
- * Parents are willing to meet the charges
- * The charges do not exceed the cost of provision
- * It is not required to fulfil statutory duties relating to religious education
- * Parents have indicated in advance a wish to own a finished product e.g. a supply of ingredients or materials necessary for craft or cooking
- * Children have damaged or broken equipment as a result of misbehaviour
- * Parents are willing to arrange with the LA to pay for their children's instrumental music lesson

Insurance

Whilst children are at school or under the control and supervision of the staff, the school is expected to look after its pupils as a reasonable parent would look after his or her own child. The Council has a third party insurance policy that will operate if an accident is held to have occurred because the Council, its employees or volunteers have been negligent. Any claims for which the Council is held legally liable will be passed to the Council insurers.

The Council insurance includes cover for volunteers' actions while under the control and supervision of the head or another teacher. This insurance will not cover a person whose negligent action causes an injury to themselves or damage to their own property. Damage or

injury caused by chance occurrence for which nobody can be held responsible would also not be covered under this insurance.

The safety of personal property of pupils or of people visiting school premises remains their responsibility. Compensation will be considered if it can be shown that damage or injury happened as a result of Council negligence.

The Council has decided that it will not take out personal cover for each pupil while at school because of the control and supervision of pupils exercised by staff. Special individual cover is available however, at the parent's own request, for their child, and forms are supplied by the school. This will cover children for 24 hours a day every day of the year from September to September.

The school has a policy of taking out extra insurance for education day trips and longer field trips. This insurance provides cover for:

- Personal accident disability
- Medical expenses
- Loss/damage to property
- Cancellation expenses

For any further details or information please contact the head teacher.

The Role of the Governing Body

The composition of our governing body is shown on the next page and has been constituted to represent a cross-section of the community. There are elected representatives of the teachers, non-teaching staff and the parents, selected representatives for the Community and the County Council and the head teacher all with a wide range of expertise, skills, knowledge and enthusiasms.

The governing body is responsible for the implementation of the school development plan. This includes most of the school expenditure, recruitment, the obligations of the National Curriculum and the upkeep of the school buildings and grounds. The day-to-day running of the school is under the control of the head teacher and his staff.

The governing body meets once a term to consider a wide range of issues and to discuss and authorise the recommendations of the five committees that carry out the functions outlined below.

The finance committee provides guidance and assistance to the head and governing body on all matters relating to budgeting and finance. They also prepare and review financial policies, present an annual budget to the governing body, monitor all expenditure of public funds and ensure the audit of all non-public funds.

The personnel committee provides guidance and assistance to the head and governing body, both formally and informally, on all staff matters. They also review all discipline and grievance procedures, discretionary pay awards, assist in all aspects of redundancy, review staffing structures and assist in recruitment.

The curriculum committee provides guidance and assistance to the governing body on the school curriculum statement, the LA curriculum statement and statutory obligations in respect of the National Curriculum. They also review the policies on sex education and religious education, all individual subject policies, comment and recommend on programmes of study and schemes of work, and ensure that the requirements of children with special educational needs are met including implementation of the policy for integration with Bishopswood School.

The environment committee ensure the school complies with all Health and Safety regulations and other statutory regulations regarding litter, effluent, electrical apparatus, chemicals, etc. They also inspect the school annually, prepare a statement of priorities of maintenance and development of the school site, advise on the security measures for the school and ensure that all school policies are reviewed regularly.

The strategy committee has representatives from each of the above committees. Its purpose is to focus on the future development of the school.

End of Key Stage 2 Results 2016

Working at the expected standard and above

Reading 85%

Maths 92%

SPaG

Reading/Writing/Maths 73%

Average Scaled Score

Reading 106.6

Maths 106

High Level of Attainment

This has yet to be validated by the DFE

Key Stage 1 to Key Stage 2 Progress

Reading 2.5

Writing 2.5

Maths 1.6

Link to latest Ofsted Report

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123038>

Link to latest DFE Performance Table

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=123038>