

WELCOME TO ALL SAINTS CARSHALTON,
CHURCH OF ENGLAND PRIMARY SCHOOL AND OUR 2017/2018
SCHOOL INFORMATION

This document provides some basic information on aspects of the school whilst your child is a pupil at All Saints. We hope that you find it both interesting and helpful.

We strongly believe in the home-school partnership and would like your child's experience at All Saints to be happy and successful.

We look forward to close co-operation with you so that together we may achieve the very best education for your child.

Please keep this document in a safe place for reference.



THE HISTORY OF ALL SAINTS
CARSHALTON CHURCH OF ENGLAND PRIMARY SCHOOL

The school was built in 1969 at a total cost of £69,000 and opened its doors to children on

3 September 1969. Originally there were only six classrooms and 160 children. By 5 September 1972 the number of pupils had risen to 219 and the seventh classroom was opened.

On 10 September 1996, a Nursery class was opened as an integral part of the school, taking 52 pupils, 26 in the morning and 26 in the afternoon. The Nursery class was purpose built to a high standard and has its own secure outside play area. The school increased in 2000 to nine classrooms, with 245 children in the main school plus 52 part-time in the Nursery.

A further expansion of four more classes took place in 2012. The school has embarked on increasing its size to a 2 form of entry school. The school has increased in size by one class since then. A second phase expansion of four more classes was completed in September 2014. The school will be totally 2 form of entry in September 2018.

Originally a Voluntary Aided School, the school became self governing in 1993. The aims and ethos of the school remained unchanged and, with the end of Grant Maintained status, the school returned to Voluntary Aided status.

The school has always valued each child as an individual and sought to help all of its pupils to achieve their maximum potential within a caring environment.

The school has had six Headteachers:	Mr F J Saunders	1969 to 1982
	Mrs E D England	1982 to 1990
	Mr R P B Browne	1990 to 1995
	Mrs H M Clark	1995 to 2000
	Mrs C A Rapps	2001 to 2004
	Mrs E Hart Dyke	September 2005 - present

During 2009/2010, we celebrated our 40 birthday. The school took part in several activities including; a 1960s Day, a Street Party, a Fun Afternoon and a School Reunion. We also planted a special tree and every member of the school community received a special commemorative mug.

The Parents' Association (PA) was formed on 7 October 1969 and became a Parent Teachers' Association (PTA) in 1994. The PTA is a very active and committed group which provides a great deal to the school in terms of social and community links, financial support.

The school is situated in a residential road just off Carshalton High Street. In addition to the fifteen classes the school has a library, a dance studio and smaller rooms for group work. The school hall is equipped with a range of P.E. apparatus including wall bars, movable staging and lighting facilities. It is also used as a dining area and for daily worship.

The attractive school grounds incorporate five playground areas (including the Nursery play area) with playground markings, a trim trail for juniors and climbing equipment for the Nursery and Infant children. The Nursery, Reception and Year 1 classes also have outside learning areas.

MISSION STATEMENT

‘We are committed to providing an outstanding education within our Christian community, where all are valued as individuals and given every opportunity to fulfil their potential.’

Working in partnership, staff, governors, parents and carers will:

- Through worship and by example and encouragement, promote Christian ideals;
- Inspire all pupils to develop enquiring, creative minds and a love of learning, so they may achieve their potential in all areas of their development;
- Provide a welcoming, secure and stimulating environment enabling all pupils to feel valued and safe;
- Encourage all pupils to show mutual respect and develop consideration for themselves, others and the environment as responsible global citizens;
- Motivate all pupils to have high but appropriate expectations of their own achievements and behaviour and support others in theirs;
- Work as a team to improve and manage the school effectively.



ORGANISATION

The school covers three Key Stages; the Foundation Stage, Key Stage 1 and Key Stage 2.

The Foundation Stage

This stage is comprised of Nursery and Reception age children. All learning activities are encompassed within early learning goals. The children experience a balance of indoor and outdoor learning which is both teacher-led and child-initiated. The Foundation Stage is led by Miss Tracey Brown.

Key Stage 1

This stage is comprised of all children in Years 1 and 2. In Year 1 a phonics screening takes place and at the end of this Key Stage in Year 2, the children carry out KSI SATs. Key Stage 1 is led by Mrs Vici Williams.

Key Stage 2

This stage is comprised of children in Years 3, 4, 5 and 6. At the end of the Key Stage the children take their Key Stage 2 SATs. The average child is expected to achieve national expectations in these assessments; some will exceed national expectations, while a few may be assessed as working towards national expectations. Key Stage 2 is led by Mr Andrew Musson.

All children are taught in mixed ability classes, however it is our aim that each child's needs will be met and therefore individual progress is carefully monitored. A variety of teaching methods are used depending on the age and ability of the children and the area of learning being covered. The methods used include whole class, group and individual teaching. Children who are identified as having Special Educational Needs or Disability (SEND), will have an Individual Educational Plan drawn up for them and children who show particular ability in one aspect of the curriculum will have extension or enrichment experiences appropriate to their needs.

The Nursery is purpose built and well-equipped; it includes a secure outdoor play area as well as large indoor facilities. All Nursery children are entitled to 15 hours during the week organised on a daily basis into two three hour sessions of 26 children. Children attend daily in either the morning session or the afternoon session. In the Nursery, the children follow an Early Years Curriculum which emphasises the importance of structured play activities and the development of social and learning skills.

Prior to September 2012, the school's admission number was 35. Since September 2012, the school has admitted an intake of 60 children per year as it is increasing in size to 2 forms of entry. The classes are arranged so that there is a balance of gender, and age within both classes, as far as is practically possible. Currently the school is fully two forms of entry up to Year 5 (i.e. two classes of 30 children). Our classes are arranged as below:

Ducklings	Nursery morning	Hazel	Year 3
Cygnets	Nursery afternoon	Rowan	Year 3
Puffins	Reception	Willow	Year 4
Sparrows	Reception	Oak	Year 4
Chaffinches	Year 1	Ash	Year 5
Woodpeckers	Year 1	Beech	Year 5
Skylarks	Year 2		Year 6
Wrens	Year 2		

CURRICULUM

We provide a broad and balanced creative curriculum, which offers progression, coverage and opportunities for promoting children's skills to think, apply knowledge and to develop talents and interests. We also aim to develop each child as an individual, as a member of society and a future member of the community with the necessary personal and social qualities and responsibilities. The curriculum is theme and key skills based and it is enriched by offering educational visits out of school, inviting visitors into school and by providing opportunities for special themed weeks or days, such as One World Week, Art Day and RE week. Each theme is launched with an 'entry point' and culminates with an 'exit point', to which parents may be invited.

In September 2017, we introduced Building Learning Power (BLP) throughout the school. BLP is based on the idea that we are all capable of becoming better learners. BLP applies this idea directly to the work of teachers in the classrooms, to provide a practical framework for fostering lifelong learning in all young people.

'Growth mindset' is the name given by psychologist Carol Dweck to the idea that intelligence can develop, and that effort leads to success. Her influential research, divides people according to what Dweck calls implicit theories of intelligence. If we think talent or braininess is innate and something we cannot change, we have a 'fixed mindset'.

If we believe our performance at school and in life can be changed by our attitude, and particularly by how we cope with setbacks, we have a 'growth mindset'.

We have introduced six animals that reflect the six learning skills we want to develop in our children:

Challenge Cheetah	Hard work means you are learning!
Creative Croc	Confidently tries something new that's your own idea
Determination Dolphin	Stay focussed and work towards your goals!
Motivation Mouse	Get started and keep going!
Perseverance Parrot	Keep trying! Don't give up!
Resilience Rhino	Learn from your mistakes and bounce back!

ENGLISH

We teach English not only as a subject in its own right, but also as integral to other curriculum subjects. Children develop skills in speaking and listening, reading, writing and drama, enabling them to express themselves creatively and imaginatively and to communicate with others effectively.

Children learn to write in different genres and for a variety of purposes and audiences. Children learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. Opportunities in class include: silent reading, paired reading, and guided reading. Hearing the teacher read aloud further enhances children's enthusiasm for reading as do book fairs and book weeks. We ask that you support your children by listening to them read at home.

Our aims in teaching English are to allow children to –

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

MATHEMATICS

At All Saints, we teach mathematics as a key skill for life, helping children to make sense of the world, to analyse and communicate information and to tackle a range of practical tasks and real life problems.

Throughout the school, children engage in whole class and small group activities, and each child is also given the opportunity to work individually.

We use the White Rose Hub scheme which links directly to the New Primary Curriculum as well as other websites to enrich the children's maths learning. Emphasis is placed on number and mental maths skills and children are taught how to apply these skills and strategies to problem solving. The teaching of shape, measures and data handling is also included in our mathematics curriculum.

Home Learning is set once a week in the juniors and we ask you to support and encourage your child with this.

Our aims in teaching Mathematics are to allow children to –

- develop a wide range of knowledge, skills and strategies in numeracy, incorporating mental, written and calculator methods
- develop mathematical language, using it to talk about their methods and explain their reasoning when solving problems
- develop using and applying skills and strategies in a range of contexts
- develop knowledge and understanding of mathematics through practical activity, exploration and discussion
- be confident and have a positive attitude towards mathematics

SCIENCE

Practical work is central to the Science curriculum. Teachers provide opportunities for children to use and develop scientific processes and to use scientific resources. The children learn specific skills, but also discuss and evaluate their work. This encourages the development of co-operation and teamwork. As the children progress through the school their work in Science requires a more systematic and quantified approach, which draws on increasing knowledge and understanding. They develop a sensitive appreciation of the environment and the interdependence of living organisms.

Visits and visitors to the school help to enhance the children's learning and understanding in Science.

Our aims in teaching Science are to allow children to –

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

COMPUTING

The school has a hard wired network computer system to which all the computers are linked. Each class has at least two networked computers. In addition via our wireless network children have access to iPods, iPads and Chrome Books. Interactive whiteboards and Clevertouch screens in each class (including the Nursery) are also used to enhance teaching and learning. Further hardware includes; digital cameras, microscopes and visualisers.

A core of programs including online resources and apps are used to support the Computing curriculum. The school has a policy governing children's access to the Internet, including online safety.

Our aims in teaching Computing are to allow children to –

- understand and apply the fundamental principles and concepts of computing, including abstraction, logic, algorithms and data representation
- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- be responsible, competent, confident and creative users of information and communication technology

DESIGN AND TECHNOLOGY

Working both independently and in groups, children are given the opportunity to use a range of materials, tools, equipment and techniques.

The children become involved in focused practical tasks in which they develop and practise particular skills and knowledge. They experience activities, in which they investigate, disassemble and evaluate simple products. They are also involved in designing and making assignments where they are given the opportunity to draw on their skills, knowledge and understanding in an overall context.

Our aims in teaching Design and Technology are to allow children to –

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a bank of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- assess, evaluate and test their ideas and products and the work of others

- understand and apply the principles of nutrition and learn how to cook

HISTORY

Children are taught through themes and projects, covering a variety of topics at different levels across the school. The content of the History curriculum includes 'ancient' as well as 'modern' History, paying attention to the experiences of many people and the achievements of many cultures.

Our aims in teaching History are to allow children to –

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

GEOGRAPHY

The children learn Geography through the study of localities and themes using a variety of teaching methods and resources (maps, plans, globes and photographs including aerial photographs). Learning for both the History and Geography curriculum is linked where possible to educational visits, and the use of IT.

Our aims in teaching Geography are to allow children to –

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- be competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps and writing at length

ART AND DESIGN

We believe that Art and Design stimulate creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Children use colour, form, texture, pattern and materials and processes to communicate what they see, feel and think. Through looking at art in original/reproduction form, children's awareness of the diverse roles and functions of Art and Design in the wider world is broadened. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our children's lives. All children are valued as artists in their own right and work is regularly displayed around the school.

Our aims in teaching Art and Design are to allow children to –

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

MUSIC

Music is taught in all classes and follows the National Curriculum guidelines. Children are given frequent opportunities to sing, listen to and develop an understanding of a wide range of music from different times and places, and to present ideas through their own compositions, which can be performed to others. They enjoy composing using a variety of tuned and untuned percussion. We have both Infant (Songbirds) and Junior (Rockin Robins) Choirs, which perform for the school and the local community during the year. In addition, children in Year 3 learn to play the recorder and in Year 5 the ukulele.

There are also opportunities for junior children to learn to play a variety of musical instruments including: guitar, flute, clarinet, saxophone and brass.

Our aims in teaching Music are to allow children to –

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

PHYSICAL EDUCATION

Children at All Saints enjoy a variety of sporting activities. Through the REAL P.E. Curriculum they are taught to develop new skills and apply these to individual and team activities in all areas. Children are taught to use appropriate equipment in games, gymnastics and dance. The school has a hall equipped with portable apparatus for Physical Education. All classes have regular PE lessons and children are expected to be correctly dressed for these.

In addition to the playground areas around the school, the juniors make use of the sports field at Mill Lane.

Years 3 to 6 have swimming lessons on Monday afternoons on a half-termly rota throughout the year at the nearby Westcroft Sports Centre. The children have the opportunity to learn to swim, improve their techniques and acquire new water skills. Some of the children take part in the inter-schools swimming gala.

Individual and team achievements are celebrated throughout the year during assemblies. We welcome and value the parental support at all inter-school sporting events in which their children take part.

Through the Sports Partnership programme, the children take part in activities such as; Tag Rugby, X-Country, Multi-skills, Gymnastics, Hand Ball and Athletics).

Our aims in teaching P.E. are to allow children to –

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Last summer, we were awarded the Gold School Games Kite Mark.

MFL

Spanish is timetabled across KS2 and French is taught more informally in the Infants.

Our aims in teaching a Modern Foreign Language are to allow children to –

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- to write for different purposes and audiences, using the simple grammatical structures that they have learnt

RELIGIOUS EDUCATION AND WORSHIP

The school has a Christian foundation and the nine Christian values of Faith, Love, Hope, Trust, Forgiveness, Friendship, Respect, Courage and Peace play a central part in the life of the school.

All Religious Education and Collective Worship at All Saints takes place in accordance with the principles and practice of the Church of England and according to the Southwark Diocesan Religious Education

Guidelines. Children are also taught to respect other faiths represented in Great Britain today and are introduced to some of their basic beliefs.

Class assemblies take place during the year, when children lead the act of worship and parents are very welcome to join us. On special occasions such as Harvest, All Saints' Day, Ash Wednesday, Ascension Day and at Christmas, a Junior Carol service is held in our parish church and parents and friends are invited to join us at these.

The Associate Rector of All Saints visits the school regularly, leading worship each week in Key Stage 2. Children in Year 6 are prepared for Confirmation in the Autumn term.

Visits are made to local places of worship such as All Saints Church and Sutton Synagogue and those further afield such as Southwark Cathedral and visitors and speakers in school enhance the children's learning.

The school takes part in the Bishop of Southwark's Lent Appeal and the children also raise money for other local and national charities. Each year a local and national/international charity are chosen by the children and fund raising events are organised and run by the chosen charities ambassadors. Towards the end of the summer term, Year 6 attends a special service for leavers held in Southwark Cathedral and have sometimes led part of the service.

Under the terms of Section 9 of the 1988 Education Act, parents have the right to withdraw their children from the collective act of worship and/or Religious Education. Parents wishing to exercise this right must notify the Head teacher in writing.

Our aims in teaching Religious Education are to allow children to –

- acquire and develop a knowledge and understanding of Christianity
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- reflect on a range of religious and moral issues, developing reasoned and informed judgements
- learn about the other principal world faiths in our community and Great Britain
- develop positive and respectful attitudes towards other cultures and beliefs

EQUAL OPPORTUNITIES

We believe that every pupil should have equal opportunity and equal access to the curriculum, irrespective of gender, ability, race or social circumstances. The school has an Equal Opportunities Policy and Single Equality Plan, which aim to foster an understanding and appreciation of the multicultural society in which we live. Pupils, staff, parents and governors from all sectors of the community are welcomed and the school acts emphatically against discrimination on any grounds.

PERSONAL, SOCIAL AND HEALTH EDUCATION

The informal aspects of PSHE come from the day-to-day life of the school. When children understand and respect our common humanity, diversity and differences, they are able to form effective, fulfilling relationships that are an essential part of life and learning. Children reflect on their experiences and understand how they are developing personally and socially, tackling many spiritual, moral, social and cultural issues that are part of growing up, for example, sparing feelings, leading a healthy lifestyle and the

dangers of drugs and alcohol. Children find out about social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of the community. Pupils' opinions are highly valued and opportunities are provided for the 'pupil voice' to be heard e.g. through the School Council, Charity voting etc. Six main themes are followed through the year; Being Me In My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. These also link into our themes for worship.

Visits are arranged to support the curriculum from the police liaison officer, medical professionals, the safer cycling team and fire service and Year 6 children take part in a 'Safer Travel' session, run by Transport for London.

Our aims in teaching PSHE are to allow children to –

- gain the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active and responsible citizens
- recognise their own worth
- work well with others
- become increasingly responsible for their own learning and behaviour

Sex and relationship education is firmly rooted within the framework for PSHE. It is taught as an integral part of a topic or study. It focuses primarily on the needs of young and developing plants and animals including human beings. This leads naturally into health and personal relationship aspects of the curriculum in the upper juniors which are firmly set in a family context reflecting the Christian ethos of the school. Specific films or programmes are used to support the curriculum and parents are invited to view material used as part of sex and relationship education lessons in Years 5 and 6 beforehand, so that they will know what is being included and are in a position to discuss matters with their children in the privacy of their own home.

Parents who wish to withdraw their children from sex and relationship education should give written notification to the Head teacher.

INCLUDING EVERYONE

At All Saints, we recognise the uniqueness of every individual and the contribution that each individual brings to our school community. All children are entitled to follow a broad and balanced curriculum. Some children need extra help because of learning difficulties, physical difficulties or emotional /behavioural needs. Often these difficulties are relatively minor and easy to overcome by extra support being provided by the class teacher or sometimes the teaching assistant, but sometimes more long term and/or specialist assistance may be provided. Our Inclusion Manager oversees the operation of the Government's Code of Practice and the drafting of individual education plans, which set specific targets for the child and outline how the school and parents will support the child. These are reviewed regularly with parents.

We aim to fulfil these principles for providing effective learning opportunities for all pupils by –

- early identification and assessment of need
- working in partnership with parents and children
- involving outside agencies, where appropriate
- Promoting a 'can do' culture by ensuring that all children are able to experience success

- setting suitable learning challenges

We are equally alert to the identification of children who are exceptionally able. We aim to ensure that your child's special talents are suitably challenged.

THINKING SKILLS

We use Edward De Bono's Thinking Hats, Anderson's Thinking Tree, Thinking Skills games and Community for Enquiry methods to develop children's thinking and questioning skills.

Our aims in teaching Thinking Skills are to allow children to –

- Gain independence
- Learn co-operation
- Learn to apply skills learned in other areas of the curriculum in real life situations

Activities to enable children to learn thinking skills include:

- Role play/performance, their own and watching others
- Decision making
- School Council
- Citizenship
- Class Assemblies
- Working collaboratively
- Problem solving opportunities
- Logic Games

We have 'Thinking' areas in the school, where children are encouraged to answer questions posed and to explain their reasoning.

EXTRA CURRICULAR ACTIVITIES

Extra-curricular activities play an important role within the school community. They contribute to the development of relationships, both child/child and child/adult. They encourage the expectation in a child of actively using leisure time and also provide additional opportunities for success.

The school has a strong sporting tradition and regularly takes part in Borough swimming, X-country, athletics, football, gymnastics and netball competitions. Our pupils have been very successful in all these aspects of sport, which are highly valued as an important part of school life.

Children also have the opportunity to take part in numerous extra curricular activities such as; Netball, Badminton, Infant (Songbirds) and Junior (Rockin Robin) Choirs, Lunchtime Library, Gymnastics, Sewing, Football, Tag Rugby, Textiles, Yoga, Multi-skills, Martial Arts, Drama, Craft, Board games and Dancing, which take part before, during lunchtime and after school. (See current Clubs Timetable on the website).

PASTORAL CARE

We care about the healthy development and wellbeing of every child in the school. Any concerns that a child or parent may have are normally dealt with by their class teacher. In addition to our Inclusion Manager, the school also has a member of staff employed as an Emotional Literacy Support Assistant

(ELSA). The school can call upon other outside agencies for support and advice. The school's designated leads for safeguarding are the Head teacher and Deputy Head teacher.

Prior to transferring into the Reception Class, the children and their parents are invited to two Induction sessions. These provide an opportunity for the children to become familiar with their new class, adults and children who will be in the class. It also enables the parents to find out about how their child's learning will be organised and to ask any questions they may have.

We plan carefully for the transition from the Foundation Stage into Year 1 during the summer term. The children have opportunities to experience the Year 1 setting and the Year 1 teachers visit the Reception children in their setting.

Before the children transfer from the infants to the juniors, a Buddy Morning takes place in the summer term. Each Year 2 child is linked with a Buddy in Year 3 who shows them around the junior department. Buddies perform an important role in the autumn term ensuring that the 'new' Year 3 children are settling well at break times into the juniors.

A joint break time where infants and juniors can play together takes place each Wednesday morning on the front playground.

BEHAVIOUR, ETHOS AND VALUES

We are proud of our high standards of behaviour for learning throughout the school. We wish our school to have a positive ethos and we seek to reward excellence in all aspects of school life, including behaviour and behaviour for learning.

Praise

We want our children to discover that learning and striving for excellence is fun, personally fulfilling and rewarding. We acknowledge all parts of the learning process, believing that learning is best achieved through an environment that praises rather than criticises. Successes are celebrated, and children are taught to appreciate mistake making as part of the learning process. We endeavour to act positively with children as often as possible.

Listening and acting

Every member of the school staff is expected to give value and time to children's problems and concerns, and to follow up with any action that is needed. We listen and act, not just hear and ignore. It is important that each child knows they have a route to get help, and a chance for a fair hearing.

Senior staff take a fuller role where children's needs are greater. Class teachers can refer matters of concern to their Key Stage leader. Key Stage leaders can then refer on to the Deputy Head teacher or Head teacher. Children can also refer concerns through the School Council.

Consistency of approach

All staff look for opportunities to offer encouragement and give praise. Equally, low standards in behaviour are not tolerated and are dealt with appropriately by all staff.

Judgements are not made without going through the following process –

- listening to the child
- listening to the other child or children involved
- asking open questions
- making notes if it is quite complex or sensitive, or one in a series of incidents
- taking action and following it up (staff follow policy and guidance)
- ensuring that the children involved know that action is being taken
- talking to the parents, acknowledging that in most cases it is better to talk sooner rather than later

We believe that discipline and the positive behaviour that results from it, whether imposed or self-regulatory, is based upon respect, care and consideration for others and for property.

We expect the code of behaviour to be followed on all occasions whether on site: during the school day, during extra-curricular activities or parent/teacher associated functions such as fairs, or off-site, as on residential or day visits.

Our Golden Guidelines – agreed by the School Council

- Be kind
- Tell the truth first time
- Include others in your games
- Be polite to everyone
- Play safely and fairly
- Look after and share the equipment



Make breaktime happy for everyone.

MEDICINES

The school staff do not normally administer medication at school. If a child requires antibiotics or some such medication, the parent may come in and administer this at lunchtime. If a child needs medication such as a prophylactic required for asthma or medication for emergency use such as that for asthma attacks, then parents are requested to fill in a form available from the office and this medication is administered by trained staff. The School's Policy for Supporting Pupils with Medical Needs can be found on our website.

ABSENCE

If your child is ill, please notify the school on the first day of absence and send a note when he/she returns. We have to state the reason for all absences in the school registers. There are rules laid down about the length of time children have to be away in case of infectious diseases - please contact the school office if details are required.

The school will inform parents if any child is taken ill or has an accident at school and it is important that the school has emergency telephone numbers for such eventualities.

Please notify the school of any changes so our records are kept up to date.

HOLIDAYS

The school expects that parents will take their children on holiday during the school holiday period **and not during term time**. The DfE regulations ask that parents do not take their children out of school during term time as it is very disruptive and detrimental to a child's education. They inevitably miss part of the planned curriculum and it is very difficult for teachers to make this up on a one to one basis when the other children in the class have already covered that particular aspect. The element they have missed may be a vital part of the child's total understanding of the subject. The governors have decided that holidays taken during school time will not be authorised.

SUSTAINABLE TRAVEL AND ROAD SAFETY

The School has a robust Travel Plan and achieved the Outstanding Standards Level in 2011, which has been reviewed and maintained. An understanding of sustainable forms of travel is embedded across the school. Children are encouraged to walk to school or use another sustainable form of travel e.g. cycle or scooter and we take part in the WOW scheme (Walk once a Week). The school has cycle and scooter racks for those who wish to cycle to school. The school cycle policy and form can be collected from the office. Throughout the year, the school takes part in travel initiatives within the school, for example: Walking to School Week, scooter training, cycle training, car free day, the golden lock, bikers' breakfast, photographic, poetry and poster competitions. We ensure that many of our educational visits are local and can be accessed either by walking or using public transport.

Children are given frequent reminders about road safety and opportunities to put their learning into practice. They have talks from the Police Schools Liaison Officer and travelling theatre companies.

Parents can help to lessen the risk of an accident by parking in as careful a way as possible, preferably a short walk away from the school. It is especially dangerous when children have to cross over the road between parked cars - please never stop or park outside the school in the area clearly defined 'SCHOOL - KEEP CLEAR'. It is also very much appreciated by local residents if cars do not block their driveways.

SCHOOL MEALS

School meals are prepared and cooked on the premises in our own kitchen. We follow a 'healthy eating' policy which includes the use of wholemeal flour and pasta, fresh vegetables, low fat meat and sausages etc. No food which, to our knowledge, contains genetically modified products is used. There is a choice of meat or vegetarian main course and pudding courses always include fruit and yogurts. Bread is also available daily. All meals comply with the new government guidelines.

School meals are very popular. Those children who do not have a school meal may bring a packed lunch, but these should not include glass containers, chocolate, nuts, sweets or drinks as water is available on the tables for all children.

The children in the infants benefit from the Universal Free School Meal and the Government Fruit Scheme. This provides all children with a piece of fruit at break time free of charge. Children in the juniors receive fruit at morning break on Fridays. In the Nursery all children are entitled to free milk.

All children are actively encouraged to bring a bottle of plain water to school (with a sports top to prevent spillage) to ensure hydration throughout the day. 'All Saints' water bottles can be bought from the school office.

SCHOOL RULES

These are kept to a minimum but the following are necessary for the well-being of the whole school. Children should not arrive more than ten minutes before the start of school (unless they are taking part in an organised activity) as we cannot ensure safety or give first aid before that time.

Nail polish and jewellery are not to be worn. This includes **earrings**, bracelets and rings as they can be dangerous during physical activities and at break time. Watches should not be worn in the Infant Department and only in the Junior Department at parents' risk. The child's name must be marked on the watch and they should be a simple, cheap with an analogue clock face.

Items of high value which would cause upset or distress if they were lost should not be brought into school, neither should anything that might look like or that is, an offensive weapon.

No money should be brought to the school except when it has been officially requested. School lunches and educational visits are paid for via Parent Pay.

Dogs are not allowed in the school grounds; they can get frightened when many children are about and if they foul the grounds not only is it unpleasant but also a health hazard.

VISITORS

Visitors to the school must use the front entrance in Rotherfield Road and report to the school office. There is a computer system for visitors to use when signing in or out and an identity badge system is in operation.

SCHOOL FUND

Parents of all children are invited to make an annual voluntary donation of the following suggested amount:

£10 for a child in the Nursery

£30 for a child in the Primary School

£50 maximum where there are two or more children

POLICY

Charges:

The only part of the school curriculum for which there is a charge is instrumental tuition provided by the peripatetic music teachers. Parents are required to pay for the cost of the lessons direct to the visiting teacher. Some extra curricular clubs run externally may also make a charge.

Voluntary Contributions:

For educational visits, which take place mostly or wholly within school hours the governors have agreed that the school may ask parents to make a voluntary contribution towards the cost.

The school does not treat differently from any other child those whose parents choose not to volunteer to contribute. We would be placed in a difficult position if individuals decline to make a voluntary contribution since we have no alternative source of funding and it has to be our policy to cancel any visit which does not attract sufficient voluntary contributions.

We do not wish any child to be excluded from a school visit because of financial difficulties. If there are any problems about making a voluntary contribution towards the cost, please contact the Head teacher as there are usually ways in which we can help. All such communications will, of course, be treated in strictest confidence.

HOME AND SCHOOL

At All Saints we believe in maintaining high standards of learning and discipline and believe that close links between home and school are most important and that children progress best when home and school are working together. All parents are expected to sign a Home/School Agreement when their child joins the school.

Parents are encouraged to visit the school regularly. Teachers are pleased to meet individual parents to discuss a particular aspect of their child's education or welfare – often a few minutes with the class teacher after school is sufficient. If a longer discussion is warranted we recommend that an appointment be made, as all staff have many commitments as part of their duties for several hours after the children have left. The Home/School diary is another effective way in which the school communicates with parents and vice-versa. Strong school links play an important part in the progress of the child. The closer we work together the greater the benefits.

A 'Meet the Staff Evening' is held early in September. This is followed up by a Parent Consultation Evening after half-term in the autumn term. This provides an opportunity for parents to discuss their child's progress with the class teacher and to agree targets. Phonics and Maths workshops are held for Reception parents in the autumn term. A second Parents' Evening is held in the spring term where targets are reviewed and new ones set. Towards the end of the summer term an Open Afternoon is held, providing an opportunity for parents to see the school in action. A written report is sent to parents in July. This report will also contain details of the Foundation Stage profile for children in Reception, National phonic screening for children in Year 1, National Curriculum teacher assessment results for children in Year 2 (end of Key Stage 1) and Year 6 (end of Key Stage 2). Two Induction sessions for parents of children joining the school in the following September are held in the summer term.

Throughout the year parents are invited to a range of other occasions to appreciate the various talents of all our pupils, celebrations and information dissemination sessions. These include: Assemblies, Sports Days, Concerts, Performances, Curriculum Evenings/ Workshops, end of theme exit points, Tea Parties and Open Afternoons. Please support as many as you are able.

Newsletters are sent out monthly via email and a copy of the newsletter is always posted on the outside notice boards and on the school website. Please ensure that you receive your copy and read it. There are many important pieces of information contained within it. A further copy can be downloaded from the website. Weekly year group newsletters are also emailed to parents, outlining the learning taking place in the week ahead.

It is our policy to contact parents whenever a child's progress or behaviour gives cause for concern in order to discuss and agree a way forward.

VOLUNTARY HELP IN SCHOOL

We are very grateful for the large number of parents who help in the school with educational visits, reading, sports fixtures etc. and always welcome more help. If anyone is interested please speak to your child's teacher or the Head teacher who will be able to explain what is involved. Under the new government requirements to safeguard children in schools, volunteers need to have an online DBS check. Mrs Berry and Mrs Bartley in the school office should be contacted for a DBS check to be carried out.

Invaluable help includes:

- Listening to readers
- Supporting computer learning
- Accompanying classes on local visits and trips
- Providing supervision for educational visits
- Helping with extra curricular clubs
- Transporting your children to sports meetings

ALL SAINTS PARENT TEACHER ASSOCIATION

A very important link between home and school is provided by the Parent Teacher Association. The Annual General Meeting is held in the autumn term and a committee is elected to represent parents throughout the school. They arrange a varied programme of social, educational and fund raising events throughout the year. The two major fund raising events are the Christmas and Summer Fairs. Other events have included: a Family Bingo Afternoon, the Ball in the Fall, Quiz Nights, a Shopping Evening, Fathers' Golfing Day, Children Discos, Easter Egg Raffle, Jar Amazing and a Sponsored Cycle Ride. The PTA has helped the school in many ways. Projects have included staging, hall curtains, playground markings, playground furniture, class donations, Science and Technology equipment, sports equipment, fiction and reference books, astroturf and a sound system. They also contributed to the major redevelopment of the school grounds by providing playground equipment, climbing equipment in the Nursery outside area, a grassed surface to the Reception area and Key Stage 1 playground and sails in the playgrounds. They have funded visiting theatre productions across the school, the Year 6 visit to a west end production and the Year 6 yearbook on an annual basis.

The PTA always welcomes new ideas and support. The school is extremely fortunate to have such a strong and supportive PTA.

TRANSFER TO SECONDARY SCHOOLS

There are a number of different kinds of schools to which children transfer at the age of eleven. In September 2017, our Year 6 children (cohort of 35 – 18 girls, 17 boys) transferred to the following schools.

Archbishop Tenison's – 1	Carshalton Boys – 9
Carshalton Girls – 8	Ewell Castle – 1
Glenthorne – 2	Greenshaw – 2

Overton Grange – 2
Sutton Grammar – 1

Stanley Park – 6
Woodcote High – 3

A meeting for parents of children in Year 5 is held towards the end of the summer term, where leaflets giving details of the open evenings and application dates are given out. Further information is available online. Parents of children in Year 6 are invited to make an appointment with the Head teacher at the beginning of the autumn term to discuss the completion of the preference forms and to discuss the transfer procedure if they so wish.

PERSONAL PROPERTY

Parents are asked not to allow children to bring jewellery, expensive toys, mobile phones or fragile personal property to school. Breakages or loss can cause great disappointment. The school cannot be held responsible for the loss of or damage to such items. All personal property brought into school must be clearly named. It is very helpful, if once a loss has been discovered; it is reported immediately to a member of staff.

UNIFORM

Uniform is worn by all the children at All Saints as it gives them a sense of pride and provides a sense of belonging to our school family. The school's uniform supplier is: Cladish & Co Ltd, 29-31 Woodcote Road, Wallington, Surrey, SM6 0LH. Tel: 020 8669 9992. Some items of uniform can be purchased from High Street retailers. Details of the uniform are:

Nursery

Navy sweatshirt and jogging bottoms or leggings
A school T-shirt with logo
Blue gingham A-line summer dress

Main School – Outdoor Wear – Boys and Girls

Plain navy/black anorak or raincoat
Plain navy woolly hat, scarf and gloves if cold
School baseball cap for the summer – with/without flap at the back
A navy/black waterproof
Navy/black shoes (not patent leather) of a sensible sturdy style with a low heel
Sandals may be worn in the summer (closed toe style, no sling backs)

GIRLS - YEARS R, 1, 2

Navy blue A-line pinafore dress
Short or long sleeved blue check blouse
Navy blue cardigan with school logo
Plain navy tights or plain navy/white socks
(In summer) Blue gingham A-line summer dress

YEARS 3-6

Navy blue fully pleated skirt with a school blouse
Navy blue V-neck jumper/cardigan with school

BOYS - YEARS R - 6

Short or long charcoal grey trousers
Short or long sleeved white shirt
Navy V-neck jumper with school logo
School tie
Plain grey socks
(In summer) a light blue polo shirt with school logo

logo

Other items as for Years R - 4

(In summer) Y3/4 wear the summer dress, Y5/6 may wear a summer dress or navy skirt and short sleeve blouse

All long hair should be tied back with navy/blue hair ties or scrunchies

PHYSICAL EDUCATION AND GAMES

All children need (Infants and juniors):

A school PE T- shirt

Plain navy blue shorts (not cycling shorts)

Black plimsolls (Infants only)

Children in Years 3, 4, 5 & 6 only also need:

Plain navy tracksuit bottoms and sweatshirt top (Juniors only)

Conventional sport style waterproof trainers - **not** fashion shoes

White sports socks (not trainer socks)

Navy or black swimming costume/trunks (not swim shorts)

Blue swimming hat (available from the school office)

(Swimming kit should come to school in a suitable drawstring bag not rucksack)

PE kit should be kept in a school PE Bag; both these and Book Bags are available from the school office.

All uniform should be labelled with the child's name.

Summer uniform can be worn from the beginning of the summer term until the October half term but should definitely be worn from the Whitsun half-term. Second hand uniform is sold after school from time to time.

SCHOOL HOURS

Nursery	morning	8.45am - 11.45am	afternoon	12.30pm - 3.30pm
Reception	morning	9.00am - 11.45am	afternoon	12.45pm - 3.20pm
Infants (Y1 & 2) (Y1 & 2)	morning	9.00am - 12.00pm	afternoon	1.00pm - 3.20pm
Juniors (Y3, 4, 5 & 6)	morning	9.00am - 12.15pm	afternoon	1.15pm - 3.25pm

To ensure a punctual start to the day at 9.00am children should be in their classroom by 8.55am. The school gates are open from 8.45am and children go straight to their classrooms.

SCHOOL TERM AND HOLIDAY DATES 2018/2019

DATES 2018/2019

Autumn Term 2018

First day : Monday 3 September 2018

Half-term: 22 October to 26 October 2018

Last day: Friday 21 December 2018

Spring term 2019

First day: Monday 7 January 2019

Half-term: 18 February to 22 February 2019

Last day: Friday 5 April 2019

Note: Good Friday is on 19 April and Easter Monday is on 22 April 2019

Summer term 2019

First day: Tuesday 23 April 2019

Half-term: 27 May to 31 May 2019

Last day: Tuesday 23 July 2019

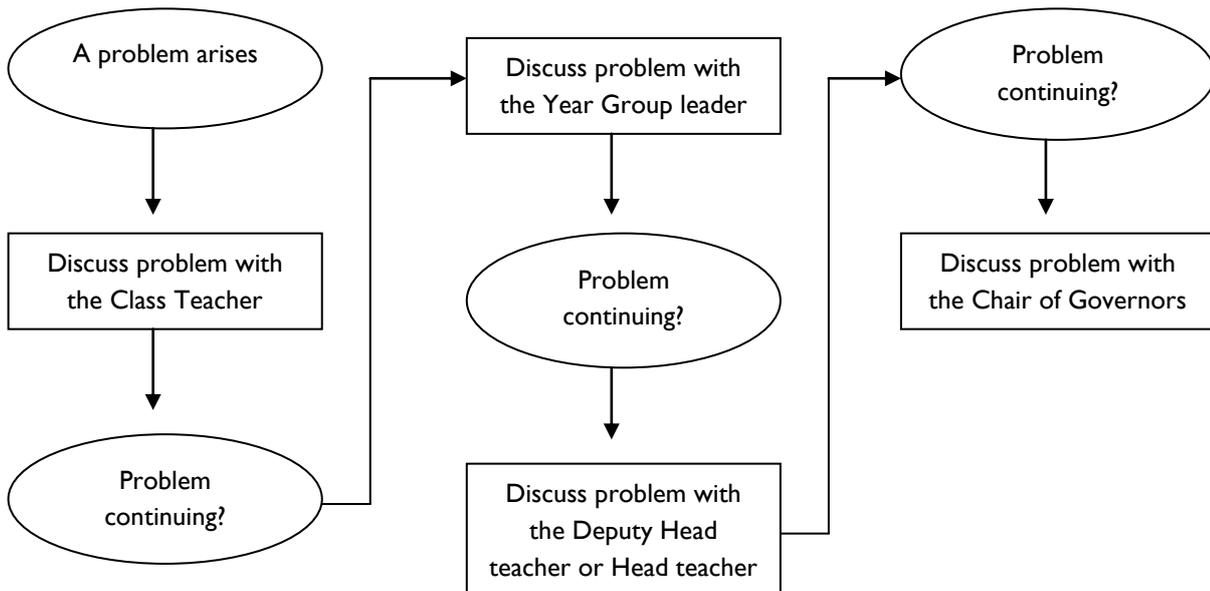
Five INSET Days will need to be agreed by the Governors



CONCERNS AND COMPLAINTS

The Governors and staff at All Saints are committed to providing all children with a first class education both socially and academically. However we acknowledge that from time to time we may fall short of this ambition. Rather than lower our sights or engender complacency we have devised this procedure to help deal appropriately and speedily with general problems and complaints about the curriculum. It is important that parents let the School know about any concerns or complaints. A copy of the procedure is available for inspection at the school office on request.

If you are unhappy about something what should you do?



I hope you have found this information useful. Please keep this document readily available and refer to it especially if you or your child is not clear as to what to do. If it does not answer all of your questions, you are very welcome to come and talk to us.

We look forward to your interest, co-operation and support over the next seven years and believe that through working together we can achieve the very best for all our children.

Please do not hesitate to contact us if you think we can be of any help.

Mrs Emma Hart Dyke.

STAFF – September 2017

Head teacher	Mrs E Hart Dyke
Deputy Head teacher	Mr C Marston
KS2 Leader	Mr A Musson
KS1 Leader	Mrs V Williams
Foundation Stage Leader	Miss T Brown

TEACHING STAFF

Nursery	Ducklings/Cygnets	Mrs H Smail
Infants	Sparrows, Reception	Miss K Cummings
	Puffins, Reception	Miss T Brown
	Chaffinches, Year 1	Miss M Morgan
	Woodpeckers, Year	Miss L Parsk
	Skylarks, Year 2	Mrs V Williams
	Wrens, Year 2	Miss A Blake
Juniors	Rowan, Year 3	Miss V Tweedy
	Hazel, Year 3	Miss Z Smith
	Willow, Year 4	Mrs S Bailey
	Oak, Year 4	Mr A Harcourt
	Ash, Year 5	Mr A Musson
	Beech, Year 5	Miss C Glackin
	Year 6	Miss K Piggott

Inclusion Manager	Mrs L Callaghan (0.6)
Other Part Time Teachers	Mrs M Bangs (0.3), Miss B Britt (0.4), Mr P Doherty (0.2), Mrs L Davila (0.3), Miss C Langthorne (0.4)

Teaching Assistants	Mrs K Bloor, Mrs O Burn, Mrs M Buglear, Mrs S Cain, Mrs J Davey, Mrs S Ewing, Mrs V Furze, Mrs L Gillani, Ms C Granville, Miss L Herriet, Mrs L Holford, Mrs C Hunt, Mrs D Jones, Mrs L Mackey, Mrs A Nelson, Mrs M Oyemade, Mrs V Pittman, Mrs S Springate, Mrs D Tarn, Mrs E Totton, Mrs D Wilkinson, Mrs V Wilson, Mrs B Zadorian
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OFFICE STAFF

Bursar	Mrs L Berry
Finance Officer	Mrs E Bartley
Admissions Officer	Mrs K Lee

CATERING STAFF

Caterer	Mrs E Bramble
Assistant Caterer	Mrs C Iorizzo
Kitchen assistants	Miss A Kah, Mrs L Limbu Subba, Miss A Stewart

MID-DAY SUPERVISORS/ PLAY LEADERS

Mrs S Ewing (Senior)

Mrs D Badgery, Mrs O Burn, Mrs E Gertz, Mrs S Kemp, Mrs S Langley, Mrs C Mendat, Mrs M Nyandu, Mrs M Oyemade, Mrs V Pittman, Ms J Short, Mrs S Springate, Mrs V Pittman, Mrs V Wilson

LUNCHTIME ELSA

Mrs S Cain

CARETAKER

Mr S Mendat

CLEANERS

Mrs D Badgery, Mrs E Gertz, Mrs L Limbu Subba, Mrs C Mendat, Ms J Short