

# Prior Heath Infant School



## 2023/24 Prospectus

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## WELCOME TO OUR SCHOOL

Prior Heath Infant School is a two form entry infant school situated in Camberley and we teach children aged from 4 to 7 years.

Our school is a very happy and friendly environment in which to learn. We place an emphasis on providing high quality learning experiences for every child, enabling them to reach their full potential. We teach a broad and balanced curriculum that encourages perseverance and excites our learners. The needs and abilities of individual children are carefully considered by our highly experienced staff and well-being is at the centre of our decision making.

We work in partnership with our parents and the wider community and are always delighted to welcome visitors to the school. We are committed to high quality safeguarding practice and ensure that there is equality of opportunity for all.

Our school values, chosen by the children and staff, form the foundation of this vision and include: respect, kindness, responsibility, teamwork and perseverance.

As part of our nurturing environment, we value and celebrate the achievements of every child. The experiences that the children have at Prior Heath, prepare them for the next part of their educational journey and provide them with memories that will hopefully last a lifetime!

***“We think Prior Heath is the most wonderful, nurturing, caring school. The teachers are all fantastic and our child has felt supported and in good hands every step of the way. They have come on in leaps and bounds both academically and socially.”*** (Parent survey 2022/23)



## OUR AIMS

Our school is a place where children are given the opportunity to:

- Fully participate in their learning and achieve their best.
- Observe, investigate, question, learn to think for themselves and collaborate.
- Develop curiosity, imagination and creativity in a safe and secure environment.
- Be inspired to develop a positive attitude towards learning.
- Attain independence in all aspects of learning and development.
- Respect and care for the world around them.
- Develop understanding of environmental and global issues.
- Understand how to live active and healthy lives.
- Celebrate being part of a diverse local, national and global community.

The children are encouraged to develop their personal qualities such as:

- Building confidence, independence and self-worth.
- Showing commitment, perseverance and self-discipline.
- Encouraging sensitivity for others and respect for all.
- Sharing, listening to and respecting the views, beliefs and cultures of others.
- Forming friendships, developing social skills and working well as part of a team.
- Recognising their impact on the environment and taking a responsibility for its sustainability.

## OUR APPROACH TO LEARNING

***“My child’s progress in reading, writing and maths as well as other subjects is clear and they are doing really well. They get more confident every term.” (Parent survey 2022/23)***

Teachers have high expectations of their pupils, making the most of pupils’ existing talents and ensuring that the work challenges them in a way that will increase their knowledge and understanding.

The children are arranged in mixed ability classes as follows:

Two Reception classes for children 4+ to 5+:	Chestnut and Willow
Two Year One classes for children 5+ to 6+:	Holly and Oak
Two Year Two classes for children 6+ to 7+:	Cherry and Rowan

## The Early Years Foundation Stage

*“It is amazing to see the progress my child has made in just a couple of months, particularly in reading and writing. They have grown individually and gained so much confidence. Each week, we are seeing something new that they are learning and we have also noticed they ask more questions as they are keen to learn new things.”*  
(Parent survey 2022/23)

The Reception year is part of the Early Years Foundation Stage (EYFS). This curriculum has a distinct identity for young children from birth to the end of the Reception Year and is about developing key learning skills such as listening, speaking, concentration, persistence and co-operation. It is also about developing skills in communication, literacy and mathematics that will prepare children for Key Stage 1 of the National Curriculum. The EYFS curriculum is planned under three prime areas of learning:



- ❖ Communication and Language
- ❖ Physical Development
- ❖ Personal, Social and Emotional Development

There are also four specific areas, through which the three prime areas are strengthened and applied. These are:

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the World
- ❖ Expressive Arts and Design

A significant part of the curriculum is taught outside and we are fortunate to have a large covered area enabling access to outdoor learning throughout the year.

We subscribe to the Tapestry online learning journal which enables us to create a record of the children’s experiences, development and learning journey. All information held in the platform is held securely and enables parents/carers to view their child’s progress.

## The Key Stage 1 National Curriculum comprises:

- |                       |   |
|-----------------------|---|
| ❖ English             | ❖ Computing                                     |
| ❖ Mathematics         | ❖ Music   |
| ❖ Science             | ❖ Art   |
| ❖ History             | ❖ Design Technology                             |
| ❖ Geography           | ❖ Personal, Social, Health & Economic Education |
| ❖ Religious Education | ❖ Relationships & Health Education              |
| ❖ Physical Education  |   |

Within each class, the organisation takes account of the subject being taught and the individual needs of the child. Children are taught as a whole class, in small groups, or individually as appropriate. Some lessons will be taught on an individual subject basis while others lend themselves to a cross-curricular approach. For example, Year 2 visit Windsor Castle and will follow up their visit in a cross-curricular approach involving English, History and Art.

In English and Mathematics, children are grouped flexibly according to ongoing assessment. This enables staff to direct their teaching to the children's needs. The curriculum throughout the school is planned to ensure that every child experiences continuity and progression in each subject.

There is a teaching assistant in each class who works alongside the class teacher supporting children's differing needs. We are also very fortunate to have regular parental support in the classrooms and on school trips. The curriculum is enriched by educational trips and external visitors to the school, for example Reception visit Bocketts Farm and Year 1 visit Nower Wood.

***"I love the beach day, maths day, all the activities for the King's coronation. Such a fun way to learn and appreciate the sharing of videos so we know what is going on."*** Parent survey 2022/23)

## **English**

***"We are very impressed with our child's reading and writing and how far it's come along since they've started school."*** (Parent survey 2022/23)

At Prior Heath we aim to enable every child to develop the skills of speaking, listening, reading and writing, including spelling, grammar and handwriting. The Key Stage 1 National Curriculum is followed throughout the school.

Reading is at the very heart of our curriculum. We are committed to promoting a love of reading and to promote reading in the wider curriculum too. We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities which will help them to read accurately, fluently and with understanding. Our intent is that every child leaves our school a reader who has a passion for stories, poetry and information texts. Our phonics teaching lays the foundations for every child to be a secure and successful reader.



Through the delivery of our curriculum, we ensure a consistent and robust teaching and learning of early reading and phonics in EYFS and KS1, so that pupils are able to read with increased speed and fluency and access the wider curriculum. We use Unlocking Letters and Sounds as this is a systematic, synthetic approach which is recommended as the most effective way for children to learn to read. Our daily phonics sessions are structured, pacy and systematic to ensure continuity and challenge. Children learn to read through phonics teaching and we adapt our provision to ensure that learning is inclusive for all. Texts are closely matched to a child's current phonics knowledge so that every child can experience real success in their reading.

Writing is an integral part of our curriculum here at Prior Heath and the children are encouraged from the earliest stages to see themselves as independent, confident writers. All of our children are provided with many exciting opportunities to develop and apply their writing skills across the curriculum through our topic based learning. Our aim is to equip children with the skills needed to be able to orally rehearse, plan, compose, revise and evaluate their writing. We want our children to develop into confident, able writers who see the value of, and find pleasure in, the writing process. We have high expectations for all pupils within our school and endeavour to ensure that all children make good progress in their writing.

Children are encouraged to listen carefully and to express themselves in a variety of situations both to adults and to each other. We provide children with opportunities to participate in drama and role play activities. Speaking is an important part of learning and we promote discussion in pairs, in groups and in whole class situations. We value your participation in talk homework

activities which give you the opportunity to take part in discussions with your child that will support their learning at school.

## **Mathematics**

We ensure that Maths is engaging and interesting at Prior Heath in order that children develop a positive attitude to the subject and see it as an integral part of everyday life. We strive for all children to have a solid working knowledge of the end of year expectations from the National Curriculum.

The children will develop a clear sense of number and be able to use manipulatives confidently to support their learning. We aim for the children to be confident in their ability to apply their knowledge and discuss their methods and reasoning using the appropriate mathematical vocabulary.

Our Mastery approach to the curriculum aims to allow all children to progress through the curriculum content at the same pace. Opportunities for pre-teaching and overlearning are implemented to ensure all children are successful in line with their individual needs. Learning tasks are designed to allow children to develop their knowledge and skills at a greater depth. Children increasingly use written recording alongside their practical and oral work to support their developing mathematical ability.

## **Science**

***“My child excitedly comes home with knowledge about things they have been learning, like mini beasts. It’s clear to see they do things that are engaging.”*** (Parent survey 2022/23)

We believe Science is vital to our future prosperity and that it is important for everyone to develop a love for the subject. The children will develop the knowledge, skills and understanding to help them make sense of the world around them. We aim to develop children’s natural excitement and curiosity to inspire them to pursue scientific enquiry now and later on in life. The children will learn about materials and their properties, physical processes of life and living processes to help them understand scientific ideas.



Children will work scientifically by observing closely, identifying and classifying, asking and answering questions, investigating, explaining and analysing phenomena, making predictions and solving problems. Teachers will nurture a love for the natural world, excitement for future possibilities in Science and provide many opportunities for pupils to develop their own growth mind-set and rational thinking.

We are fortunate to have a large field, garden, pond and nature area where the children can study a variety of plants and small animals to support their learning. There are also several school trips and visitors invited to school that are organised around a scientific theme.

## **Computing**

Our vision for Computing at Prior Heath is that all members of our school community appreciate its relevance as a vital tool in equipping children with the knowledge and skills to use ICT safely, confidently and competently.

We aim to provide a safe computing environment which keeps pace with evolving technology. Our intent is to provide the children with the key skills, techniques and confidence to operate technology effectively, safely and creatively. We also aim to develop an appreciation regarding

the potential of Computing and encourage children to enhance their learning by applying their computing skills across the whole curriculum.

The development of information and communication technology skills encourages children to participate in a rapidly changing world. At Prior Heath we recognise the importance of this.

All our classrooms have LED interactive whiteboards which are used for regular whole class teaching of computing and other subjects which allow the children to actively participate. Each year group has a set of LearnPads (tablets) or laptops which are used to enhance the children's learning across all areas of the curriculum. The children also use laptops to access the internet and a wide range of software resources.

Children are encouraged to use computing tools to explore, analyse, exchange and present information. In addition to LearnPads and laptops, the children have access to a wide range of hardware and software including digital cameras, bee-bots, digital movie creator, video cameras and remote control toys, all of which are used to develop computing skills and to support learning across the curriculum.

At Prior Heath, we subscribe to the Tapestry online learning journal which enables us to create a record of the children's experiences, development and learning journey which is shared with parents.

## **History**

Our intention in History is to stimulate children's curiosity and interest to understand about people and past events, and how they impact upon current lives. Children will develop an awareness of the past, understand the importance of their own history and be introduced to the idea of chronology and timelines. Similarities and differences between ways of life in different periods are compared and children are encouraged to ask questions about the past. The actions of significant people and events are explored and how they have influenced our lives today.

A range of historical sources and artefacts are used to enhance children's understanding and bring history to life. Interactive learning experiences, through visits, visitors and workshops create memorable and exciting opportunities to further support and develop the children's understanding.



## **Geography**

In Geography, our intention is to inspire a curiosity and fascination about the world and its people, with the aim of developing engaged and motivated learners that take an interest in the world around them. Children are encouraged to develop an appreciation and understanding of the world and their place in it, initially building knowledge of the local area and subsequently developing and applying this to a wider range of regions, countries and continents of the world. Children will explore diverse places, people, resources and environments, with appreciation of human and physical characteristics.

Children are encouraged to develop their enquiry skills through questioning and fieldwork within the local area and to develop geographical skills and knowledge to make connections between their local surroundings and contrasting areas. Children have the opportunity to use a range of resources which enrich the curriculum; these include photographs, maps, books, computers and Learn Pads. A variety of learning experiences both in the classroom and outdoors, undertaking fieldwork and workshops aim to create memorable learning opportunities to further support and develop the children's understanding.



## **Design Technology**

Design Technology gives the children opportunities to design, make and evaluate products using different materials, tools and techniques. Planning ideas, developing practical skills of construction, exploring safety aspects and the evaluation of finished products are all part of this subject. Design Technology develops many important skills from across the curriculum and encourages children to think creatively, make choices and take risks as they develop their ideas.

Food technology is a valuable part of our DT curriculum and we have a purpose built kitchen for the children's cooking.

## **Physical Education**

Physical Education at Prior Heath aims to enthuse and inspire pupils to participate fully, to develop a life-long love of physical activity, sport and exercise and develop the skills and knowledge to significantly impact upon their lifestyles and physical wellbeing. Our broad and balanced physical education curriculum is intended for all children to increase in self-confidence to manage themselves and their bodies within a variety of movement situations. Our intent at Prior Heath is to teach the fundamental movement skills that underpin the foundation of a range of sports.

We aim to provide an enjoyable, satisfying and balanced programme with opportunities for all pupils to develop physically, socially, emotionally and intellectually. The Physical Education curriculum offers a comprehensive range of experiences to meet the needs of individual pupils of all abilities and talents. The children develop fundamental movement skills which underpin all sporting activities through taking part in Gymnastics, Dance and Games. They receive a minimum of 2 hours P.E. weekly.

### ***Sports Activity Morning***

Each year all children take part in a Sports Activity Morning. This provides them with the opportunity to compete and demonstrate some of the skills they have learnt throughout the year in P.E. Parents are invited to come and watch their child's achievements.

### ***Sporting aims and provision***

We have identified a number of key factors, which underpin our planning and provision for physical activity. These include the importance of:

- regular exercise on positive behaviour and concentration levels
- physical activity in supporting a healthy lifestyle
- learning within physical activity which can be key in the development of spatial awareness, co-ordination, speed, skill, stamina, suppleness and agility acquisition
- experiencing leadership, organisation, listening and communication tasks
- engaging the whole family in a healthy and active lifestyle
- physical activity and its potential impact on whole school achievement
- a healthy and active staff in a high paced school environment
- participation in competition



Prior Heath has excellent resources for P.E. with an extensive range of small apparatus.

Children have the opportunity to use the den building equipment, adventure playground, trim trail and climbing wall on a rota basis at playtime and lunchtime. They are only used during the school day and not before or after school for safety reasons. At play times and lunchtimes

the children also have access to a wide range of small games equipment including cricket, football, tennis, skipping ropes, hoops, bean bags, balls etc. The children also take part in “brain breaks” during the day which provide another opportunity for them to develop the fundamental movement skills that underpin all sports. The children use the running track around the field to complete daily challenges and are proud to take part in global initiatives such as “Laps to Lapland” by working as a class to complete as many laps as they can.

### ***Primary School P.E. and Sports Funding***

Primary School P.E. and Sports Funding has been allocated to all schools to improve the provision of P.E. and sport and inspire children to lead active and healthy lifestyles.

Schools are free to spend the Primary School P.E. and Sports Funding as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils in P.E. and Sports. We will publish online information about how we have used the funding on our website. This will ensure that parents and others are made fully aware of the provision and impact of this funding.

### ***Safety in P.E. / Jewellery***

Children are discouraged from wearing jewellery to school. All jewellery must be removed before children take part in P.E. lessons as the wearing of any jewellery can cause injury to the wearer and other children. Therefore, we follow Surrey County Council advice which states that "any jewellery worn in physical education lessons is an unnecessary risk and should be avoided at all times".

Children wearing earrings must be able to remove them by themselves otherwise they will not be allowed to take part in P.E. lessons. We do not allow the use of tape to cover earrings during P.E. lessons. Long hair should be tied back with a suitable soft hairband.

## **Music**

Our aims are to encourage children to take an active part in music making and to promote their musical development.

The emphasis is on enjoyment and participation. Children are encouraged to create accompaniments and invent compositions using their voices, bodies and a variety of tuned and un-tuned percussion instruments. Children listen and respond to live music and recordings from a spectrum of musical genres.

School productions give pupils the opportunity to perform in front of an audience. These invaluable experiences help to develop their self-confidence and sense of achievement.

The children will acquire musical skills and develop their understanding of musical concepts by playing instruments, including the glockenspiel in Year 1 and the ukulele and recorder in Year 2.

## **Art**

We value Art and Design as an important part of the children’s entitlement to a broad and balanced curriculum. We aim to promote confidence and enjoyment in: communicating, developing the imagination, creativity, expression and observing and recording. As a school we recognise that Art and Design activities can contribute to children’s wellbeing by allowing children opportunities for mindfulness and stress relief.

Through our curriculum we aim to foster an appreciation of the work of famous artists, designers and craft makers and that of other children. We teach the children specific skills in drawing, painting, print making, textiles and 3D work. There are opportunities for our pupils to develop and extend their skills and express their individual interests, thoughts and ideas.

## **Religious Education**

At Prior Heath we nurture sound moral values, kindness to others, and an appreciation of our part in the community and in the world. We aim to stimulate wonder, awe and thankfulness for all we have and aim to foster an awareness of the wider world through our support of charities and the local community.

The children will learn *about* religions by developing knowledge and understanding. They will also learn *from* religions by exploring, reflecting on and responding to religious beliefs, values and experience. They will study Christianity in each year group and aspects of other religions. They will find out about different religious festivals throughout the year. Much of the teaching will begin with the children's own experiences and concerns and interests. We also welcome visitors from different faiths to talk to the children to foster a greater understanding and respect for other people's beliefs and cultures.

If any parents have concerns about the teaching of this subject, they are very welcome to discuss the matter with the Headteacher, especially if they are considering withdrawing their child from a lesson.

### ***Assemblies***

Regular assemblies are held across the week which are broadly Christian in content and encourage the children to respect the values and beliefs of others. They foster a sense of community, provide opportunities to share common interests and reinforce school values.

Each week a celebration assembly occurs where children's achievement in a variety of areas is recognised, including a focus on our school values.

## **Spiritual, Moral, Social and Cultural Development (SMSC) and British Values**

SMSC is embedded throughout our curriculum. The children are encouraged to reflect upon their work and share their experiences with others. There is recognition of a broad set of common values and purposes which underpin the school curriculum and the work we do. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society, the environment in which we live, mutual respect, individual liberty, the rule of law, democracy and tolerance for different faiths.

## **Personal, Social, Health and Economic Education (PSHE)**

***“Prior Heath is an amazing school; I’m so delighted with my child’s education here – not just his academic progress but holistically as a person. Thank you so much!”***  
(Parent survey 2022/23)

PSHE helps to develop children's knowledge and awareness regarding a range of issues such as positive relationships, supporting others, accessing help/guidance whilst providing the opportunity for critical and reflective thinking. The children learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood. PSHE provides an ideal subject to address and reflect upon the values, skills and attitudes required in order to promote the responsible use of the internet and other technologies, whilst increasing awareness of the risks (both positive and negative).



PSHE contains six specialist areas: Relationships and Health Education (RHE), Emotional Health and Wellbeing, Staying Safe, Healthy Eating/Healthy Lifestyles, Drug Education and Economic Well-being and Financial Capability. These are taught through a variety of learning opportunities such as designated PSHE lessons and circle times, in other curriculum subjects, through the enrichment of assemblies, visitors to school and visits out of school.

PSHE promotes the social and emotional aspects of learning which are: self-awareness, managing feelings, motivation, empathy and social skills. These are incorporated into school life together with our school values of respect, kindness, friendship, responsibility, teamwork and perseverance. PSHE provides opportunities for children to develop knowledge, skills, attitudes and behaviour which will enable them to become successful learners within and beyond school.

## **Relationships & Health Education (RHE)**

Mental health and emotional well-being is a key part of children's education and we recognise that it contributes to their educational and life outcomes. Through the teaching of RHE, children are given the information they need to help develop healthy, nurturing relationships with other children and adults. It aims to enable children to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and to recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live.



Relationship and Health Education is delivered as part of our Personal, Social, Health and Economic (PSHE) curriculum, which has planned weekly lessons across the school as well as throughout the school day as different situations or issues arise. RHE is also taught through science (naming parts of the body, life cycles), computing (online safety) and PE (physical and mental health).

In accordance with Government statutory guidance, Sex Education (RSE) is not compulsory in infant schools. We do cover "Being Safe" as an aspect of the statutory Relationships Education curriculum, which includes learning related to privacy and safeguarding. We teach pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns, worries or abuse and where to access help when needed. We use the NSPCC's PANTS to teach children about keeping safe - PANTS is an acronym devised to teach children the underwear rule: privates are private; always remember your body belongs to you; no means no; talk about secrets that upset you and speak up, someone can help.

## **Special Educational Needs**

At Prior Heath all children are fully integrated into the life of our school and our aim is for all children to be as independent as possible across the school day. We support children with a range of Special Educational Needs to access the curriculum. We follow a graduated approach to meeting need and use a termly plan, do, review cycle to adapt support for each child. The majority of additional needs are met in school through high quality teaching such as differentiated provision within the classroom. Sometimes a child may need additional support on top of high quality teaching and this is provided through small group provision or one to one support for a short time. When support is more frequently required or highly personalised, involvement and training from outside agencies may be sought to support individual needs.

We regularly monitor and track the progress of all pupils at our school. Parents, staff and outside agencies work in partnership when tailoring and reviewing support for pupils. At Prior Heath, Special Educational Needs are met in line with the Special Educational Needs Code of Practice and more information about our SEND provision can be found on the school website.

## **Children with Disabilities**

At Prior Heath we are committed to ensuring equality of education and opportunity for all children, irrespective of disability. Disabled pupils are admitted where the school, together with professional advice and parental involvement, decide that admission into the school is possible and in the best interests of the child. As with all special needs, provision is reviewed regularly and professional support and advice is sought.

## **Assessment**

Assessment is an important on-going tool that is used by teachers to ensure effective learning through identifying what children know and highlighting future areas for development. As children progress through school they are encouraged to become more involved in this process by reflecting on their learning and identifying what they have done well and how they can improve their work next time.

Every child's progress is carefully monitored; opportunities for this are many and varied, ranging from informal observations to specific tasks and tests.

On entry to school, all children are assessed to establish a baseline for which the teaching staff use to plan provision and measure progress. While in Reception children are observed and information collated in the seven areas of learning to inform the statutory Foundation Stage Assessment.

In Years 1 and 2 assessments are used across the Key Stage 1 curriculum. In June, Year 1 children take part in the national Phonics Screening Check. The Year 2 teachers assess children in English, Maths and Science throughout the year.

Parents are kept fully informed of their child's progress and future steps in their learning through parent/teacher consultations which are held twice yearly and an annual written report is presented in July. Additional opportunities are provided during the year to allow children to share their learning with parents.

## **Pupil Premium**

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM), children who have been looked after continuously for more than six months immediately before being adopted and children who come from Service families. This also includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Pupil Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive. Please see our Pupil Premium strategy on the school website.

## **CARING FOR YOUR CHILD**

***“My child feels very safe and secure at Prior Heath. If they have a problem, they feel they can talk to any of the teachers or TAs.” (Parent survey 2022/23)***

### ***Giving the children at Prior Heath a voice***

The children at Prior Heath take part in the development of their school through our School Council. The School Council meets to discuss issues of importance to the children and their school such as school values and eco issues. Each class has two representatives who meet and share ideas with their fellow class mates. At Prior Heath we place great importance on the children contributing to their school community and the School Council has proved to be highly successful and very popular amongst the children.

### **The Buddy Bench**

When the idea of the School Council was introduced to the children and possible projects were discussed, the idea of a buddy bench was raised. A buddy bench is placed in a prominent position in the playground. If a child feels sad or lonely they can sit on the bench. This action is immediately spotted by other children who will then approach the child to come and join in their game. We feel that this is particularly important for new children joining our school. They will always feel welcome and know that the playground is a happy and unthreatening place. For the older children it fosters a sense of responsibility and sense of community.



We also have a rota of 'Playground Pals' from Year 2. Older children take it in turn to assist younger children at lunchtime.

### **Child Protection and Safeguarding**

***“My observations are that the staff are caring and empathetic and are responsive to any concerns I express about my child’s wellbeing.” (Parent survey 2022/23)***

Prior Heath Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We endeavour to work with parents to build an understanding of the school’s responsibility to ensure the welfare of all children. Our first priority is the children's welfare and there may be rare occasions when our concern about a child means we have to consult other agencies even before we contact parents. The procedures we follow have been laid down by the Surrey Safeguarding Children Board and the school has adopted a Child Protection and Safeguarding Policy in line with Surrey County Council guidance for safety of all.

The class teacher is responsible in the first instance for the general welfare of their class. It is essential therefore that they should always be kept informed of any medical problems or happenings at home which might affect the behaviour, emotional well-being or academic progress of your child.

### ***Supervision***

Children are supervised by teachers or midday supervisors at all times throughout the school and its grounds.

## **Behaviour**

We aim to create a caring, secure and happy environment. The children are involved in establishing and understanding classroom and playground rules and all members of the school community have contributed to our Behaviour Policy. We help the children to develop self-discipline and learn to live in harmony with one another. We work in partnership with parents in order to promote a purposeful learning environment.

## **School Meals**

The Government provides funding to offer a free cooked meal to every child in Reception, Year 1 and Year 2 every day. School meals are freshly prepared and cooked by Twelve15, part of Surrey County Council, and their commitment to parents is that:



- ❖ 80% of their menu is made from fresh ingredients
- ❖ Ingredients are sourced locally where possible
- ❖ All meat is red tractor approved and ethically sourced
- ❖ The popular Fish Friday menu uses sustainably sourced MSC fillets which are reduced in salt and fat
- ❖ Sponge puddings contain 50% fruit

The quality of school meals is rigorously monitored to ensure they are nutritionally balanced. In addition to the main meal option, there is a vegetarian and jacket potato option every day. Therapeutic and religious dietary requirements are supported and considered on completion of a special diets request form which is available from the school office. There are also specific menus for the following diets: gluten free, dairy free, egg free and vegetarian. Further information about school meals is available on the Twelve15 website <https://itstwelve15.co.uk/>

## **Mid-morning snacks**

Prior Heath is part of the national 'Healthy Schools' scheme that encourages children to eat fruit and vegetables. As part of this, each child is provided with a piece of fruit or vegetable daily to have at snack time and they are allowed to bring a named plastic bottle containing water to drink.

## **School Milk**

We provide a milk scheme that is available to all of our children. School milk is free for all under-fives and for some children who are in receipt of Pupil Premium funding. It is subsidised for pupils aged five or older at around £15 a term. Our scheme is run by Cool Milk, the UK's leading school milk supplier. If you would like your child to receive milk in school, simply register at [www.coolmilk.com](http://www.coolmilk.com) or complete a registration form available from the school office.

## **Illness**

If a child is unwell at school, parents will be contacted and sick pupils will be cared for by the school staff until parents arrive. Everyday cuts and grazes, unless serious, which occur at break times are dealt with by our first aid trained staff.

In case of emergency or sudden illness a telephone contact number is required for every child. **PLEASE ENSURE, THEREFORE, THAT WE ARE NOTIFIED IMMEDIATELY OF ANY CHANGE IN ALL CONTACT TELEPHONE NUMBERS.**

If your child is absent due to illness or unforeseen circumstances, please inform the school by telephone before 9.30 a.m. on the first day of absence. Please inform the school of the nature

of your child's illness as certain conditions are notifiable by the school to the local authorities. When your child returns, a letter of explanation will be required for our records, please.

## **Medicines**

Prescribed medicines can be administered and these should be handed in at the school office for safekeeping. To comply with the Health and Safety Act a written request must be received from the parents or guardian - forms for this purpose can be obtained from the office.

## **Emergency Procedure**

Parents are advised that Prior Heath has an Emergency Plan which includes a lockdown procedure. In the event of an incident, parents are asked to observe instructions communicated to them by text and email.

In the event of an unforeseen school closure, for example in bad weather conditions, parents will be sent a text message and e-mail. Emergency notices are also placed on the school website [www.priorheathinfant.co.uk](http://www.priorheathinfant.co.uk).

## **Broadmoor warning system**

In common with other Surrey Heath schools, in the event of an escape from Broadmoor Security Prison the siren will sound. School will continue as normal, but at playtime children will be kept indoors. Adults must collect children from the classroom.

# **ADMISSION ARRANGEMENTS**

Surrey County Council offers the opportunity for all Reception children to attend school on a full-time basis from the Autumn Term. There will be a short settling-in period for all children. The Reception teachers undertake home visits during the first week of term in September after which the children will start school. They will stay for the morning for their first few days in school followed by several days when they will stay for lunch until 12.30pm. From the third week of term in September, the children will attend school full time from 8.50am until 2.50pm.

***"We think this is one of the reasons our child settled in so well, the settling in was really well thought out, planned and executed."*** (Parent survey 2022/23)

## ***Registration and Application***

If you are considering sending your child to Prior Heath, you are invited to complete and return the school's initial registration form which is available on the school website. This expresses an interest but does not guarantee a place. It will also ensure that we write to you with information about our school tours and the Surrey County Council admissions information leaflet which will provide details on how to apply for a school place.

If your child was born between 1 September 2019 and 31 August 2020 you will need to apply for a September 2024 Reception place between **30<sup>th</sup> October 2023 and 15<sup>th</sup> January 2024**. The quickest and easiest way to apply for a school place is online. Visit [www.surreycc.gov.uk/admissions](http://www.surreycc.gov.uk/admissions) to access the application form and more information on the application process and admission arrangements for Surrey schools. To request a paper application form or for all other enquiries, you can contact Surrey admissions on 0300 200 1004.

During the Autumn Term we run a number of "talk and tour" sessions with our Headteacher, Mrs Lindsey Chivers. These are for prospective parents who will have children starting school the following September and need to be booked in advance. Prospective parents are invited to contact the school office by telephone: 01276 25546, or email: [info@prior-heath.surrey.sch.uk](mailto:info@prior-heath.surrey.sch.uk) for further information.



## **School Admissions Policy**

Surrey County Council is the admission authority for Prior Heath Infant School. To find up to date information about the school's admission arrangements and details on how to apply, either as part of the normal intake or during the school year, please visit the admissions page of the Surrey County Council website: <https://www.surreycc.gov.uk/schools-and-learning/schools/admissions>

## **SCHOOL MANAGEMENT**

### ***Governors***

Governors have an important and active role in the life of the school. They have the responsibility for strategic development and are accountable for the school's performance. There is a flat structure that includes such aspects as finance, staffing, curriculum and health and safety. Meetings take place regularly throughout the year and a set of the latest minutes is always available in the school office. The Governing Body is made up of representatives of the Local Authority, community, parents and staff.

### ***Parent Governors***

The Governing Body includes four parent representatives. When vacancies occur, parents will be informed and will then have the option of putting themselves forward for election. This is an excellent opportunity to contribute to life in your child's school.

### ***Parents and the school complaints procedure***

Staff, governors and parents work closely to provide a caring and high quality learning environment. If you have any concerns, please contact the class teacher or Headteacher in the first instance. Most concerns can be resolved in this way but, should this not prove possible, parents can approach the Governors or Local Authority. A copy of the complaints procedure is available from the school office and on the school website [priorheathinfant.co.uk](http://priorheathinfant.co.uk).

**SCHOOL POLICIES REGARDING THE CURRICULUM SUBJECTS AND ALL AREAS OF SCHOOL MANAGEMENT ARE AVAILABLE IN THE SCHOOL OFFICE FOR PARENTS TO SEE.**



## USEFUL INFORMATION

### ***School uniform***

- Light blue poly/cotton shirt/blouse (with short or long sleeves)
- Grey trousers/shorts/pinafore/skirt (a light blue/white gingham dress can be worn during the Summer term)
- Navy blue sweatshirt/cardigan \*
- Navy/blue striped tie \*
- Grey/white socks or grey/navy tights
- School shoes, not trainers please
- Prior Heath book bag \*

All uniform items with the school logo \* can be purchased from Brenda's Schoolwear, 130 Frimley Road, Camberley, Surrey GU15 2QN Tel: 01276 469697 <https://www.brendas.co.uk/>. Other uniform items can be purchased from any uniform supplier.

### ***Physical Education uniform***

On the days that the children have P.E., they will come into school wearing their P.E. uniform. This consists of a blue t-shirt (with the Prior Heath logo) and an optional navy blue hoodie, which can be purchased from Brenda's. Alternatively, the children can wear their normal school sweatshirt or cardigan. The children will also need to wear **plain** black or navy blue shorts and trainers (without laces please unless your child is able to fasten them independently). During the winter months, the children will need to wear plain black or navy blue track suit bottoms. For indoor P.E., the children will remove their footwear and socks.

In Reception, we ask that the children have a pair of waterproof trousers and wellington boots in school which can be kept in their P.E. bag. This will allow them to access the outdoor areas throughout the year.

The children are encouraged to wear a sun hat during sunny weather.

### ***School shop***

An excellent school shop is run by parents, offering good quality second-hand uniform in all sizes. Parents are notified by the PTA when a school shop is to be held.

### ***Labelling***

**TO AVOID CONFUSION PLEASE ENSURE THAT ALL WATER BOTTLES, LUNCH BOXES, CLOTHING AND FOOTWEAR, APART FROM UNDERWEAR, ARE MARKED CLEARLY WITH YOUR CHILD'S NAME.**

### ***Hairstyles***

We ask parents to ensure that children's hair is tidy and in a style that is appropriate for school. Hair braids and hairstyles involving shaven sides, obvious 'steps' and/or razor lines are not considered appropriate at Prior Heath. If a child comes to school with an inappropriate hairstyle the Headteacher will contact the parents to discuss the matter. Please tie long hair back as this helps children see and concentrate on their work as well as deterring the spread of head lice, should they be present.

## ***Jewellery and items from home***

Jewellery can be easily lost at school, which causes distress to the child concerned. Therefore, we strongly advise that all forms of jewellery be left at home. Plain analogue watches may be worn by children at parents' risk.

Jewellery of religious significance can be worn to school. However, we do ask that you speak with your child's class teacher if this impacts your child so that appropriate health and safety measures can be put in place to keep them safe during physical activity.

**Plain studs may be worn by children who have pierced ears on the understanding that, for reasons of health and hygiene, they are not worn on days when children have P.E.**

Please be advised that if the class's designated P.E. day has to be changed and your child is wearing earrings, they will not be permitted to take part in P.E. that day, unless they are able to remove the earrings themselves. We do not permit the use of tape to cover earrings in P.E.

We discourage children from bringing toys and other treasures to school, unless asked by their teacher to do so, in case of loss or damage which could cause disappointment.

## ***School day timings***

The classroom doors are open from 8.40 am when children can come into classes. Parents must be responsible for supervising their children until they are admitted to their classroom. The adventure playground, trim trail, climbing wall and den building equipment should not be used by children or younger siblings before or after school for safety reasons. The school day starts at 8.50 am when classroom doors are locked for security. If your child arrives after this time, please report to the office and staff will register their arrival. In order to help children make the best start to the day they need to arrive on time.

Break/lunch times: Mid morning playtime (Years 1 & 2)	10.45 am to 11.00 am
Lunch time	12 noon to 1.00 pm

School finishes at 2.50 pm. If for any unforeseen reason you cannot collect your child please telephone the office staff so that your child's mind can be put at rest. If you know in advance that your child's normal collection arrangements will change, please give a written note to your child's teacher.

## ***School attendance***

in order for children to fulfil their potential, they need to attend school regularly to benefit from their education. To this end, we will do all we can to encourage parents/carers to ensure that the children in their care achieve our expectation of 100% attendance and that any problems that prevent full attendance are identified and acted upon promptly.

While absence due to illness is unavoidable, holidays taken during term time are disruptive to the child concerned and also to others in the class. The Education (Pupil Registration) (England) (Amendment) Regulations 2013 state that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. The Headteacher is also required to determine the number of school days a child can be away from school if leave is granted. In such cases the Headteacher/Governing Body have to judge whether there are exceptional circumstances and may request that the Local Authority issue Penalty Notices when an absence is not authorised but is taken.

Our parents recognise the benefits of their child's regular attendance at Prior Heath and unauthorised absences rarely occur. Illness and religious observance are recognised as valid reasons for authorised absences.

If a term time absence is unavoidable, a leave of absence request form must be completed prior to the absence. Reasons for the absence should be clearly stated and parents may be invited to meet with the Headteacher to discuss the request. A copy of our [Attendance Policy](#) can be found on the school website.

Requests for leave of absence are treated sympathetically but only in exceptional circumstances can they be approved. Government legislation states that parents who take their child out of school for **five days or more** during term time, without the authority of the Headteacher, may each be liable to receive a Penalty Notice. Penalty Notices will be issued by the Local Authority. Family holidays are not deemed an exceptional circumstance and will not be authorised,

The Penalty Notice is £60 if paid within 21 days of receipt of the notice, rising to £120 if paid after 21 days but within 28 days of receipt of the notice. If the Penalty Notice is not paid, the recipient will be prosecuted in the Magistrates Court for the offence for which the Notice was originally issued.

Please be aware that each parent is liable to receive a Penalty Notice for each child who incurs unauthorised absences, for example, if there are two parents and one child, each parent will receive one Penalty Notice. If there are two parents and two children incurring unauthorised absences, each parent will receive two Penalty Notices, which in this case would amount to £120 each if paid within 21 days.

Please do all you can to see that your child arrives in class on time and attends school regularly. Unauthorised absences will be marked as such in the class register. Similarly, lateness will be recorded for any child arriving after registration has been completed.

## ***Parents and the school***

***“Tapestry is a great tool and I love seeing what my child has been up to. Parents evenings are informative and helpful.” (Parental survey 2022/23)***

Before your child starts school you and your child will be invited for school visits to meet the Reception staff. This also provides an opportunity to meet other parents and children and helps the children make a happy and confident start at school. In the first week of the autumn term in September, we offer you the opportunity to have a home visit. Home visits provide the opportunity for the children to meet the adults who will be working with them in the environment where they are most at ease. They will also give staff the opportunity to find out about the particular needs of each child and give parents the chance to voice any concerns they may have about their child starting school.

During the school year, appointments will be offered when you can chat privately with the teaching staff about your child’s progress. If at any time you are worried please come and see us because we want to help and will always find time to talk to you. The office staff will make an appointment for you to see either your child’s class teacher or the Headteacher. Similarly if we have any worries about your child we shall contact you.

We also regularly seek parents’ views through the use of an annual Reception survey and a whole school parent survey. The survey analysis and actions arising inform school development.

The majority of correspondence is sent to parents by e-mail using ParentMail. The children are also given letters informing you of events taking place at school. The Parent Teacher Association will also send out regular newsletters or appeals for help etc. Please check book bags daily for letters and messages. Copies of letters sent out are also kept in the school office and the website is updated regularly.

## ***Parent Teacher Association (PTA)***

As a parent with a child at the school you automatically become a member of the PTA and are most welcome to attend the monthly meetings, set up to discuss fundraising events for the school and identify any new fundraising ideas or initiatives you may have. The money raised on these occasions is used in a wide variety of ways to enhance the education of our children. Prior Heath has a very supportive PTA with an annually elected committee for which new representatives are always welcome. The PTA have their own website <https://www.pta-events.co.uk/priorheath>

## ***Charges for school activities***

Class or year outings and additional visitors, e.g. museum and theatre visits, enhance the curriculum focus extending the work that is done in the school. Our policy for charging and remissions at Prior Heath for these and other activities is:

- A charge will be levied to cover the cost of transport, the entrance fee charge for children and for those parents asked to accompany the party in a supervisory capacity.
- The PTA or school fund will continue to pay the charge for some pupils who are in receipt of the Pupil Premium funding.
- A charge will be levied to cover the cost of visiting groups that provide enrichment activities e.g. workshops, theatre visits.
- A nominal voluntary charge may be levied towards the cost of consumable materials used in design technology.

## ***Car parking***

We encourage parents to share transport or walk to school whenever possible. There is limited parking in the Surrey Heath Borough Council car park outside the school. Alternative parking is available in Southcote Park on the Portsmouth Road, and access to the school can be gained through a gate onto the school field. If it is necessary to park on the residential roads close to the school, please exercise care and show consideration for the residents and other road users. Please do not park in the staff parking area.

When using the main Prior Road entrance, the children must enter and leave school by the small metal gate next to the school sign. PLEASE take great care at all times when entering or leaving the school grounds. A little patience and courtesy would be very much appreciated at very busy drop off and pick-up times.

## ***Dogs***

In the interests of safety and hygiene we ask you not to bring dogs into the school grounds.

## ***Smoking & E-cigarettes***

Prior Heath Infant School is a non-smoking site, therefore staff, parents and other adults must not smoke within the school premises, including the school grounds. We also request that any visitors to the site refrain from the use of electronic cigarettes (e-cigarettes) on school premises.

## ***After school activities***

We have various after-school activity clubs including football, multi-skills, tennis, musical theatre, street dance, coding, and French. All clubs are organised and run by outside agencies and details are sent home via ParentMail.

## ***Prior Heath Nursery***

Within the grounds of Prior Heath Infant School there is a Nursery with provision for up to 80 pre-school age children per day. The Nursery is privately managed by Mrs Sharon Breden, and maintains close links with the school teaching staff and governors. Being located on the school premises means that the Nursery has the considerable advantage of access to facilities such as the school hall and grounds, which allows it to offer a particularly wide range of activities. Prior Heath Nursery has two adjacent classrooms, Butterfly and Ladybird, offering parents flexible arrangements for childcare. Butterfly class provides a choice of morning sessions (from 8.45 to 11.45am), afternoon sessions (from 11.45am to 2.45pm), also children can attend from 8.45am to 2.45pm. Ladybird class offers one session from 8.30am to 2.30pm daily.

## ***Prior Heath before & after school club***

The Ladybird classroom is also home to the Prior Heath before and after school care club, known as 'K' Club, which is also operated by Mrs Breden. 'K' Club provides supervised care for children who attend Prior Heath from 8:00 am to 8:40 am when the school day begins, and from 2:50 pm when school finishes, to 5:30 pm. The aim of the before and after school club is to provide parents, particularly working parents, with a flexible, secure, well managed and cost-effective facility for the care of their children during out of school hours, with the emphasis being on providing an out of school environment for children which is full of fun and creativity.

Further information about the Nursery and 'K' Club is available from Mrs Sharon Breden, telephone 07710 469729 or email [pachildcareltd@hotmail.co.uk](mailto:pachildcareltd@hotmail.co.uk).

## ***Local Authority Staff***

Surrey County Council Contact Centre      0300 200 1004

North West Local Education Authority Office: Quadrant Court, 35, Guildford Road, Woking, Surrey GU22 7QQ

\* \* \* \*

Thank you for reading our prospectus. Additional documents such as school policies and Ofsted report are available to read on the school website and in the school office on request.

If you have any further questions or would like to make an appointment to visit the school, please contact the school office on 01276 25546.

We look forward to welcoming you to our school.

