

PEASLAKE SCHOOL

PROSPECTUS



PEASLAKE SCHOOL PROSPECTUS

Head Teacher: Ann Gilchrist

Chair of Trustees: Mark Foster (who can be contacted via the school)

The following inserts are enclosed:

- Admission Arrangements
- School terms and holiday dates and times of school sessions
- Staff List
- Statement of the School's Ethos and Values
- Curriculum Policy
- Special Needs Policy
- Discipline Policy
- National Curriculum Assessment results at Key Stage 1
- Authorised and Unauthorised Absence
- Uniform Policy
- Complaints Policy

Copies of all the school policies are located in the office.

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Introduction

Welcome to “All About Peaslake School”. I hope that you will enjoy reading about Peaslake School and the unique part that it plays in the life of our community.

Peaslake School is unique, because we operate a free school for children aged from 3 to 7 from Peaslake and surrounding villages, with no government or other official support. Peaslake School arose from the closure of the original state school in the village in 1994 and the creation of the Peaslake Schools Trust to fund, operate and manage the school to the highest possible standards. This is a school run by the community, for the community.

I have had the privilege over the past few years of working with the dedicated teams of staff, parents and volunteers whose efforts have resulted in Peaslake having a very special facility. The school is providing high quality education for children in our village as well as playing a vital role in fabric of our community.

We can all be proud of what has been achieved since the foundation of the Trust and I hope that you will gain from this brochure a sense of the excitement we feel for the stimulating school which the village now enjoys.

We have set ourselves a real challenge in working to keep what has been so hard won. I hope that in reading this you will also understand that we need all the help we can get in terms of resources of every kind – people, equipment and, most important of all, funding if we are to secure our school into the 21st century. The Trustees, staff, parents and children thank you for taking the time to consider what has been achieved and our hopes for the future.

Mark Foster

Chairman of Trustees

History of the School

There has been a school in Peaslake for over 100 years. In the 1880's a school was started in the Old Mission Room at the heart of the village. In 1912 Mrs Blackburn-Hall of Hazel Hall opened a building fund and 200 local subscribers raised the money to build on the land occupied by the current school. In 1913 what was described as "a jewel of a school" was opened by the Bishop of Winchester. At this time the school provided for children aged from five to fourteen in two rooms, that became three with a further generous gift from Mrs Blackburn-Hall in 1929. So from the beginning the school was indebted to local benefactors. The school flourished as an integral part of the community for the greater part of the 20th century, adapting its role with the changing needs of local education, becoming a Primary school in 1950, and a First school in 1973. Many of the current inhabitants of the village enjoyed their formative years in the school and we are constantly approached by visitors to the village who bear testimony to how much they gained from the excellence of Peaslake School over the years.

The Fight to Keep the School

In 1991 there was a change in policy, resulting in a shift of the age of transfer to seven. The local authority declared that the school, along with others in the region, was too small to be viable and made plans to withdraw its financial support. This stung the local community into action and a vigorous campaign was waged by both parents and villagers to overturn the decision, including a final appeal to the Secretary of State. This appeal was based upon the fact that children from the community would need to be bussed to other local schools from a very early age, and the fact that an influx of new families into the village was resulting in a steady flow of children requiring schooling. There was also a very real fear that, with the closure of the local school, an important part of the fabric of the community, alongside the church, the pub and the shop would result in the erosion of the networks which bound the village together as a community.

Despite all the efforts, the appeal failed and in 1994 all government funding was removed and the school closed by the Local Authority. Peaslake did not stand by while this occurred but chose to act.

During the year of the planned closure of the school the Peaslake Schools Trust was formed with the express intention of continuing schooling in the village. What began as a meeting in the village hall developed into a robust organisation ready to ensure that local children would have free access to schooling close to their homes.

The mission of Peaslake Schools Trust was established:

- To provide schooling to children of Peaslake and surrounding villages from the age of three to seven
- To give a caring, secure and happy start to school life in the heart of the community
- To deliver a quality and breadth of teaching to meet and exceed the requirements of the National Curriculum and Ofsted inspectorates
- To support the successful transition of children from the school to either the state maintained or Independent sector
- To ensure that each individual child is treated with consideration and respect and learns to play a full role in the community
- To provide a continuing contribution to village life.

Of course the hard work had only just begun. Over the next three years there was a sustained struggle to raise the funds and gain access to the original school buildings. During this period the school was kept alive by operating in a private home – Ridgmount, in the games room and dining area belonging to Margaret and Leslie Jones. A first team of teaching staff was recruited, led by Christine Doubleday, who worked tirelessly on significantly less than full pay, to maintain continuity of education in the village. Fourteen children transferred to their “temporary” home in Ridgmount in September 1994 and the school, albeit fragile, lived on.

Meanwhile the Trustees worked hard to overcome various legal and ownership issues and to raise £120,000 to purchase the school. This campaign was conducted in the full glare of the national media, who were intrigued at the boldness of the enterprise, and we featured regularly in both newspapers and TV. Some 18 households came together in the end to purchase the buildings on behalf of the Trust in December 1996. The school, which had lain derelict for three years, required significant refurbishment before the children could return. Once again the village pitched in with countless volunteers helping with carpentry, painting and maintenance. Finally in June 1997, there was a triumphant return to the school buildings with a march through the village, by parents, children, Trustees, benefactors and volunteers who had made everything possible.

Since this exciting day, the school has operated successfully year-in, year-out, growing to its current role of 50 children, and playing a very full part in the education fabric of the surrounding area, where all other local schools continue to thrive. The staffing has developed into a team of some eleven teaching, support and administrative personnel. The Trust has evolved into a dedicated body, drawn from all aspects of the local community to act as both a Board of Governors and an Executive Committee of Trustees. Since its inception the Trust has raised over £640,000 to operate the school, with annual budgets rising from c£30,000 to over £100,000.

These achievements have required, and continue to require enormous generosity of time, energy and money from all involved. It has been a fantastic team effort by the village as a whole. This is the story of a very unique school and one which we are all dedicated to seeing continue into the 21st century.

Why is Peaslake School Unique

Aside from the story of its inception, our school is unique because it is operated just as if it was a fully-funded State school, with professional staffing levels and free provision of schooling for all those in village who wish to attend. Other “small schools” operated by their communities elsewhere in the country operate on a significantly more voluntary and amateur basis. The Trustees and community of Peaslake have always believed in the principle that the school was only worth maintaining if it could attain and maintain the highest possible standards in all dimensions.

It is for this reason that we have over time raised our teaching salary levels to match the national standards, ensuring our ability to attract and retain the best staff. We have continued to keep abreast of policy changes regarding testing and early years education. We have been subject to regular Ofsted inspection and passed these with flying colours.

Our school is currently financed without any Government money, aside from the subsidy for Nursery provision which we, like all other nursery schools, enjoy. Our operations depend entirely upon fundraising through covenants, social and other local fundraising events and income from the integral Nursery school.

Our independence does however give us many special freedoms to shape and direct the school the way that we and the community wish it to be shaped. We exercise this freedom especially in terms of the scale of the classes and the ratio of teaching staff to pupils, which we like to keep significantly lower than the state system.

The school also has a unique relationship with the parents, who are actively encouraged to get involved with school life, both educationally and in terms of volunteer and fundraising activities. The same can be said for the relationship with the community, which having fought so hard to retain this asset is dedicated to its retention.

How the School is run

The school is divided into a Nursery class, which is fee-paying and operates during mornings in the Hall, and the free Main school, made up of three year groups (Reception, One and Two) taught across the two classrooms.

Nursery Class – for children from the age of three. The school provides a fun and structured environment for learning and play, led by a qualified Nursery supervisor, supported by several assistants. The close links with the Main School allow children to learn about school in a gentle way and prepare themselves for later transition with the minimum of disruption. The Nursery curriculum reflects the requirements of early years schooling. There are fees for the Nursery, which can be offset by Local Authority schemes as they apply.

Reception Class and Year One – In the September prior to the children turning five years old, they begin in this class, Pine class. Pine class, includes the five year olds and the younger half of the six year olds, and is taught by a qualified and experienced teacher and is focused on taking advantage of smaller class size to encourage individual attention and development. The children in this class also enjoy weekly music and swimming lessons. The school provides free education for all children over the age of 4 years six months.

Year Two - The elder half of the 6 year olds and the 7 year olds are taught in this class, Oak class, by a qualified and experienced teacher. Oak class is for 6-7 year olds and is focused on preparing them for the next stage of their schooling in the State maintained or independent sectors. SATS testing for 7 year olds is carried out during this year.

The school provides for special needs teaching as necessary, within the capabilities of the school. Where appropriate, we support parents in application for additional funding for special teaching support across all age ranges covered by the school.

Peaslake school can accommodate up to 50 children, which our projections show is sufficient to cover the core catchment area of the school and our intent to provide schooling to Peaslake children. The school numbers have been growing steadily since it's re-opening and now stand at or close to the maximum overall roll. Such is the success of the school in attracting pupils and returning to become the natural village school of Peaslake we now operate a formal admissions policy and waiting list to ensure that our scarce places are available to meet the needs of the school catchment.

A Year in the Life of the School

In addition to the requirements of the National Curriculum, the school works hard to provide stimulation for the children and encourage their learning through different means. The school offers recorder lessons and swimming weekly. The parish rector is a regular visitor to the school to talk to the children and lead the weekly assembly. The school has invested in state-of-the-art PC and internet technology which the children are able to take full advantage of. We take advantage of our Hall and proximity to the adjacent field to encourage sports. The field is the scene of a lively annual Sports Day. There is also ample opportunity for walks and conservation activities in the nearby Hurtwood forest.

The school invites a number of interesting people and groups to visit and speak to the classes. Over recent years these have included farmers, bee-keepers, representatives of the Fire and Police services, Hurtwood wardens and many others. The school makes a number of organized visits each year as well to local places of interest such as Cranleigh Arts Centre for pottery, Guildford castle, Dapdune Wharf and the Weald and Downland museum as well as the regular sea-side trip to Littlehampton.

The school performs an annual Harvest Festival and Nativity in Peaslake Church and participates in the Christmas Village evening, as well as playing a very active role in the Peaslake Village Fair each August.

The school links up wherever possible with other local schools to allow the children to share experiences with their peers and to understand and prepare for the next level of schooling.

The School in the Community

The school plays an active part in the local community and parents and children are encouraged to participate in and organise village activities. Peaslake School has taken on responsibility for the Children's Field of the annual Peaslake Fair for many years. The school also organises regular events such as Auctions of Promises, Race Nights, Casino Nights and Bridge Evenings in the Village Hall which are well-attended and supported by the whole community. We also organise concerts and the Peaslake Open Gardens have become a regular feature of the local summer calendar.

Perhaps more importantly through these events and through involvement in the school, a network of new village relationships has been formed which will be the basis of the cohesion of our community for many years to come. The annual Leavers Party in July, where we give a send-off for the top class to their next schools, has become a regular testament to the new friendships that are the lasting contribution of the school to the fabric of village life. Without the school there would be no reason for this next generation of our village to get to know each other.

We see this connection with the village in our annual AGM as well, where supporters of the school come together from across all walks of life to hear about the progress of the school and understand our priorities for the coming year. This well-attended event has also become part of the village calendar.

Behind the Scenes

Despite the voluntary nature of the school's inception, the Trustees are committed to operating it in a professional manner. An Executive Committee of Trustees, drawn from all walks of the local community, meets regularly and oversees the working groups of volunteers who perform the critical functions necessary to operate a school. We have teams dedicated to school operations and health and safety, finance, curriculum, and social fundraising among others. The Executive Committee of Trustees also acts as the Board of Governors of the school.

The Trustees have obligations to comply with the statutory demands of the Charities Act, Education Acts, Health and Safety and Employment legislation, as well as the liabilities which arise from running a £100,000 a year turnover business.

As mentioned before, there is an Annual Review, or AGM, for Peaslake School, which is an opportunity for the village to understand more about the progress of the school, interact with the Trustees and help to shape the role that it plays in the community. The AGM is also the occasion for the election of Trustees and Officers for the year.

Our Chairman of Trustees is Mark Foster who can be contacted via the school. Mark is a Group Chief Executive of Accenture, a firm of management and technology consultants. Mark has lived in the area since 1993. Shortly after moving to the village, he happened to be cycling past the meeting at which the school closure was announced by the DFEE. Enticed to get involved with the rescue plan, he has been the Chairman of Trustees, worked closely with the teaching staff of the school, since the inception of the Trust in 1994.

The Executive Committee is continually looking to bolster the breadth and mix of skills that it can draw upon and looks to have a balance between parental Trustees and those from the wider community. The Trustee body incorporates both full Trustees and co-opted Trustees.

Parental Involvement

As outlined above, parents play a key role in both the Executive Committee and in the working groups. In our briefing pack to prospective parents we stress the fact that being a parent at Peaslake school does bring with it special obligations in line with the uniqueness of our school. Parents play an active role in certain school duties and, in particular, form the backbone of our social fundraising initiatives in the village. The Parents Forum is an active body which meets twice a term to discuss key ideas and plans with regard to the school and to share information with the Trustees. The associated CHAPS (Corps of Husbands at Peaslake School) meets monthly in the local pub to plan and coordinate maintenance and fundraising activities for the school.

While the school provides free schooling for all children, there are clearly many ways in which parents can help to contribute to the funding burden which we face each year. Aside from playing a leading role in the social event organisation which lies behind much of our fundraising, many parents also contribute directly to the school through covenants and other donations, which are gratefully received as a key part of our funding plan.

Costs of Running the School

Clearly running a professional school today requires considerable financial support. Peaslake School receives no support from the Local Authority or government and needs to find all of its funds each year from the local community. Over the years since its inception the amount to be found has risen as the school has moved further to professionalise its operation and in particular to pay its staff in line with the State guidelines. Our teaching salaries now represent over 85% of our annual costs, which are overall in excess of £100,000.

The majority of the remainder of our costs surround the provision of the teaching materials, maintenance of the buildings and the necessary administrative and establishment costs associated with running a school.

Over the years since the return to the school site at Colman's Hill, we have continued to invest in the facilities of the school. We take great pride in the environment we have provided in the school. In the past few years we have repainted the exterior, bought new equipment for outside play in the playground and invested in our nursery as well as wired the whole school for the internet. We continue to look for ways to improve our school and will look to fund these investments as special projects moving forward.

The Trustees have established a broad base of funding sources to create the income stream for the school. The majority of the school's funding comes from covenants, whereby members of the local community and parents make regular donations in a tax-efficient way. We gain significant income from the nursery, which has grown in line with its success. Over the recent years we have honed our social fundraising capabilities to create a major stream of revenue from a series of high quality events which actively engage our whole village and the wider community. The Peaslake 150 Club, which is a regular lottery draw for the school is also a valuable source of funds.

We have established a Loan Fund, in conjunction with the Charities Aid Foundation, whereby benefactors can invest excess capital in a flexible account and the school is able to benefit from the interest accrued. This is one of a number of approaches that the school is taking to securing its longer term financial future.

We have been successful in meeting all the expenditure needs of the school over the past decade. This has been possible through the generosity of our benefactors of all kinds and through the care with which we have managed the costs of the school. We have a track record of fundraising success and we have been able to build up a small surplus. This means that we can plan each year with confidence, but we do not take this position for granted.

We need to be continually creative and vigilant in our search for ways to secure the funding future for our school. A tremendous amount of effort has gone in over the past 10 years to make this dream a reality. We have shown that we can sustain ourselves over the medium term, and we have shown that Peaslake's commitment to keeping its school is lasting, but we still require every form of help that we can get to ensure our survival into the 21st century.

How Can You Help

There are many ways in which people can help to support the school and keep this unique story moving forward:

Financial Contribution

- Covenants and regular donations
- One-off donations
- Bequests
- Special item expenditure eg. Books , computers
- Sign-up to the Peaslake 150 Club
- Attendance of school events

Personal Time Contribution

- Organising school events
- Regular role at school – eg. Lunchtime , swimming supervision, reading
- Maintenance support – eg. Painting, carpentry
- Trustee and working group membership

Specialist Skills Contribution

- Educational background and experience
- Extracurricular activities for children – eg. IT, languages
- Charity fundraising experience
- Grant application experience or support
- Journalism, PR, publicity
- Accounting and financial management
- Computers

If you feel able to help the school in any of the ways listed above we would be extremely grateful and would be happy to discuss the best way to make this happen.

Pupil Admission Form

I/We wish to register our child at Peaslake School.

Full name of child

.....

Known as

Address

.....

.....

Telephone.....

Email address:

Child's date of birth

Proposed Date of Admission

Name of previous school(s)

.....

Position in Family

Names and dates of birth of brothers and sisters

.....

.....

.....

Name, Address and Telephone Number of child's doctor

.....

.....

Any medical information the school should be aware of?

Allergy/treatment/past operations

.....

.....

Name(s) of parent/guardian who has custody of the child

.....

.....

Signature of

Parent or Guardian Date

Term Dates 2009/2010

Autumn Term 2009

Term begins	Thursday 3 rd September
Term ends	Wednesday 16 th December (Nursery) Thursday 17 th December (School)
Half term	Week beginning Monday 26 th October

Spring Term 2010

Term begins	Tuesday 5 th January
Term ends	Friday 26 th March
Half term	Week beginning Monday 15 th February

Summer Term 2010

Term begins	Monday 19 th April
Term ends	Friday 16 th July
Half term	Week beginning Monday 31 st May

School will also be closed on Monday 3rd May, for the Bank Holiday.

In-service training days will be advised at a later date.

Children in receipt of the Nursery Education Grant are entitled to a maximum of 38 weeks funded education per year. We are obliged by SCC to advise you that our Nursery is open for 37 weeks in the year 2009/2010.

PEASLAKE SCHOOL

School Staff

The school enjoys the services of some twelve full or part-time staff to achieve all that it does. Aside from the Headteacher, there is also a full-time teacher, a part-time teacher and a Nursery Supervisor. They are supported by a part-time music teacher, four part-time nursery/teaching assistants, two part-time administrative assistants as well as a caretaker. This dedicated team has evolved over the years since the inception of the school and we are all very proud of their capabilities and their achievements in keeping our school at the high standards we have come to expect. They are also supported by parents and others from the local community who come into the school to listen to the children reading or organise the library.

Headteacher: Ann Gilchrist – BA Hons, Cert. Ed.

Mrs Ann Gilchrist comes to us with a wealth of teaching and management experience over a long career in both the State and Independent sectors.

Oak Class: Sara Dangerfield – BA Hons Prim.Ed

Pine Class: Ann Gilchrist – BA Hons, Cert. Ed.
Jo Petersen – BEd Hons Cantab

Nursery Supervisor: Lynne Jones – NVQ III Early Years

Music Teacher: Heather Strachan – Cert Ed, Cert Mus

Nursery/Teaching Assistant: Nicole Still – NVQ II Teaching Assistant
Julie Knight – NVQ I Learning Support, Speech & Language Certificate
Ellen Hickey
Julie Rixon

Administrative Assistants: Janette Weller
Hilary Shaw

Caretaker: Daphne Williams

PEASLAKE SCHOOL

Ethos and Values

Ethos

The trustees and staff of Peaslake Village School are committed to providing excellence in early education within a caring and loving environment. They seek to celebrate and build upon the role of parents by creating a family atmosphere in the school, by informing and involving parents in all aspects of the school's work. Our overriding mission is to serve and enhance the local community through the formal education we offer, and through strong internal networks between children, parents and adults in the village community and beyond.

Values

Our school curriculum is underpinned by the values which inform everything we study and undertake to teach.

- The uniqueness and equal value of each child and the importance of their spiritual, moral, social and cultural development alongside their intellectual and spiritual growth.
- The importance of everyone in both the school and the wider community, and the promotion of co-operation and understanding between them regardless of language, colour, creed or ability.
- The partnership and participation of parents, the first and most important teachers of our children.
- The importance of our environment and the need to develop knowledge and understanding of it and also love and respect for it.

PEASLAKE SCHOOL

Curriculum and Assessment Policy

Introduction

The curriculum is all the planned activities we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. The curriculum is designed to be broad and balanced with continuity and progression throughout all aspects of learning. Active learning is encouraged through the provision of a wide range of teaching and learning opportunities. The National Curriculum and the QCA syllabus for RE are an essential part of our work. The curriculum is designed to promote the spiritual, moral, cultural and physical development of our pupils and to prepare them for opportunities, responsibilities and experiences of adult life.

Aims and Objectives

The aims of the school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology (IT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to become positive and participating citizens in a rapidly changing technological society;
- to fulfil all the requirements of the National Curriculum and the QCA syllabus for Religious Education; (see footnote*)
- to teach children to have an awareness of their own spiritual development and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and Planning

The curriculum is planned in three stages. There is an agreed long-term plan from the Foundation Stage to the end of Key Stage 1. This indicates topics taught each term, and to which groups of children. This is reviewed on an annual basis.

With medium-term plans, we give clear guidance on the objective and teaching strategies we use when teaching each topic. As we have adopted the National Literacy and Numeracy Strategies, we take our medium-term planning directly from the guidance documents. We use the national schemes of work for most of our medium term planning in the foundation subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities to use in the lesson.

In both the Foundation Stage and Key Stage 1 there is an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, for coherence and full coverage of all aspects of the National Curriculum and early learning goals. There is planned progression in all curriculum areas and the key skills are fully integrated into our schemes of work.

The Foundation Stage

The curriculum in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document. The six areas of learning are:-

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development

We support the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We value and promote positive partnerships with nurseries and other pre-school providers in the area.

Monitoring and Assessment

All children need the support of parents and teachers to make good progress in school. We strive to build positive links with parents of each child through regular home activities and our shared home reading scheme. We keep parents informed about the way children are being taught and how well each child is progressing through termly meetings and an annual written report for each child.

Children's progress is regularly assessed by their teachers and a Foundation Stage Profile is completed for each child at the end of the Foundation Stage.

Thereafter, as nationally, an average pupil is expected to progress at the end of Key Stage 1 to level 2. The most able children to level 2a or to level 3. All pupils are entered for the National Curriculum Standard Assessment Tests and Tasks in English and Mathematics and the results, with assessments in Science, are reported to parents.

Throughout their infant education a profile is kept of each child's progress as well as a portfolio of their work.

Footnote* In accordance with the law parents may ask to withdraw their children from RE lessons and indeed from the daily act of Collective Worship. Should parents make such a request their child will be supervised during that time by a member of staff elsewhere in the school.

The trustees endorse this policy and ensure it is regularly monitored and revised.

PEASLAKE SCHOOL

Special Needs Policy

The curriculum in our school is designed to provide equal access and opportunity for all children. We intend that all children with physical, academic, emotional and behavioural difficulties should be catered for. Pupils with SEN are integrated into all aspects of school life. Whenever we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

When a child has special needs, we try to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities which meet the child's needs within normal classroom organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs wherever possible.

The school provides an Individual Education Plan (IEP) for each of the children on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, as a means to review and monitor progress at regular intervals.

The trustees endorse this policy and ensure that it is regularly monitored and revised.

PEASLAKE SCHOOL

Behaviour and Discipline Policy

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Punishments

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children stickers;
- each week we nominate two children from each year group for a 'special mention award';
- each 'special mention' receives a certificate in the school assembly;
- we distribute special awards either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- the children have an opportunity in assembly to show examples of their best work.

The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding pupil achievement out of school, for example, music or swimming certificates.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the head teacher discusses these with the whole class during 'circle time'.

Exclusions

In the unlikely event of an exclusion being necessary, the headteacher will inform parents and trustees immediately. Full details of procedures are available from the school office.

The trustees have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The trustees support the head teacher in carrying out these guidelines.

The trustees endorse this policy and ensure that it is regularly monitored and revised.

2008 KEY STAGE 1 SCHOOL RESULTS

These tables show the percentage of eligible children at the end of key stage 1 achieving each level in the school in 2007.

The number of eligible children is 7

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening*	0	0	0				100	0	0
Reading	0	0		0	0	14	86	0	0
Writing	0	0		0	0	28	72	0	0
Mathematics	0	0		0	0	43	57	0	0
Science*	0	0	0				100	0	

PEASLAKE SCHOOL

Attendance 2007-08

Total number of registered day pupils of compulsory school age* on roll for at least one session	20
The percentage of half days (sessions) missed through: <ul style="list-style-type: none">• Authorised absence	5.5%
<ul style="list-style-type: none">• Unauthorised absence	0%

* This figure only includes Year 1 and Year 2 pupils, as the DfES does not include ANY children in Reception in their absence figures, despite some of them being of compulsory school age.

PEASLAKE SCHOOL

School Uniform Policy

We believe that a school uniform is important:

- It looks smart
- Wears well
- Contributes to a sense of belonging and sense of community
- Gives a common purpose and makes children feel equal to their peers in terms of appearance
- Fosters a feeling of pride
- Is designed with health and safety in mind.

We ask that all children wear the uniform and we encourage them to maintain a good standard of clean and tidy dress in school.

The uniform is designed to be practical, maintainable and good value for money.

For nursery children the wearing of full uniform is encouraged and school sweatshirts should be worn. Nursery children may substitute blue tracksuit bottoms for grey trousers or skirts.

School coats and bags are optional and can be purchased from the school secretary.

Our school colours are green and grey.

Our school uniform is as follows:

Grey trousers/shorts or skirts/pinafores

White shirts, polo shirts or blouses

White or grey socks, grey or green tights

Green school sweatshirt (purchased from school)

Black or navy blue school shoes

A pair of Wellington boots to be kept in school

For summer wear as above, or:

Summer dresses – green and white stripe or check

Hair accessories such as slides, ribbons, bobbles, etc, should be fairly simple and if possible in school colours.

Parents are asked to ensure that all items are labelled clearly with their child's name.

For safety reasons we ask that the children do not wear jewellery in school. This includes earrings of any kind.

Swimming

Navy blue track suit bottoms (optional)
Swimming cap (compulsory)

Art and Craft (school and nursery)

An old shirt with cut down sleeves and elasticated cuffs or a painting overall

PE (nursery)

A pair of black plimsolls in a named bag.

PE Kit (school)

For health and safety reasons it is important that children are properly dressed for any physical activity.

Our uniform for PE is as follows:

A pair of shorts and a T shirt (purchased from school)
A Pair of black plimsolls or trainers

PE kit should be kept in a named drawstring bag.

PE kit should be kept in school and returned home for washing at holidays.
All items of PE clothing should be named.

PEASLAKE SCHOOL

Complaints Policy

If you have any complaints about the curriculum or the way your child is taught, in the first instance you should discuss this with the Head Teacher. She will deal with initial complaints promptly and make every effort to allay your anxiety. In the unlikely event of you not being satisfied, you are asked to write to the Chairman of the Trustees c/o the School. He will convene a special committee of the Trustees and you will be invited to meet with them. They will hear your complaint and attempt to bring the matter to a satisfactory conclusion.

Full details of the complaints procedure are available from the School office. The procedure adheres to the Regulations regarding Registration of Independent Schools 2003.