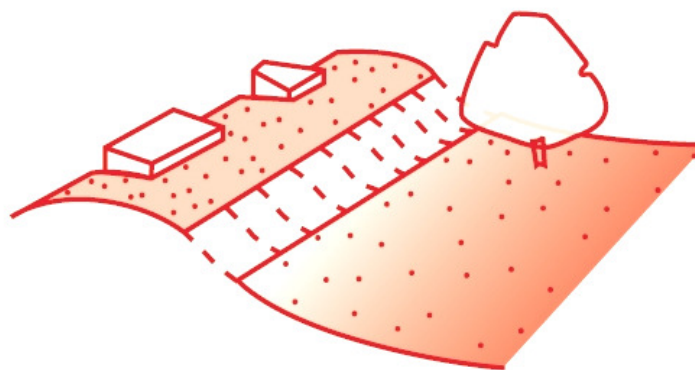


RIVERHEAD INFANTS' SCHOOL

PROSPECTUS

2011/2012



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Welcome

Welcome to Riverhead Infants' School.


We are a successful and popular school and proud of our outstanding reputation for providing the best start to education for the children of Riverhead. This builds upon a history rich in the provision of excellence.

Our most recent OFSTED Inspection was in 2009 when we were judged to be 'Outstanding'. This followed a previous 'Outstanding' award in 2006 and a 'Special Achievement award' in 2003. Beacon School Status and the Certificate of Excellence were received from the Department for Education and Employment in 1998 when we were recognised as an "exceptionally successful school". However, we don't rest on our laurels; we consistently strive to be even better, hence our vision of *Education at its best*.

Here at Riverhead we understand that each child is unique and aim to provide an environment which nurtures each and every individual, whilst providing challenge and encouraging risk taking. The provision of an active and engaging curriculum provides children with opportunities to learn to the best of their abilities. There is often great focus on the "level" which children have reached at the end of Year 2 (Key Stage 1). We believe that whilst this is an important indicator, the progress of each child matters most of all, that they are reaching their potential and striving to expand beyond it.

We value highly our partnership with parents and families in the knowledge that it helps to provide children with the care and support they need to make them feel happy and secure, which enables them to achieve their potential. Together with an enthusiastic and highly skilled staff, committed Governors and dedicated providers of extended school opportunities, we are able to offer an education which provides children with a superb start to their school life.

Choosing a school for your child is one of the most crucial decisions you will make. To ensure you have a clear understanding of Riverhead Infants' School, we would love to show you what we do, so I invite you to visit to see us at work and at play, happy and learning.



Heather Powell
Headteacher

Vision

Education at its best.

Mission

At Riverhead Infants' School we strive to help one another to become rounded, independent and successful so that we maximise our potential, our progression and our engagement with life. This is education at its best.

Values

At Riverhead Infants' School we value:

- Quality, excellence and progress through encouraging enthusiasm and enjoyment for learning.
- The independence and confidence required to become active participants in our individual learning journeys and within our community.
- Active learning and a creative curriculum within a stimulating and enabling environment.
- Equality and appreciation of diversity with active inclusive practice.
- Care, respect, consideration and responsibility for ourselves, others and our environment.
- Challenge and risk taking in order to fulfil our potential.

Early Years Foundation Stage

Starting school is one of the most important moments in a child's life and here at Riverhead we recognise the need for this to be managed with care and consideration. Following the acceptance of a place at the school, we will invite you to a variety of events to help you get to know the school better and understand what it will mean for you and your child, as well as keeping you fully informed of the process to ensure a smooth transition into school.

A stimulating learning environment maximising on our inspirational grounds and exceptional building, provide for all children opportunities to immerse themselves in the pleasure of learning both indoors and out. Our skilled practitioners provide the structure to ensure all pupils develop their understanding and their skills whilst being extended to find and develop their potential.

Learning through play and participating in lots of active fun activities is the foundation to learning in the Early Years. Teachers and Teaching Assistants make careful observations of the children to inform us of each child's progress and how we can best help them as they learn, ensuring their work builds upon their interests and previous experiences. Small and large group work and one-to-one learning opportunities are provided to enable all children to be extended across all areas of the curriculum. Opportunities to work independently or with their peers are provided, as are dedicated times for self-directed learning. This complements the carefully planned and stimulating directed learning opportunities and gives all children the time to practice their newly acquired skills.

Reception children have direct access to their own outdoor classroom where they can satisfy their curiosity to explore their world in the garden and the investigation area. They have access to climbing equipment and large construction equipment, as well as many games resources to develop their physical skills and stimulate their imagination. Rich provision is made for role play and opportunities to explore the children's creative potential are actively sort.

Importance is placed on the development of personal and social skills which provide a foundation for individual responsibility and participation for all children. The emphasis upon positive relationships and good behaviour are instrumental within this.

The key skills of numeracy and literacy are embedded throughout the curriculum and children have a phonics lesson, reading time and numeracy lesson each day.

Throughout the Early Years Teachers and TAs maintain an exhaustive record of each child's achievements with particular emphasis upon their independent skills. Photographs, observation notes and examples of learning are key to this process and recorded in the pupil's profile, which is reported to parents at the end the Early Years provision. These are all ways we make sure we understand how we can best support your child in their learning experience.

Children's wellbeing is at the heart of our provision. Working together with parents and carers provides a start to school which is second to none.

A Creative Curriculum

Following the Early Years the children move to the next stage of their education nationally known as Key Stage 1 for Years 1 and 2. Through a creative theme-based curriculum all aspects of the National Curriculum are taught to the highest of standards. The key skills of Literacy and Numeracy are taught daily plus ERIC time - Everybody Reading in Class, Phonics and Grammar lessons provide all pupils with a firm foundation of the essential key skills required for a successful future. Information Communication Technology [ICT] is embedded throughout the curriculum giving children the ability to communicate effectively in the modern world.

Science is an essential element of our engaging curriculum and with Humanities and RE, ensures enquiring minds are actively stimulated. Together with a range of Sports and Art we provide a broad and balanced curriculum.

Active learning both outdoors and in, is central to our teaching and learning ethos. The provision of careful differentiated learning opportunities to engage pupil's different learning styles is an essential element of the careful planning curriculum developed by staff to provide challenges for children of all abilities. The Teaching and Learning Policy and Subject Policies provide further information regarding the curriculum.

Throughout their time at Riverhead children are regularly assessed to inform the next stages of learning and to provide a record of their achievement. Teachers consistently use their professional skills to inform this process and practice is moderated both in school and within the local network of schools. At the end of Key Stage 1 Statutory Assessment Tasks are completed to inform teacher judgements. Teacher assessed levels of attainment are reported to parents at the end of Years 1 and 2 and this is supplemented with whole school and national data to give a clear indication of the attainment of the cohort. [The most recent data accompanies this prospectus.] Our assessments are moderated by advisors and teachers from other schools to ensure rigour, confirm accuracy, and provide opportunity to participate in local and national verification of the children's attainment.

The Enhanced Curriculum

Here at Riverhead we are fortunate to be surrounded by an environment rich in diversity, history and opportunity. Through carefully planned visits and experiences which we could not provide within the confines of the school, we widen the children's experience of learning and deepen their knowledge and understanding. From environmental visits to investigate rivers and habitats to cultural experiences to understand our heritage, all are an essential element of our provision.

We regularly welcome to the school visiting artists, theatre groups and workshops to provide further opportunities for the children to participate in learning experiences led by experts in their field.

This builds upon the extended experiences we provide using the considerable expertise within our staff and community. Various alternative activity weeks occur during which the focus moves to a particular topic/subject which is explored in depth. Regular features include Book Week, Maths Week and Gifted and Talented Week, plus a yearly focus related to a current topic, such as Environmental Themes, Royal Celebrations or the Olympics.

Expressive arts are integral to our curriculum and the children enjoy regular dance lessons and singing lessons with members of staff with specialist training.

With children from over 10 countries in our school, many with English as a second language, our modern global society is all around and an understanding of a wide variety of other cultures and places is an important aspect of children's' education. To maximise on the natural ability of children to absorb other languages all children have a weekly French Lesson.

We have recently gained the Eco Green Flag Award celebrating our outstanding achievement throughout the school in caring for the environment and developing sustainability. Our Healthy Schools Award and our Active Schools Award emphasise the importance we place upon the extended curriculum.

Additional Educational Needs [AEN] and Special and Educational Needs and Disabilities [SEND]

Riverhead is rightly proud of its ethos of inclusion ensuring all children receive the support, care and encouragement to succeed in our mainstream environment.

We recognise that children may require support to address their individual needs and additional provision is made to facilitate their learning and progression.

The exceptional provision we make is facilitated by a non class-based Inclusion Manager ensuring time, resources and facilities are used effectively to maximise opportunities for those pupils who need additional provision.

Staff are highly trained and supported to ensure all needs are met to the highest of standards, and pupils' health requirements are met to enable them to participate safely and effectively with their peers. This includes safe and effective use of our care suite facilities.

To promote Inclusion all children in the school are taught Makaton signing which is integral to our outstanding practice.

At Riverhead we recognise that Reading is a key skill imperative to a child's future development. We therefore employ a Reading Recovery Teacher to provide one-to-one additional support for some pupils.

Collective Worship and Religious Education

Together we participate in a daily act of collective worship. During them we respond to the teachings and culture of mainstream faiths and we delight in the positive experience of our multi-cultural society, although the majority of our assemblies are of a broadly Christian focus. Parents or carers may withdraw their children 'on grounds of conscience' following consultation with the Headteacher'.

Health and Safety Education

Children are regularly taught skills to keep themselves safe and healthy with emphasis upon developing their awareness and independence. This includes e-safety days, stranger-danger, road safety, sun awareness and protection against germs to name but a few. With our outdoor resources, we provide

many opportunities for children to explore their environment and teachers are encouraged to allow children to take some level of risk in their activities.

Sex Education and Relationship Education

Sex education is taught according to our policy and at a level suitable for the young age and development of our pupils. The policy can be found on our website at <http://www.riverhead.kent.sch.uk/governors.asp>.

Healthy Schools Award

Riverhead is proud to have the Healthy Schools Award and works hard to promote healthy lifestyles and teach children to make healthy choices in their lives.

Every morning the children are provided with a free snack of fresh fruit which they are encouraged to eat.

For children up to the age of five, free milk is provided and for those who are older it can be purchased and provided in school at break time. To register parents contact Cool Milk at School www.coolmilk.com.

In addition to this all children are required to bring to school a bottle of fresh water each day. Free access to this is encouraged in classes to ensure they remain hydrated throughout the day.

The importance of a healthy diet is actively promoted and families are asked not to include sweets, chocolate or fizzy drinks in lunch boxes. Due to the allergies some children experience we actively promote a no nuts policy, requesting that they are not included in pupils lunchboxes, school dinners or food related activities in school.

Throughout the school healthy lifestyles are promoted including outdoor pursuits such as gardening and sports.

Walking to school and membership of the Riverhead Walking Buses is promoted. Parents and carers are actively encouraged to participate in this scheme to promote healthy lifestyles, teach children about their responsibility to create a sustainable environment and to reduce traffic in our community. More information on this scheme can be found on our website at <http://www.riverhead.kent.sch.uk/governors.asp>.

Eco Green Flag Award

Riverhead Eco Code

Because we care about our school we will:

- Recycle paper.
- Travel to school in an environmentally friendly way; walk, skate, scoot, cycle or car share as often as possible
- Turn off lights and Interactive White Boards in empty rooms.
- Reuse paper and card.
- Put all litter in the bin.
- Eat healthy snacks and reduce waste.
- Compost fruit and vegetable left-overs.
- Look after our garden and wildlife.
- Keep our school clean and tidy and a happy place to learn.

The school Eco Code was created by the children for the school and embodies the ethos of taking responsibility for working together towards a sustainable world.

We are fortunate to have an iconic building and beautiful grounds and caring for it provides all children with an understanding of their responsibility for the environment. Activities to promote these responsibilities are embedded in the curriculum and extended through a range of clubs and groups.

The school kitchen garden, the woodland, the meadow and the surrounding areas within the school grounds give ample opportunity for all children to begin to develop an understanding of the positive impact they can have on the environment and the responsibility they can take. A recycling station is central within the school and all members of our community are encouraged to participate in recycling.

We have installed solar panels on the roof of the school and work constantly to reduce our carbon footprint. The electricity we generate is monitored in the school hall and the information gathered is used in our numeracy and science lessons.

Active Schools Award

Movement is integral to a healthy body and an active mind. Playtimes give pupils opportunities to run and play freely which they all enjoy each day. They then participate in Physical Education (PE) three times each week with Dance, Outdoor Games and Gymnastics integral to the curriculum. Many children also attend a range of sports clubs at school or out of school which helps to ensure a healthy lifestyle. Achievement at these is celebrated with the presentation of their awards and certificates at a celebration assembly each week.

Commitment to walking to school is an integral aspect of achieving this award and is promoted as the preferred method of travel to school. The School Travel Plan can be read on the website at <http://www.riverhead.kent.sch.uk/ourschool.asp#walk>.

Extended Schools

To complement our school provision we have an extensive range of clubs which take place at lunchtime and after school. Many are provided by staff and are free of charge, such as Yoga, Gardening, Choir, Ocarina and Singing Hands, our singing and signing club. Others include a wide range of sport and art activities, which take place after school and have a cost. Provision is in place to ensure children whose families are experiencing financial hardship can freely participate.

To provide wrap around care for our children Breakfast Club takes place on site and is provided by Rainbow Breakfast Club and Moniques After School Club takes place next door to the school at Holmesdale Cricket Club. Both are provided daily to ensure effective care for the children of working parents. Good links exist with other providers, including holiday clubs and child minders to support you as, for example working parents or carers: we can signpost you to these facilities from the office.

Our Community

Riverhead encourages all members of its community to play a role in helping to create a lively and enjoyable school experience in which all are happy to participate.

Amherst Academy

Riverhead maintains positive links with Amherst and shared sibling admissions procedures.

Each year we jointly participate in a number of events which enable our children to build links with Amherst early in their school life. Joint creative projects are enjoyed, such as the Easter Bonnet competition, and we all appreciate opportunities to see the amazing productions staged in both schools.

The vast majority of our pupils transfer to Amherst at the end of their Year 2 and for this we provide highly effective transition procedures. The children enjoy a supported visit to the school following visits from their new Teachers and the Headteacher. Time is made for current and receiving Teachers to share information to make the process as happy as possible and to make supported provision if needed. For pupils with AEN, individual transition meetings take place led by our Inclusion Manager.

Parent Teachers Association

Our PTA plays an integral part in the life of our school. Welcoming new parents and providing shared points of contact are invaluable to our close knit community and the support they provide is appreciated by us all. They support events such as Christmas Parties, Sports Days and Easter Parades, organising refreshments, helping with activities and providing resources. Their Summer Fair is an established feature in the Riverhead community calendar, and their social events, such as Riverheads' Got Talent, The Summer Ball and The Fashion Show provide an added dimension to our community which is not to be missed. These, together with the publishing of the Riverhead Cookbook, Carol Singing, Beetle Drives and countless other activities help ensure exceptional provision for all the children at the school. The funds they raise help to finance educational visits and workshops, pay for parties and the purchasing of additional resources. In partnership with the School they have recently raised considerable funds for the building of a new classroom and supported the construction of the Early Years Outdoor Learning Area. Together with the School they constantly look forward to new projects, bringing us all together as a community with a shared vision.

Parent and Family Support

Parents, Grandparents and Carers play a vital part in our school joining us for educational visits and supporting teaching activities such as sewing, library and gardening.

To enable us to enhance our cultural curriculum they often share with us the customs and heritage of the diverse range of countries from which so many originate.

Local Community

We enjoy close links with our local community and make every effort to participate actively. Ministers from local churches regularly lead Acts of Worships and linked theatre groups share the Christian message through exciting productions and assemblies.

Our PCSOs play an integral part in supporting the teaching of safety curriculum, as do the Fire Brigade.

Close links are maintained with numerous local Pre-Schools and Nurseries, some of whom join us for the highlights of our year such as the Christmas Nativity and the Easter Bonnet Parade.

At our Harvest Celebration and the Summer Pageant we are always delighted to be joined by residents from local homes for the elderly, some of whom we have had links with for many years.

Charities

Participating in fund raising for charities is an integral part of the Riverhead year. Pupils learn to take responsibility through the organisation of events to raise money for schools in the developing world. With the wider school community we take part in local and national fund raising events such as Macmillan Coffee Morning and The Poppy Appeal. The school community always respond generously to global disasters, instilling in the children responsibility for others and the importance of giving.

Admissions

RIVERHEAD INFANTS' SCHOOL

ADMISSIONS POLICY (AND RECEPTION CLASS ARRANGEMENTS)

1. The Governing Body and the Local Authority (Kent County Council, KCC) have agreed that the admission limit for Key Stage 1 (Reception Classes and Year 1 and 2) shall be 30 pupils per class and that three classes shall be offered each year.
2. The School has a total roll limit of 270 children. The Governors have agreed that the classes may not exceed 30 children because we believe this is in the best educational and social interest of all our children.
3. Riverhead Infants' School is oversubscribed each year and maintains a healthy waiting list.
4. Applications for all places at Riverhead Infants' School other than the start of Reception are made via KCC using the In Year Common Application Form (IYCAF) accessed via their website www.kent.gov.uk/primaryadmissions. Kent LA maintains a waiting list for the school.
5. For all Reception children there is a Common Application Form (RCAP) produced by KCC (accessed via their website www.kent.gov.uk/primaryadmissions) which has to be returned to the School or directly to KCC by the closing date stipulated for that year, usually six to eight months prior to the September of the school year in which the child turns five.
6. The procedure for admissions to the Early Years Foundation Stage (EYFS) is arranged by KCC and will follow the timetable set by them. Detailed information can be found in the booklet 'Admission to 'Primary School' on the website www.kent.gov.uk/primaryadmissions *. For older children, this can occur at any time of the year.
7. The offer of a place at Riverhead Infants' School will be made by KCC as we are a Community School and we are required to adhere to KCC admissions procedure. This will be in the form of a letter which is sent on the date set in the timetable for that year.
8. Decisions on admissions to the School are guided by a Kent-wide policy and places are allocated by KCC. They give priority according to the following criteria:
 - a) Children in Local Authority Care - a child to whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who is the subject of a care order under Part IV of the Act. This applies equally to children who immediately after being looked after by the local authority become subject to an adoption, residence or special guardianship order. (As defined by Section 46 of the Adoption and Children Act 2002 or section 8 or 14A of the Children Act 1989)
 - b) Current family association (an elder brother or sister in Riverhead or Amherst at the time of entry, where the family continues to live at the same address as when the sibling was admitted or has moved to a new property within two miles of the school)
 - c) Health and Social Access Reasons - Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical

impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical practitioner who can demonstrate a special connection between these needs and the particular school.

- d) Nearness of child's home to the school using the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school, as specified by Ordnance Survey. The same address point on the school site is used for everyone.
9. Admission decisions reached by KCC are binding. A parent refused a place for their child can appeal which, if upheld, requires the school to take in the extra child. Further detailed information is available from the School Office.
10. There are times when one child from a family can be offered a place in Reception but a sibling in another year group is not. Year groups run at a capacity of 90 children with 30 in each class. Vacancies do occur, usually when a family leave the area, but these vacancies may not accommodate sibling links in a year group that is already full.
11. At Riverhead Infants' School all children start school in the September of the school year (September to August) in which a child turns five.
12. We admit children to our school in a way which we hope is supportive to building positive attitudes to school and which helps children achieve. We believe it is conducive to a happy "starting school" experience to bring the children into class gradually when they first start school.
13. All prospective parents/pupils are welcome to visit the school. The School Office should be contacted to make arrangements. The Headteacher hosts regular pre-arranged tours of the school with small groups of parents.
14. Our arrangements for admitting children to the EYFS Year (Reception) will be explained at our Admissions Meeting with new parents and carers.
15. The School has an active induction programme with parents, carers and local pre-schools.

*Please refer to Kent County Council Admission and Transport Office, Sessions House, County Hall, Maidstone, Kent ME14 1XQ 01622 696565 or www.kent.admissions@kent.gov.uk for further information.

The Governing Body

The School Governors have a key role to play to ensure Riverhead meets the needs of all its pupils, maintains an outstanding educational experience and reputation and meets its statutory responsibilities under Section 21 of the Education Act 2002. Their primary role is to help raise standards of achievement.

Our Governing Body meets at least termly. The structure of governance includes 4 committees which also meet termly. All meetings are clearly minuted by the Clerk to the Governors.

The Governors are available to speak with parents at most parent consultation evenings and at the School's Annual Open Afternoon. Parent Governors are often in the playground dropping off or collecting their children. Alternatively, you can write to the Governors via the School Office.

The present Governing Body is as follows:-

Mr. R. Walters - Chair	- Community Governor
Mr. P. Wakeling - Vice Chair	- Elected Parent Governor
Vacancy	- Elected Parent Governor
Mr. S. Coquelin	- Elected Parent Governor
Mrs. J. Gillhouley	- Elected Parent Governor
Mr. B. Cushway	- Community Governor
Rev. Neil Durling	- Community Governor
Mrs. H. Powell	- Headteacher
Miss N Davidson	- Elected Teacher Governor
Miss J Timbers	- Elected Teacher Governor
Mrs. S. Manning	- Elected Non-Teaching Governor
Mr P D Wiltshire	- Headteacher of Amherst Junior School - Co-opted Governor
Mr N Dawes	- Authority Governor
Mrs. H. Barber	- Clerk to Governors

Further details including pen portraits can be found on the Governor page of the school website at <http://www.riverhead.kent.sch.uk/governors.asp>

SCHOOL STAFF

The school has a dedicated hardworking staff:

Headteacher -	Mrs. H. Powell		
Reception Teachers -	Class 1 - Miss J. Timbers EA (Hons) HND BA Class 2 - Miss C Wickwar E.Ed (Hons.) Class 3 - Mrs E Warnes, B.Ed. (Hons.) - (Assistant Headteacher)		
Year 1 Teachers -	Class 4 - Miss S McCormack, B.Ed. (Hons.) Class 5 - Mrs J Bates, Cert Ed. Class 6 - Mrs. H. Bampton PGCE BA (Hons.) Class 6 - Mrs. C. Swain BA (Hons.) PGCE MA Class 7 - Miss N Davidson, Cert.Ed. BA (Hons) MA (Ed) N.P.Q.H- (Assistant Headteacher) Class 8 - Mrs R Adem, B.Ed (Hons.) Class 8 - Mrs H Bligh, B.Ed. (Hons.) - (Assistant Headteacher) Class 9 - Mrs. K. Nightingale BA (Hons.) PGCE		
Inclusion Manager -	Mrs H Bligh, B.Ed. (Hons.) - (Assistant Headteacher)		
Reading Recovery Teacher -	Mrs. C. Swain BA (Hons.) PGCE MA		
Literacy Intervention Teacher -	Mrs L Charlton, B.Ed.(Hons.)		
Higher Level Teaching Assistants-	Mrs R Johnson		
Music Teacher	Ms. O. Smith		
French Teacher	Madame Brown		
Teaching Assistants -	Mrs Connelly Mrs Hoadley Mrs. C. Kan Mrs. J. Mack Mrs. S. Morgan Mrs. S. Reeves Mrs K Goodwin Mrs. B. Sussmes Mrs. G. Roberts	Mrs M Elvery Mrs. Gibbins Mrs K Lawrence Mrs S Manning Mrs S Munns Mrs Roberts Mrs. J. Brown Mrs. J. Smith Mrs. K. Taylor	
Administrative Staff -	Ms. A. Vitoria - School Business Manager Ms. J. Hosiene - Finance Assistant Mrs. C. Roberts - Administrative Assistant Mrs. B. Wolfe - Office Manager Mr. J. Veness - Site Manager		
Midday Supervisors -	Mrs. L. Tappy Mrs. K. O'Mahoney Mrs. J. Ellis Mrs. K. Tam Mrs. K. Neeleman	Mrs. D. Duncan Mrs. N. Bradley Mrs. K. Chan Mrs. P. Kerr Mrs. D. Hoadley	Mrs. A. Champan
Catering -	Amherst School Kitchen		

School Organisation

The school has three year groups each with three classes.

Classes 1 - 3	Reception	EYFS	aged 4-5
Classes 4 -6	Year 1	Key Stage 1	aged 5 - 6
Classes 7 - 9	Year 2	Key Stage 1	aged 6 - 7

Opening Times

Morning Sessions: 9.00am to 12.00pm

Afternoon Sessions: 1.15pm to 3.15pm

The gates open for access to the grounds at 8.30am. Early Years families wait in the Early Years playground, all others remain on the large playground until the bell rings. We ask that children do not go on the grass in the winter months to ensure the school remains clean.

The bell rings at 8.45am when families walk in a quiet orderly manner to the classes. Teachers greet the children at 8.50am when children enter the building and organise themselves for the days activities. The gates are locked immediately after all adults have left the grounds.

At the end of the day the children are collected from the classrooms. The gates open at 3.15pm and are locked again at 3.30pm, thereby ensuring security for children attending after school clubs.

We ask that during these times your children remain with you and do not wander off in the grounds or out of your sight.

In the event of inclement weather families can wait under the awnings at the front and the back of the building. We ask that you avoid gravel areas, and that those working and learning in the school are not disturbed.

School Security

The school gates are kept **locked** from **9 a.m. until 3.15 p.m.** All parents/carers collecting or bringing their children to school during this time are required to sign their children in/out of school. Visitors are asked to come to the main School Entrance if they arrive or leave during the time that the school is in session. **All visitors who arrive during school hours are asked to sign the Visitors' Book and to wear a visitor's badge. Adults who are not wearing a clearly identifiable badge will be intercepted by members of staff.** Most areas of the school have an interconnecting telephone system and it is possible to telephone the emergency services from **all** telephones on site. We also have panic buttons in **all** areas of the school which are connected to the police station. Any adult going into the school building at any time or into the school site at any time other than drop-off or collection, must be accompanied by a member of staff or have explicit permission and a CRB check. The safety and security of the children is of paramount importance to us.

Children who arrive late for school or who are taken out of school during school time for medical reasons, have to be signed in and out of school by you. You must seek the Headteacher's permission to take children out of school prior to the appointment.

Parking

We are an Eco School and have the Eco Green Flag, Platinum Travel Plan Award and feel that as most of our families live locally, we strongly urge you to **walk** to school for environmental and health reasons.

Parents are **not** permitted to drive into the School Car Park at the start or end of the school day without prior permission. **Parking or driving in the vicinity of Riverhead or Amherst Schools is strongly discouraged for environmental and safety reasons. On the rare occasion you may need to drive to school we ask that you park considerately with care and consideration for our neighbours.**

If you have a disability or a disabled child, you are invited to apply for a Parking Permit. This gives you permission to park in the School Visitors' Car Park.

School Fund

This is a voluntary fund which enables us to provide extra opportunity to enhance the curriculum in addition to those financed from the funds we receive from the Local Authority. It enables us to enrich the curriculum with visits from theatre groups and workshops providers, to participate in a range of educational visits and provides additional resources such as cameras, sound recording equipment and extensive outdoor provision. We suggest £15.00 for the academic year. All donations are gratefully received. We introduced a Gift Aid scheme in September 2001 and parents may wish to give donations where the school will benefit from the tax allowance this scheme provides to registered charities.

Voluntary Contributions

Requests are sometimes made for a voluntary donation towards an activity which requires additional funding e.g. an Educational Visit. Parents are informed of the request in writing and are asked to notify the Headteacher if the request presents any financial problems to the family. All such information is treated confidentially by the Headteacher. No child is prevented from taking part in School Curriculum activities due to the lack of a parental donation.

Uniform

Principles

It is our policy that all children should wear clothing that is in keeping with a purposeful learning ethos. We also believe it is important that certain activities are facilitated by specialised and appropriate clothing when attending. We provide a complete list of the items needed for children's school uniform in this policy and in our school prospectus.

Aims

Our policy for children's school uniform is based on the belief that a school uniform:

- promotes a sense of pride in the school
- engenders a feeling of community and belonging
- is practical and smart
- identifies the children with the school

- makes children feel equal to their peers in terms of appearance
- is regarded as suitable, and good value for money, by most parents
- has been designed with health and safety in mind.

Our colours are red, grey and white and the uniform is as follows:

Boys

- Red sweatshirt available with school logo
- White polo shirt or white shirt available with school logo
- Grey short trousers
- Grey socks
- Black leather shoes
- Painting overall
- Red jog pants may be worn during the winter over the short trousers and removed in the classroom.
- Red book bag available from the School Office
- Red summer cap available from the School Office
- Red ruck sack
- Waterproofs
- Wellingtons

Girls

- Red cardigan available with school logo
- White polo shirt available with school logo (or white blouse)
- Grey skirt or grey pinafore dress
- Red gingham dresses may be worn in the summer
- Red, grey or white tights
- White socks in the summer
- Black or red leather shoes
- Painting smock
- Red jog pants may be worn during the winter under the skirts and removed in the classroom
- Red book bag available from the School Office
- Red summer cap available from the School Office
- Red ruck sack
- Waterproofs
- Wellingtons

Physical Education for Boys and Girls

- White t-shirt available with school logo
- Red PE shorts
- White socks
- Black pull-on plimsolls
- Red gym bag available with school logo

Optional Items

- Red reversible fleece jacket with school logo
- Red knitted hat with school logo

Please ensure that **all** items of clothing, including socks, shoes and underwear, are clearly named. There is a lost property area and you are welcome to look at the contents if your child has lost anything. All items unclaimed after one term will be given to charity.

Shoes Please ensure your children have sensible red, black or grey leather shoes. (or sandals in the summer). Trainers are not permitted for everyday wear.

Sun Hats Children are encouraged to be aware of safety in the sun. In hot weather they are expected to wear hats. These hats can be red, white or made of straw. We have a supply of suitable hats for sale at school in the Summer Term.

Jewellery Children are not allowed to wear jewellery at school, even if it is not visible under their school uniform.

Earrings Children are not allowed to wear earrings or studs as they can suffer torn earlobes from accidents at playtimes or during physical education. If children arrive at school with an ear-ring or stud, the teacher will contact you to ask you to remove it or we will cover it with a micropore plaster for safety reasons.

Food and Drink at School

Lunches

Most children stay for school lunch; at present they have a standard meal which currently costs £2.00 per day. Cheques should be brought to school in an envelope marked with the child's name, class and the amount enclosed (cheques should be made payable to Amherst School Kitchen). They are paid on a termly basis in advance.

There is a **vegetarian** meal available each day. Please inform us if your child requires a vegetarian option. If your child is allergic to a particular food, please notify us in writing so that we can make appropriate arrangements.

Children may bring packed lunches. Lunch boxes must be clearly labelled with the child's name and class. As we have no facilities to keep packed lunches cool, parents may consider **insulated** boxes useful.

We are a Healthy School and promote healthy eating habits. Packed lunches should contain healthy options. It is helpful not to put too much food into your child's lunchbox as many children find this intimidating. A drink should be provided, not carbonated. Advice can be given about healthy lunchboxes on request. Please ensure you do not put **sweets or bars of chocolate or nuts** in your child's lunchbox.

If you wish your child to change from standard school meals to a packed lunch (or vice versa) please advise the school office of this, in writing, at the end of the preceding term. As it affects the overall arrangements, it will not normally be possible to change at any other times unless there are exceptional circumstances.

At Riverhead we have the Healthy Schools Award. To maintain this we request children do not bring sweets to school.

The children are supervised at lunch time by Midday Supervisors assigned to each class. A senior member of staff is also on the premises.

Drinks

Water fountains are provided in the playgrounds. All children are provided with a free water bottle and we ask parents to fill these on a daily basis.

Sweets

If your child has a birthday and you wish to give other children in the class a birthday sweet/cake to celebrate, please could you remember that the class teacher is not able to distribute these. Please hand them to **parents** at the end of the day - so that the parents take responsibility for giving them to their children. An alternative is to provide the class with a book or game for all to share and continue to enjoy over a period of time.

Nut Allergies

Several children have nut allergies and we ask that all parents do not give their children nut products at school. If your child has such an allergy, please let us know by completing the relevant forms and providing us with a photograph to be displayed for Staff information.

School Milk

Children are offered a carton of school milk at morning break times if parents wish. Children under five receive **free milk** and for children of five or over, there is a small cost. If you wish to apply for your child to receive milk you are asked to complete the relevant forms. Please ask for a leaflet from the School Office for more details.

Free Fruit

At morning break, every child is given fruit to eat to encourage healthy eating patterns and to ensure that every child receives an intake of vitamins. The fruit is of good quality and is delivered twice or three times per week to ensure freshness. We have a team of volunteer parents who wash and prepare the fruit on a daily basis. If you would like to assist in this role, please contact the Office for further details.

Pupil Welfare

Medicines in School

Forms are available from the School Office for parents' to request that the School allow a child to receive medication at School.

Should your child need to receive prescribed medication during the school day, please ensure that the School Office receives written notification and that the medicine is clearly labelled with the child's name and written instructions of the dosage. All medicines must be brought to the School Office on arrival at School. **Prescribed medication must remain the responsibility of the parent.** We ask you to put all medication in a plastic box marked with your child's name, the dosage and an emergency telephone number in case of difficulties with administration. The Office Staff will administer antibiotics only when it is absolutely unavoidable. In cases where the course says three times per day, we ask that parents administer the medication before and after school and at bed-time.

Children with Medical Needs

If your child has a medical need, please complete the relevant forms available from the School Office.

Illness at School

As we wish to contact parents immediately if their child is unwell, we must have telephone numbers where someone may be contacted at all times during the day in the event of an emergency.

Safeguarding

The school wishes to work closely with parents to ensure that our pupils are well cared for in all circumstances. We are vigilant in all matters relating to child protection and will immediately report any concerns relating to possible child abuse to the relevant authorities.

Volunteers in School

We welcome parents and other adults into school on a voluntary basis. No volunteer is allowed access to children unless they have had the necessary recognised Criminal Record Bureau check. If volunteer parents wish to assist in school they should complete the relevant forms available from the School Office.

Absence from School

When your child is absent, please telephone the School as soon as possible after 7.30am and leave a message on the answer-phone. If your child has been absent from School, a note stating the reason should be sent to the Class Teacher on the day of return to School. A record of absences and late attendance is maintained (please refer to the Attendance Policy for more information).

Please let us know immediately of any infectious diseases (eg, German Measles, Chickenpox, Measles, Mumps, etc.) which may result in your child being absent from school. If a child suffers from sickness or diarrhoea whilst at home, we ask that parents wait for twenty four hours before bringing the child back to school in order that we can avoid the spread of sickness among the staff and pupils.

A useful guide is that pupils who are not well enough to go out at break times are probably not well enough to be at school, since an unwell child is unlikely to be able to work satisfactorily. A checklist of some infectious diseases is included below for your advice and there is more information on www.nhs.uk.

Disease	Incubation Period	<u>Minimum</u> Period of Exclusion from school
Chicken Pox	14 - 21 days	5 days from onset of rash. We would prefer children to be clear of weeping spots.
German Measles (Rubella)	14 - 21 days	5 days from onset of rash
Measles	10 - 12 days (commonly 10 to onset of illness, and 14 to appearance of rash)	5 days from onset of rash
Whooping Cough	5 - 14 days	5 days from commencement of treatment or 21 days from onset of illness
Mumps	14 - 28 days	5 days from onset of swollen glands.
Scabies		After first treatment.
Impetigo	1 - 5 days	Until lesions are crusted or healed.
Conjunctivitis		Until symptom free
Slapped Check Syndrome		Until clinically well with no fever.
Headlice		Treat at home, then child can return to school.
Threadworm		Treatment at home for child and household contacts.

However, occasionally circumstances arise, such as broken arms or legs, in which it is undesirable that the pupil should miss a lengthy period of school in order to make a full recovery but the pupil may be better advised not to go out at play times. If you believe this applies to your child, please contact the Headteacher having first received proper medical advice that your child is considered fit enough to return to school.

For medical appointments during School hours, eg, dentist or doctor, please notify the Office or Class Teacher in writing. **No child will be released from School during school hours without authorisation from the Headteacher following a written request. The parent or appointed responsible adult must collect the child personally from the School and sign the child out.** The Headteacher will give permission for the child to be collected early only for medical or study reasons - not hair appointments, shopping etc.

Headlice

Please inform us of any cases of head lice as this is extremely contagious and we ask that parents be particularly vigilant. The School has information about the treatment of headlice and there is a video that parents may like to borrow for more information. Parents are informed if their child is found to have headlice and may be asked to take their child home for treatment.

Leave in Term Time

Attending school for all periods when it is open is part of our agreement with you and your child, ensuring they get the maximum benefit from their time with us. Holidays should not be taken during term time: we strongly encourage you to take them during the longer school breaks. There are occasions when this is not possible and to support you in the event you need to take your child out of school, we ask that you apply in writing and ensure you have written approval from the Headteacher so your child is not marked down as having unauthorised absence. I would like to draw your attention to aspects of the criteria for applying for authorised absence. Leave of absence for children to accompany their parents on annual holiday will only be granted once during a school year whether it is half a day or the maximum period of 10 days. Applications should be made on the appropriate school form and must be made a minimum of two weeks before the proposed dates. You will receive a response informing you whether leave has been authorised. Further information can be found in the Policy to guide you.

If it is unavoidable, children may accompany their parents for an annual holiday for two weeks per year during term time. Permission for this may be sought from the Headteacher not less than two weeks before departure.

Policies

A number of Policies have clear and direct implications to the provision of an outstanding education. For you to develop a clear understanding of our policies and practice we publish them on the school website at <http://www.riverhead.kent.sch.uk/governors.asp>. Amongst others this includes the Home School Agreement, Behaviour Policy, Anti-Bullying Policy and a range of other Safeguarding policies.

Communication Between Home and School

Clear lines of communication promote positive relationships and lay the foundations for good learning.

We endeavour to ensure you are well informed of what is taking place in school and the plans we have for the future, together with details regarding the individual needs of your child.

ParentMail is integral to communication at school and we ask that you sign up to receive all communications electronically. Hard copies are available for those members of our community who do not have access to a computer.

In the event of a whole school or large group emergency we text you to ensure you are informed of any situations, such as closures due to snow.

As a parent, there are times when you need to communicate with the school regarding your child. If it is information that is directly relevant to your child, tell the Class Teacher or telephone the office.

Other situations may require further discussion. If so make an appointment with the class teacher, and if still not resolved make an appointment with the Headteacher.

On extremely rare occasions this direct communication does not always resolve issues, then the Complaints Policy should be used. This can be found on the website under <http://www.riverhead.kent.sch.uk/governors.asp>, or a hard copy obtained from the school office and has clear effective procedures to lead to a reasonable conclusion.

Report to Parents and Consultations

Opportunities are provided in the Autumn and Spring for you to have a private appointment with your child's Teacher to discuss aspects of their education. These take place late afternoon and early evening to support working parents to attend. Additionally two or three occasions take place for you to come into school with your child to view their work. If you have any concerns connected with your child's education you are asked to make an appointment to see your child's Teacher at a mutually convenient time.

At the end of the school year, you will receive a written report on your child's attainment and progress during the past year. In Reception this includes information about the Early Years Foundation Stage points they have achieved and in Years 1 and 2 the level of attainment achieved in the National Curriculum Core subjects of English and Mathematics and Science.

As required, we provide you each year with the summary of the Year 2 results to confirm the levels of attainment at the end of Key stage 1. See attached.

Comparative Report

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment. The number of eligible children is: 90 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	School	2	0	42	-	-	-	56	0	0
		National	3	13	66	-	-	-	18	0	0
	Girls	School	0	0	40	-	-	-	60	0	0
		National	1	8	65	-	-	-	25	0	0
	All	School	1	0	41	-	-	-	58	0	0
		National	2	11	66	-	-	-	21	0	0
Reading	Boys	School	2	0	-	5	9	26	58	0	0
		National	4	15	-	14	24	22	22	0	0
	Girls	School	0	0	-	2	11	17	70	0	0
		National	2	9	-	11	22	26	30	0	0
	All	School	1	0	-	3	10	21	64	0	0
		National	3	12	-	12	23	24	26	0	0
Writing	Boys	School	2	2	-	5	30	23	37	0	0
		National	5	19	-	23	27	16	8	0	0
	Girls	School	0	0	-	4	23	28	45	0	0
		National	2	11	-	18	29	24	16	0	0
	All	School	1	1	-	4	27	26	41	0	0
		National	4	15	-	21	28	20	12	0	0
Mathematics	Boys	School	2	0	-	5	14	23	56	0	0
		National	2	10	-	16	25	24	23	0	0
	Girls	School	0	0	-	6	19	30	45	0	0
		National	1	8	-	16	28	29	18	0	0
	All	School	1	0	-	6	17	27	50	0	0
		National	2	9	-	16	26	26	20	0	0
			W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	School	2	0	35	-	-	-	63	0	
		National	2	11	65	-	-	-	22	0	
	Girls	School	0	0	36	-	-	-	64	0	
		National	1	8	70	-	-	-	20	0	
	All	School	1	0	36	-	-	-	63	0	
		National	2	9	68	-	-	-	21	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

U represents children for whom it is not possible to determine a level.