

Halstead Community Primary School

Prospectus 2015-16



Otford Lane
Halstead, Kent
TN14 7EA

01959 532224

www.halstead.kent.sch.uk

A Message for Parents and Carers

Dear Parents and Carers,

At Halstead our aim is to provide all our children with a high quality education, in a stimulating and enjoyable environment. We hope to foster a desire to learn and aim to develop the independent learning skills that will be needed.

Halstead CP School is a small, friendly village school located in Halstead, Kent not far from Junction 4 of the M25. We are proud to serve our small but diverse community, and believe that the school is enriched because of it. We have many close relationships with several local groups including St Margaret's Parish Church and volunteers from Fort Halstead.

At Halstead CP School we recognize the importance of parental involvement and encourage you to work in partnership with us to develop your child's potential. Parents are invited to meet with teachers, attend school events and will receive regular updates on your child's progress and newsletters keeping you informed of what is happening at school.

I hope that you find this booklet helpful. If you have any questions left unanswered please don't hesitate to get in touch.

Thank you for expressing an interest in sending your child to Halstead Community Primary School.

Mr. Leslie Hawkins
Head Teacher



“Teachers
plant the seeds
of knowledge
that will grow
forever.”

- Author unknown

**Harmony, Creating and Preparing
for Success**

Our Staff

Head Teacher

Mr Leslie Hawkins

Office Manager

Mrs Dolley

Teaching Staff

Miss Buxton

Miss Feltham

Mrs Irving

Mrs Ledger

Mr Owers

Mrs Troth

Teaching Assistants

Mrs Foster

Mrs McCartney

Miss Owens

Miss Pond

Mrs Thompson

Mrs Welsh



Aims and Ethos

- Our school is a happy, secure and caring community where children are taught to make informed choices, both within and beyond the school.
- We aim to provide quality education for our children, inspiring a love of learning and creativity, where all individuals are equally valued.
- In partnership with other agencies, our children learn skills for life through a broad and balanced curriculum.
- We have high expectations of our children and wish to foster in them respect for themselves and others. We promote high expectations in attitudes, behaviour and learning.



Admissions To Our School

- The arrangements for the admission of children into the reception year are made by the admissions department of the Local Authority (LA). All children are admitted in the academic year of their fifth birthday. It is quite usual for a reception class to contain some children who became five just as they started school and some children who will not be five until they are almost ready to begin Year One!
- If your child is older than 5 years, applications can be made throughout the year, and if places are available, individual admission arrangements can be made.
- All children are unique and equal. We are an inclusive school and endeavor to enable all individuals to flourish academically, socially, physically and emotionally. We actively seek to eradicate discrimination in all its forms
- New parent meetings are held to give ideas about how you can get your child ready for school prior to the September intake. Children are also invited into school for taster sessions. For more information please feel free to contact the school office.

Foundation stage Profiles

During a child's time in Reception class, ongoing assessments are made by:

- Observations of what children do during a task.
- Talking to children about what they are doing and assess their achievements.
- Detailed analysis of individual pieces of children's work at fixed times each term.
- Daily feedback on children's work

Key Stage 1 & 2 Assessment

Children in Years 1 through 6 are assessed in Maths and English throughout the year. Year 6 sit formal tests in May.

It is important that children are not absent during assessment periods. Parents are given progress reports at parent consultations and in the annual report. Results for Years 2 and 6 can be found in the appendix.

Other Assessments

Other formal and informal assessments are conducted on a term by term and year on year basis.

Special Educational Needs

- The special educational needs of children at Halstead Community Primary School are carefully assessed, monitored and reviewed using the Government's Special Needs Code of Practice and Kent County guidelines.
- The needs may relate to learning, behaviour or physical difficulties. Programmes are specifically planned to support individuals in the classroom wherever possible. Parents are included in this process and invited to review their child's progress regularly.
- Our school works closely with Educational Psychologists, Speech and Language Therapists and other support services to address ways in which children's specific needs can be met within a mainstream setting.
- We have a number of teaching assistants who have undergone training with regard to supporting special educational needs in individual, small group and class settings.

English as an Additional Language

We celebrate the different cultural experiences that each child brings to our school and encourage parents to continue to develop their child's first language alongside English.

Curriculum - Foundation Stage

The Foundation Stage makes a crucial contribution to children's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills such as listening, communicating, concentrating, persistence and learning to work and co-operate with others.

The seven areas of learning that make up the Foundation Stage curriculum are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We encourage children towards reading, communication and mathematical skills from the very beginning. The teacher and teaching assistant will keep records on children's experiences and attainments. Assessments of development and learning needs will be ongoing throughout the school year. During the first weeks of the autumn term the teacher will carry out thorough assessments for every child. This will establish where they are in aspects of their learning and development and help future planning. Regular meetings will be held with parents to discuss children's progress. By the end of the year the teacher will have built up an accurate profile of each child's development.

Key Stage 1 (ages 5-7 years) and 2 (ages 8-11 years)

The core curriculum at Key Stages 1 and 2 comprises of:

English

Mathematics

Science

Children also study the subjects below as part of the National Curriculum. These are called foundation subjects:

- Art and Design
- Computing
- Design Technology (DT)
- History
- Geography
- Music
- Physical Education
- Languages—Here at Halstead CPS children are usually taught French

Children are also taught Personal, Social, Health and Citizenship Education. This includes Sex and Relationship Education, Drug Awareness and Wellbeing.

The school's Sexuality, Personal Development and Relationships Policies are available for parents to view on our school website or enquire at the school office. Our policy gives parents the right to remove their child from these sessions.

Religious Education

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the local agreed County Religious Education syllabus. Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are non-denominational and although they are of a broadly Christian nature due consideration is given to the multi-cultural society in which we live.

Parents have the right to withdraw their child from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing. Their child can then be excused and suitable alternative arrangements made.

Extra-curricular activities

We offer a wide variety of clubs that take place before school, during lunch break and after school. These are run by members of staff, parents and outside agencies. Some of the clubs we offer are:

Art and Craft

Choir

Dance

Cricket

Mini Boot Camp

Netball

Curriculum - Key Stage 1 and 2

SATs

In the summer term of years 2 and 6, the children carry out the required Standard Assessment Tasks and Tests (SATs).

The class teacher assesses each child's development in:

- Speaking and listening
- Reading
- Writing
- Mathematics
- Science

In addition each child undertakes a test in:

- Reading
- Punctuation, Spelling and Grammar
- Mathematics

Parents are informed of how their child has done at the end of the summer term as part of their child's annual school report. Please click [here](#) for our most recent SAT results.



School Uniform - Reception to Year 2

Girls

Navy sweatshirt or cardigan

Sky blue polo shirt

Navy skirt or tunic dress

(During summer a navy and white gingham dress
may be worn)

Grey or white socks or tights

Black low heeled shoes

Boys

Navy sweatshirt

Sky blue polo shirt

Grey trousers (or grey shorts during summer months)

Grey or black socks

Black shoes

P.E. Kit

House colour t-shirt

Navy shorts or navy joggers

Black plimsolls or trainers

School jumpers/cardigans, school ties, P.E. shirts and school bags
can be purchased from the school office or online via our Tesco
Embroidery service.

School Uniform – Year 3 to Year 6

Girls

Navy cardigan

White collared shirt with school tie

Navy skirt or tunic dress

(During summer a navy and white gingham dress
may be worn)

Grey or white socks or tights

Black low heeled shoes

Boys

Navy V-neck jumper

White collared shirt with school tie

Grey trousers (or grey shorts during summer months)

Grey or black socks

Black shoes

P.E. Kit

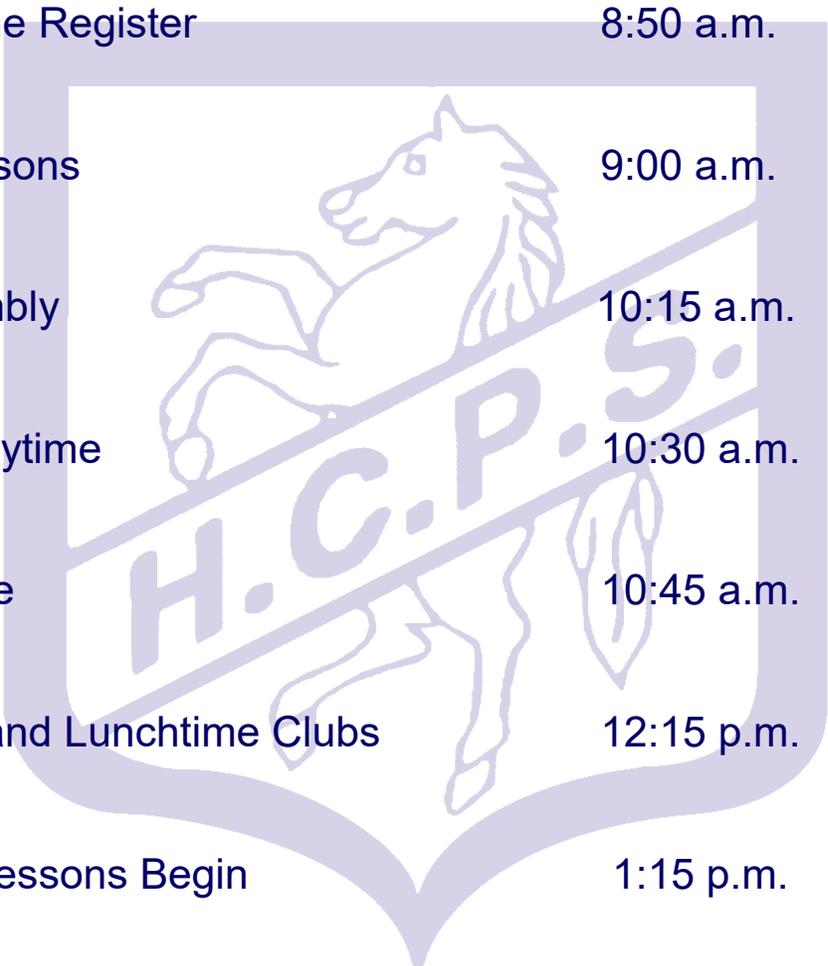
House colour t-shirt

Navy shorts or navy joggers

Black plimsolls or trainers

The School Day

School Starts	8:45 a.m.
Taking of the Register	8:50 a.m.
Start of Lessons	9:00 a.m.
Daily assembly	10:15 a.m.
Morning Playtime	10:30 a.m.
Lesson Time	10:45 a.m.
Lunchtime and Lunchtime Clubs	12:15 p.m.
Afternoon Lessons Begin	1:15 p.m.
School Ends	3:15 p.m.
After School Clubs	3:20 p.m.

The logo for H.C.P.S. is a shield-shaped emblem. It features a white horse rearing up on its hind legs, facing left. A banner across the horse's body contains the letters 'H.C.P.S.' in a stylized font. Below the horse, there is a single leaf. The entire logo is rendered in a light purple color and is centered behind the text of the table.

Term Dates 2015-16

Autumn Term Dates:

Term 1 3 September to 23 October 2015

Term 2 2 November to 18 December 2015

Spring Term Dates:

Term 3 4 January to 12 February 2016

Term 4 22 February to 24 March 2016

Summer Term Dates:

Term 5 11 April to 27 May 2016

Term 6 6 June to 22 July 2015

Inset Days:

3 & 4 September 2015



The School Community

Our school community is made up of children, parents, teachers, support staff and governors. Everyone has their part to play and this brings with it certain responsibilities.

Children

- Come to school with their parents and friends
- Always try their best in everything they do
- Are independent in managing their own possessions
- Understand and follow school rules
- Follow the class routines

Parents

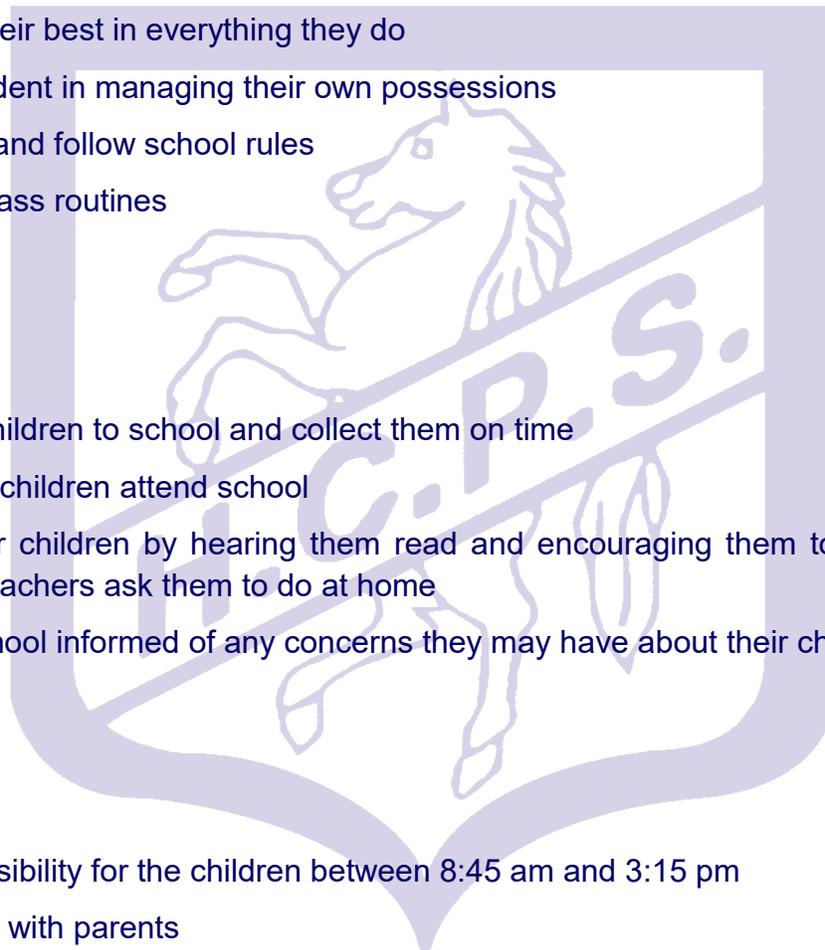
- Bring their children to school and collect them on time
- Ensure their children attend school
- Support their children by hearing them read and encouraging them to complete any tasks their teachers ask them to do at home
- Keep the school informed of any concerns they may have about their child's welfare

Teachers

- Take responsibility for the children between 8:45 am and 3:15 pm
- Work closely with parents
- Provide the highest quality education at all times

Governors

- Support and assist the Head Teacher in the strategic direction of the school.



Attendance and Illness

Attendance and holidays

Full time attendance at school is essential for your child's educational development. The law requires us to keep a full up-to-date record of attendance so please inform the school office as soon as possible if your child is to be absent for whatever reason. Parents/carers are required to contact the School Office by 9.00am on the first day of any absence.

Permission for any holiday during term time will not be granted unless there are exceptional circumstances or without prior consultation. Application forms for leave of absence during term time are available on our website or from the school office. Please consult the Attendance Policy for further details.

When a child is unwell

If your child is unwell you will be contacted and may need to take your child home from school, so please ensure that up to date contact details are available. All pupils that have had sickness or diarrhoea, will be NOT be allowed to return to school for 48 hours.

If your child is on any regular medication such as antibiotics, we recommend that this should be administered by you before and after school, but if it is necessary to give medicine during the day, the parent would need to complete a Health Plan in agreement with the Head Teacher and/or School Office. Please see the 'Medicines in School' Policy on our website for further information.

The Governing Body

The governing body is a group of up to 10 individuals, made up of parents, staff and members of the local community. We work on a voluntary basis to support the strategic leadership of the school. Governors typically serve for four years, and will have a variety of responsibilities during this time.

The Governors have adopted a Code of Conduct which sets out the expectations for members of the Governing Body. You can view this on our website.

The purpose of the governing body is to review and determine school policies, plans and targets and monitor results. Although the day-to-day management of the school is the responsibility of the Head Teacher and not the governing body, Governors do provide support for the Head Teacher and the school whenever possible.

Activities undertaken by the Governing Body include;

- Oversight of the effective delivery of the curriculum
- Monitoring the progress of children throughout their school life
- Developing and monitoring the annual budget and finances
- Long term planning for future development of the school
- Monitoring safeguarding and safe recruitment procedures
- Ensuring effective and up to date policies covering areas such as child welfare, recruitment, health and safety etc.

The Governing Body

We have four teams which make up the Governance.:

- Learning and Development
- Resources
- Strategy
- Full Governing Body- at which all teams meet together

The Terms of Reference for these teams are available on our website.

Governing Body at Halstead CPS

Head Teacher

Mr Leslie Hawkins

Chair of Governors

Mr Steve Grice

Community Governors

Mrs Caroline Harrison

Mrs Elizabeth Meaton

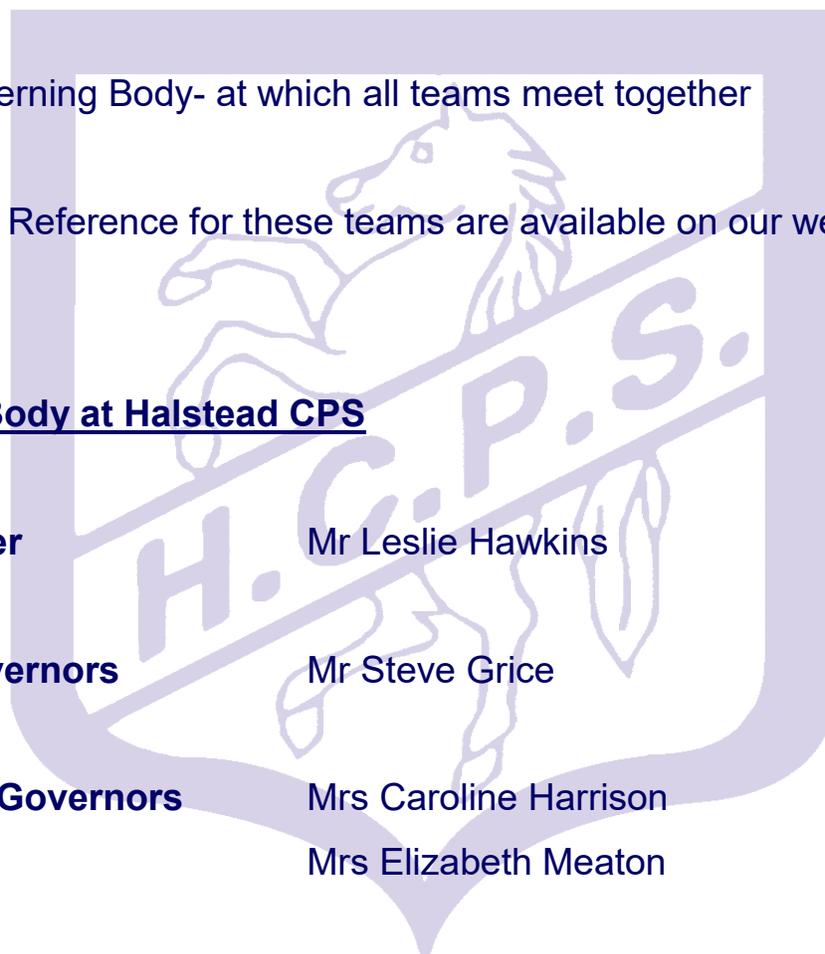
Parent Governors

Mrs Holli Wiggins

Mr Jock Rungay

Clerk

Mrs Lynette Elliston



SATs - Key Stage 1 Results

COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each level in 2015, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2014.

The number of eligible children is: 7

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level							D	A
		W	1	2	3	4	5	6		
English	School	0	0	0	14	71	14	0	0	0
	National	1	1	2	9	47	39	2	0	0
Mathematics	School	0	0	0	14	43	43	0	0	0
	National	1	0	2	9	44	36	8	0	0
Science	School	0	0	0	14	86	0	0	0	0
	National	1	0	2	9	49	38	0	0	0

TEST RESULTS									
		Percentage at each level					T	A	
		B	3	4	5	6			
Grammar Punctuation & Spelling*	School	0	29	43	29	0	0	0	
	National	3	18	24	49	4	3	0	
Reading	School	0	14	86	0	0	0	0	
	National	3	6	39	49	0	2	0	
Mathematics	School	0	14	29	57	0	0	0	
	National	3	10	44	33	9	1	0	

- A represents pupils who were absent.
- B represents pupils who were working below the level of the test.
- D represents pupils who have been disapplied from the national curriculum.
- T represents pupils working at the level of the assessment but unable to access the test.
- W represents pupils who were working towards but have not yet achieved the standards needed for level 1.

SATs - Key Stage 1 Results

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2015) and nationally (2014) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 9. Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disapplied Children	Absent Children
Speaking & Listening	Boys	School	0	0	-	80	-	20	0	0	0
		National	2	11	-	67	-	20	0	0	0
	Girls	School	0	0	-	75	-	25	0	0	0
		National	1	6	-	64	-	28	0	0	0
	All	School	0	0	-	78	-	22	0	0	0
		National	2	9	-	66	-	24	0	0	0
Reading	Boys	School	0	0	0	20	20	60	0	0	0
		National	3	10	10	25	25	26	0	0	0
	Girls	School	0	0	0	25	25	50	0	0	0
		National	1	6	8	21	25	35	0	0	0
	All	School	0	0	0	22	22	56	0	0	0
		National	2	8	9	23	27	30	0	0	0
Writing	Boys	School	0	0	0	20	40	40	0	0	0
		National	3	15	20	31	20	11	0	0	0
	Girls	School	0	0	0	0	50	50	0	0	0
		National	2	8	13	29	27	21	0	0	0
	All	School	0	0	0	11	44	44	0	0	0
		National	2	11	16	30	23	16	0	0	0
Mathematics	Boys	School	0	0	0	0	60	40	0	0	0
		National	2	7	12	25	27	26	0	0	0
	Girls	School	0	0	0	25	25	50	0	0	0
		National	1	5	12	28	31	22	0	0	0
	All	School	0	0	0	11	44	44	0	0	0
		National	1	6	12	27	29	24	0	0	0
Science	Boys	School	0	0	-	80	-	20	0	0	-
		National	2	9	-	66	-	23	0	0	-
	Girls	School	0	0	-	75	-	25	0	0	-
		National	1	7	-	71	-	21	0	0	-
	All	School	0	0	-	78	-	22	0	0	-
		National	2	8	-	68	-	22	0	0	-

1. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.
2. Speaking and Listening and Science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.
4. Absent and Disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.
5. '-' represents 'Not Applicable'.
6. 'x' indicates a figure not shown in order to protect confidentiality.

SATs - Key Stage 2 Results

COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each level in 2015, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2014.

The number of eligible children is: 7

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS											
		Percentage at each level								D	A
		W	1	2	3	4	5	6			
English	School	0	0	0	14	71	14	0	0	0	
	National	1	1	2	9	47	39	2	0	0	
Mathematics	School	0	0	0	14	43	43	0	0	0	
	National	1	0	2	9	44	36	8	0	0	
Science	School	0	0	0	14	86	0	0	0	0	
	National	1	0	2	9	49	38	0	0	0	

TEST RESULTS										
		Percentage at each level					T	A		
		B	3	4	5	6				
Grammar Punctuation & Spelling*	School	0	29	43	29	0	0	0		
	National	3	18	24	49	4	3	0		
Reading	School	0	14	86	0	0	0	0		
	National	3	6	39	49	0	2	0		
Mathematics	School	0	14	29	57	0	0	0		
	National	3	10	44	33	9	1	0		

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- T represents pupils working at the level of the assessment but unable to access the test.
- W represents pupils who were working towards but have not yet achieved the standards needed for level 1.

Final Words

We would be delighted to welcome you on a visit to our fantastic school.

We hold an open session during the year for parents/carers who are seeking a place in our reception classes. This takes place in October and provides an opportunity to meet some of our children, governors, parents and staff.

If you are looking for a school place for an older child please telephone to establish if we have any vacancies in the appropriate year group. All schools are very different and choosing the right one for your child is not an easy task.

We wish you every success in finding the school that best suits your child's unique personality, interests and learning needs.

N.B The information in this booklet was correct at the time of going to print