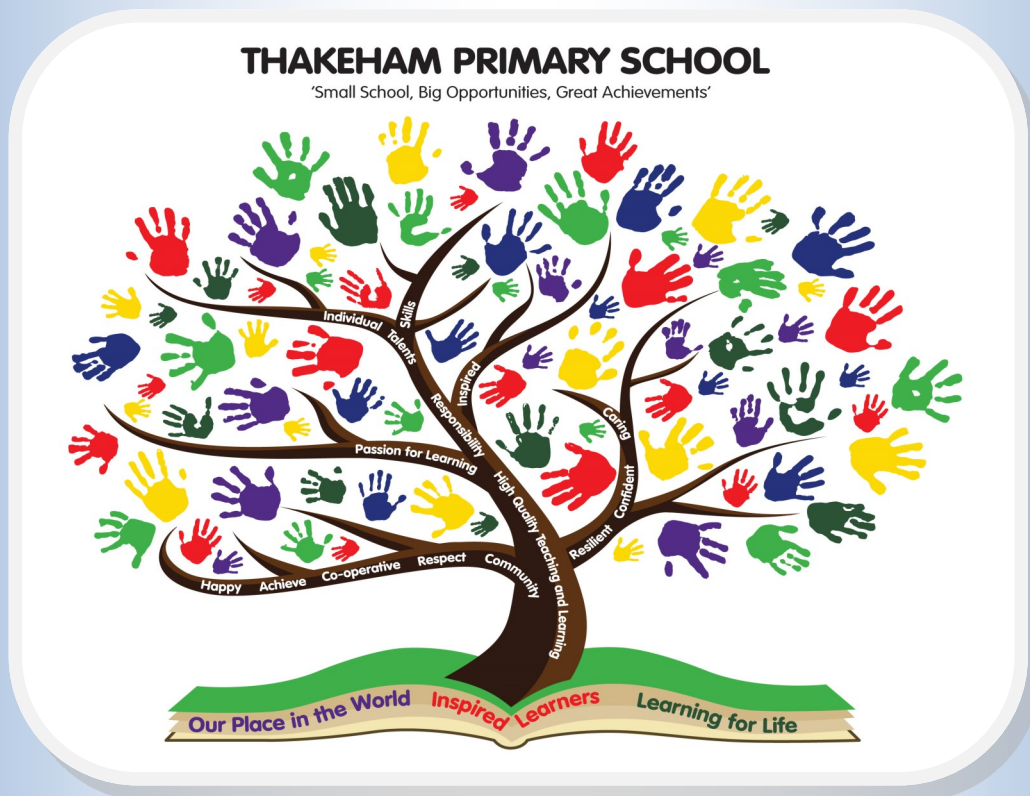


# THAKEHAM PRIMARY SCHOOL



## Prospectus 2019-2020



A University of Chichester  
ITT Partner School



# Welcome to Thakeham Primary School



Thank you for showing an interest in our school.

As Headteacher I am privileged to have the opportunity to lead our small, caring, happy school ensuring it is a really special place to learn and grow together. We focus on each individual child's needs, developing their skills and nurturing their talents within a strong family environment. **Following our Ofsted inspection in July 2018, we are delighted to announce that we remain a 'Good' school!** The report captures the nature of our happy, successful school, the focus on achievement and progress and the emphasis we place on care and positive relationships with children and families. Read the full report on the 'Parent' tab of our website.

In September 2017 we re-located to a modern, well resourced building on Rock Road, within the Parish of Thakeham. The school has been refurbished throughout and now benefits from large, light, airy classrooms, a brand new Library and Food Technology Room and access to extensive fields and the onsite indoor MXT swimming pool. The site facilitates easy transition to secondary school with Steyning Grammar School's Rock Road Campus next door. We have worked closely with Steyning Grammar School across a number of curriculum areas to support not just transition but also to enhance the curriculum opportunities for our children.

We recognise the importance of strong community links as well as links with the wider world. Parents/carers are encouraged to take an active part in their child's learning and in the life of the school. Continued success as a school relies on all of us working together as one team for the benefit of the children.

Our curriculum is designed to ensure creative, engaging learning experiences, designed to foster the skills and attitudes needed for life-long learning, enabling children to approach the challenges of an ever changing world, with confidence and resilience. As well as meeting national expectations, our curriculum is personalised to meet the needs of our children in our community.

This prospectus should give you an insight as to how the school is organised and the many opportunities available for pupils. It does not give you the complete picture – for this you need to visit the school, and experience it for yourself! We would be delighted to show you around and answer any questions you may have.

Mrs Sam Norton  
Headteacher

# School Information

**Thakeham Primary School**

**Rock Road**

**Storrington**

**West Sussex**

**RH20 3AA**

Telephone number: 01903 740176

Email: [office@thakehamps.co.uk](mailto:office@thakehamps.co.uk)

Website: <http://www.thakehamps.co.uk>

## Staff

**Headteacher:** Mrs S. Norton

**Assistant Headteacher:** Mrs E. Hopkins

|                  |                       |                              |
|------------------|-----------------------|------------------------------|
| <b>Teachers:</b> | Acorn Class Reception | Mrs L. Turner & Mrs E. Hoare |
|                  | Oak Class Y1 & 2      | Miss N. Makuch               |
|                  | Maple Class Y3 & 4    | Miss M. Killner Brown        |
|                  | Elder Class Y5 & 6    | Mrs E. Hopkins               |

**Inclusion Co-ordinator:** Mrs A. Mullineux

### **Teaching Assistants/ Midday Meals Supervisors:**

|                       |  |
|-----------------------|--|
| Acorn Class Reception | Mrs R. Jouanides                             |
| Oak Class Y1 & 2      | Mrs J. Younger & Mrs R. Jouanides            |
| Maple Class Y3 & 4    | Mrs E. Elvery, Mr J. Beeching, Mrs J. Petros |
| Elder Class Y5 & 6    | Mrs J. Bowbrick & Mrs G. Ramsell             |

**Midday Meals Supervisors:** Mrs S. Stickings

**Premises Manager:** Mr P. Howse

**School Business Manager:** Mrs L. Pearson

**School Secretary:** Mrs G. Hall & Mrs J. Ayres

## Governors

**Chair of Governors:** Mr Adam Phillips **Clerk to the Governing Body:** Mrs G. Ritchie

|                        |                  |                |              |
|------------------------|------------------|----------------|--------------|
| <b>Governing Body:</b> | Mrs S. Norton    | Mrs E. Hopkins |              |
|                        | Mrs C. Stockwell | Mrs G. Hall    | Mrs J. James |
|                        | Mrs G. Webb      | Mr P. Skelding | Mrs K. Nolan |

# Term Dates 2019-20

## **AUTUMN TERM 2019**

Monday 2nd September  
Tuesday 3rd September  
Wednesday 4th September  
Thursday 5th September  
Friday 6th September  
Friday 18th October

### **HALF TERM**

Friday 20th December

### **CHRISTMAS BREAK**

INSET day  
INSET day  
Home visits for Reception Class children  
Home visits for Reception Class children  
First Day of Term for Reception Class  
INSET Day

**Monday 28th October — Friday 1st November 2019**

Term ends

**Monday 23rd December 2019 to Friday 3rd January 2020 (inclusive)**



## **SPRING TERM 2020**

Monday 6th January

### **HALF TERM**

Friday 3rd April

### **EASTER BREAK**

First Day of Term  
**Monday 17th February- Friday 21st February 2020**  
Term ends  
**Monday 06th April – Friday 17th April 2020**



## **SUMMER TERM 2020**

Monday 20th April

Monday 4th May

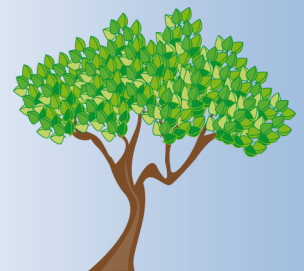
### **HALF TERM**

Friday 26th June

Friday 17th July

Monday 20th July

First day of term  
Bank Holiday  
**Monday 25th May – Friday 29th May 2020**  
INSET Day  
Term ends  
INSET Day



# Our Vision and Values

As part of becoming a Primary School in September 2017, pupils, staff, parents and governors have collaborated to update our vision:

"**High quality learning and teaching** are at the heart of our school. We nurture and celebrate each child's **individual talents and skills** to enable them to be **happy, confident** and **resilient** individuals with a **passion for learning, inspired** to **achieve** their very best. Through encouraging a strong sense of **respect** and **responsibility**, both within our local **community** and the wider world, we support our children to be **co-operative, caring** citizens for the future."



## Our Thakeham Values

Care (Respect)

Co-operation

Honesty

Responsibility

Perseverance

Curiosity

Reflection

"You have engaged staff, parents, carers, pupils and governors in developing a very clear vision and ethos for the school. You have built a strong staff team whose members are equally committed to and proud of the part they play in the school."

(Ofsted July 17th 2018)



# Super Learning Heroes

Our Vision and Values are embedded in our day to day school life and through our curriculum, supported by our Super Learning Heroes. These illustrate what research and experience tell us help facilitate effective learning. The importance of these were recognised during our recent Ofsted inspection:

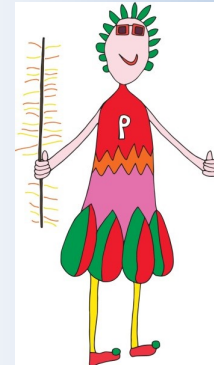
**“Pupils at the school know how to improve their work and how to develop resilience and perseverance when work is challenging. They have created ‘super learning heroes’ cartoon characters to remind them of the characteristics of successful learners, and they talk confidently about the learning behaviour they have demonstrated when sharing their work.”**

**(Ofsted July 17th 2018)**

## Positive, Persevering Poppy

Who helps us to:

- keep trying, bounce back, even when things go wrong
- approach a challenge positively and try different ways to solve it
- be brave and ask for help
- concentrate and focus
- learn from our mistakes
- take risks with our learning



## Co-operative, Caring Craig

Who helps us to:

- listen and treat each other respectfully
- be caring, thoughtful and patient
- ‘give and take’
- share ideas
- learn from others
- work well together



## Curious Questioning Quinn

Who helps us to:

- ask questions
- use our senses to explore
- notice things and look for patterns and links
- be curious and use our imagination
- makes predictions
- think of possible reasons



## Reflective Reviewing Ruby

Who helps us to :

- identify the best bits of our work
- want to improve our work
- understand how we learn best
- plan and think things through



# Our Curriculum

Since September 2014 we implemented a new National Curriculum. It is designed to ensure that children are given a firm foundation of knowledge and skills which will enable them to become literate, numerate, well informed, confident, and capable of learning throughout life.

This provided us with the opportunity to consider what we feel is important for our children in our community to learn. We call these are '**Curriculum Drivers**':

## Our Place in the World

Children understand and relate to their place in our wonderful local community as well as understanding their place in the wider world. Our aim is for our children to be thoughtful respectful citizens, both with one another and the environment. Links will be developed both locally, internationally and globally to help us realise this aim.

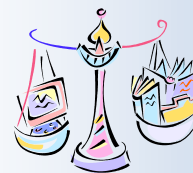


## Inspired Learners

We will draw on children's interests and starting points in developing a curriculum that is relevant and engaging, encouraging children to be curious, inspired and enjoy their learning. Resources, visits and visitors will be chosen to stimulate and bring our children's learning to life. 'Stunning Starts' to our topics will be aimed at enthusing the children right from the beginning. Children's achievements in key areas of learning will be celebrated through our 'Fabulous Finishes' at the end of our topics. These will also be shared with families wherever possible.

## Learning for Life

Children will have opportunities to see that their learning extends beyond the classroom and has links to 'real life', whether this be through work or hobbies they may be engaged in during their future. Children will have opportunities to nurture their talents and will hopefully discover new ones throughout their learning journey at Thakeham. They will be encouraged to be resilient and think flexibly and creatively when faced with a challenge to achieve their aspirations.



**“Links with other schools and the community are strong. Expertise has been shared and developed as a result. Pupils contribute to the life of the community, for example by being ‘reporters’ for the parish news. Links with the adjoining grammar school are developing rapidly, particularly in sport.....Pupils say they find lessons ‘fun and interesting’. Purposeful links are made between subjects, such as Year 6 combining history, design technology, literacy and geography in their Second World War topic.” (Ofsted July 17th 2018)**

# Curriculum Areas

## English

### Reading

We provide the children with enjoyable reading experiences and produce confident readers who can use books effectively, for pleasure and for information. Reading schemes alongside 'real books' are used to give structured progress, particularly in the early stages. We use the structured 'Read, Write, Inc' Phonics programme to support effective reading and spelling skills in Early Years and Key Stage 1. The computer program 'Guided Reading/Reading with RIC' is used as a vehicle for teaching key reading skills in Key Stage 1 and 2 classes. Our 'Reading Ladder' scheme encourages parents to support children in acquiring the "reading habit" at home and we have many parent helpers who read with the children in school.



### Listening and Speaking

These skills are vital in all learning and social situations. We encourage the children to listen carefully to others and to speak clearly and confidently in discussions. Role-playing in appropriate sessions, class presentations of work and debates help to provide enjoyable opportunities to extend oral skills. All children make use of Talk Partners to discuss and share ideas in the class.

### Writing

Children write for a variety of purposes e.g. diary writing, imaginative stories, poems, letters, lists and reports. Talk 4 Writing is used throughout the school to effectively support children's writing. It is powerful because it is based on the principles of how children learn and it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. Alongside this are opportunities for children to become more independent writers and demonstrate their skills away from the point of teaching as well as emphasis on creativity. Grammar, phonics, spelling, punctuation and dictionary skills are taught both through the text and explicitly on a daily basis.

Opportunities are given for sharing and reading good writing to other children, or by having it displayed. Editing and improving work is also a key feature and time is given to allow children to improve their own and others' work. Neat presentation and handwriting skills are encouraged and practised throughout the school and rewarded through our Handwriting reward scheme and 'Hall of Fame' display. We have invested in using Pen Pals to support progress and achievement in handwriting. Each year we run parent workshops and meetings to keep you up to date with our work in school, so we can work in partnership with you to support your child effectively.

## Maths

Mathematics at Thakeham Primary School prepares our pupils for real life situations. Mathematical skills and concepts are, at all key stages, related to a variety of practical situations, with a strong problem solving focus and emphasis on reasoning and fluency. We use a 'Mastery' approach to Maths and have found this to be a successful tool in developing children's understanding through a concrete, pictorial and then abstract approach to Maths. We are currently working with the Sussex Maths Hub to embed this approach across the school.

The role of the parent is critical in helping to consolidate work studied in school. Regular consolidation of times tables and mental arithmetic by parents help the children develop skills which can be used in all areas of mathematics. Our 'Rainbow Times Tables Awards' has helped children to learn their tables facts in a fun and rewarding way. Parents are invited to regular workshops aimed at equipping them to provide effective support at home.

**"Pupils are asked to use and apply their numeracy skills in mathematical investigations based on real-life situations. For instance, pupils in Year 6 worked with a local developer to design houses to scale and won a 'young architect award'." (Ofsted July 17th 2018)**

## Science

Children are encouraged to be curious and ask questions about what they notice. They develop their understanding of scientific ideas by using different types of scientific enquiry/investigations to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. Children use a wide range of equipment and often participate in visits across the school linked to their topics. Our links with STEM, Steyning Grammar School and others in the community support our work on challenge, interest and variation.





# Curriculum Areas

## Geography

Geography is concerned with the study of places and the human and physical processes which shape them. We endeavour to relate geographical studies as closely as possible to first-hand experience by the use of fieldwork both within the locality and further afield. **The Curriculum Driver 'Our Place in the World'** ensures that all our topics are related to local/global issues in various guises. The children are encouraged to make comparisons with other areas in Great Britain, Europe and the rest of the world so they can begin to understand their place in the wider world. Our links with other schools both in the UK and around the world enrich and extend this learning. We currently hold an International Schools Award in recognition of some of our work in this area (2018-2021).

## Design Technology

Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children learn about significant designers past and present and learn key skills to cut, shape, combine and join materials in a variety of contexts. Our fantastic Cookery room is used to support our work on cooking and nutrition.



## Computing

We use a range of resources including 'Barefoot' to support and guide our learning. We teach the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. We aim for pupils to become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology.

## Music

Children are encouraged to explore and expand their musical ability during their time at our school. From Early Years to Year 6 they have access to a variety of percussion instruments to develop their sense of rhythm and experiment with different sounds.

Pupils are also given the opportunity to use different computer programmes to compose pieces of music, allowing them to fully express their creativity without the limitations of performance skills. Our school offers a wide range of music tuition including guitar, drum, piano and brass. The pupils are given a chance to celebrate their hard work and perform in front of an audience both within school, alongside other local schools and across the community.



## French

French is taught in Maple and Elder class and is statutory at Key Stage 2. Through this teaching we aim to foster a sense of enjoyment and confidence in speaking, reading and writing another language. We are guided by the programme 'i-languages'. We host a French speaking student each year through our links with Chichester University and wherever possible forge links with schools in France.

## Art

At Thakeham Primary School we encourage creativity and imagination in Art through both practical and theoretical lessons. Practically, pupils are offered a range of media to work in and are taught to develop their observational skills. They are encouraged to experiment with different materials to explore the effects they can create.

The pupils study a range of artists and artefacts, to observe and discuss different methods and techniques for designing a piece of artwork. The pupils are given the opportunity to work with local artists through workshops at school, through community links such as Steyning Grammar School children's work is celebrated through displays around the school.

## RE

We follow the WSCC Religious Education syllabus which is broadly Christian in nature. In though in line with British Values, children do learn about a variety of world religions supported by a range of visits, visitors and resources. Any requests for a child to not participate in RE lessons should make their request in writing to the Headteacher.



# Curriculum Areas

## Physical Education

The purpose of Physical Education is to enable all pupils to work towards becoming active both within and outside the school. We provide a wide variety of activities which enable children to develop their skills in this area, as well as increasing confidence, self esteem, and fostering a real enjoyment for physical exercise that can be continued later on in life. Teachers from Steyning Grammar School work alongside our staff to develop children's PE skills and foster a love of this area of the curriculum.



We participate in a wide range of taster sessions and tournaments within our locality group of schools and usually enjoy much success! Thakeham Primary School provides a wide range of extra-curricular sports activities and encourages links with other schools and clubs in the area. Our achievements in PE have been recognised through our 'Gold Sports Mark Award.'

Physical Education is a compulsory subject. When a medical condition exists which would prevent a pupil taking part, whether for a short or long period, a medical certificate should be produced. Pupils who wish to be excused, but who do not have a medical certificate, must bring a note from parents explaining the problem and observe the lesson.



## History

The overall aim of teaching History at Thakeham Primary School is to introduce an appreciation of the past whilst developing historical knowledge and enquiry.

This is achieved by looking at different aspects and periods of the past. At Key Stage 1 (5 to 7 years old), the children are introduced to the concept of the past by studying things with which they are familiar e.g. themselves, their families, toys, the school and its locality, houses and homes, identifying similarities and differences between ways of life in different periods of time.

At Key Stage 2 (8 to 10 years old), the children study different periods of British, local and world History, developing a range of skills.



# Assessment

Our formative assessment (Assessment for Learning) is a very powerful form of assessment and is underpinned by a strong and effective child-teacher partnership. It is based on the principle that pupils will improve most if they understand the objective of what they are learning, where they are in relation to this aim and how they can achieve the aim. It enables children to take more responsibility for their achievements by encouraging pupils to reflect on their progress, understand what their strengths are and identify what they need to do improve.

In Acorn Class (Reception), the children work towards 'Early Learning Goals' to aim for a 'Good Level of Development.' After the Reception Year they move smoothly into Key Stage One of the National Curriculum. The National Curriculum provides guidance on what children should know and be able to do at each stage of their learning.

As children move through the school they are assessed regularly through verbal/written evidence and feedback and through formal assessment (see our website for further details) to ensure that their learning progresses. In addition, at the end of Key Stage One children are assessed in line with national criteria through SATS (Standard Assessment Tasks) and teacher assessments. These will indicate the strengths and weaknesses in your child's attainments and provide information on which the teachers of the next key stage can build. Most teaching takes place in the children's own classrooms, and they spend most of their time with their class teacher. Teaching groups and strategies vary and are adapted to suit the needs of the children.

In Year 6 children take end of Key Stage 2 SATs which assess their skills, knowledge and understanding in reading, spelling, punctuation grammar and handwriting and maths. Biennial science sampling tests occur for some selected schools too. Teachers provide assessments on pupils for reading, writing, maths and science. See our Assessment and Feedback Policy for further details.



# Admissions

Thakeham is a community primary school and serves a local catchment area. Children attend from aged 4 to 11 years (Reception to Year 6).

The Parents Information Pack includes all the information a parent needs to apply for a school place and is available at [www.westsussex.gov.uk](http://www.westsussex.gov.uk) – then follow links to 'Education' and 'Admission to School'.

Under the Education Act parents can express a preference for any school but parents do not have a right to choose a school. West Sussex Education Authority does however make every effort to meet parental preference where possible.

Our published year group admission limit is 15 for the year 2019/20.

# Absence from school

If your child is absent from school please let us know by 9.15am on the first morning of absence, otherwise we will ring you to ascertain the reason for absence. If your child has a medical/dental appointment and will either arrive late to school or needs to be collected during the school day it is important that the office have been notified so that they are aware of who is in school at all times.

**The Education (Penalty Notices) (England) Regulations 2007 and Education (Pupil Registration) (England) Regulations 2006** makes clear that Headteachers may not grant **any** leave of absence during term time unless there are exceptional circumstances. A form obtained from the school office must be completed when withdrawal from learning is being requested. A meeting with the Headteacher must be arranged prior to completing and submitting the form. It is expected that the request is made 4 weeks before the absence and the Headteacher will respond in 5 working days, indicating whether or not the absence has been authorised. Should the absence be unauthorised, and meet an absence of 10 sessions in a 10 week period, a letter will be sent home making the parent aware that should the absence go ahead as planned then this will be passed on to the Pupil Investigation Team, possibly resulting in a Fixed Penalty Notice. For further information, please see our Attendance policy on the school website.

**“Pupils love coming to school. As a result, attendance is above average overall and persistent absence is low.” (Ofsted July 17th 2018)**

# Behaviour

We actively promote positive behaviour with clear class and school rules (Super Learning Hero Rules) to which all are expected to adhere.

**We are kind, caring and co-operative.**

**We try our very best.**

**We listen.**

**We are honest.**

All classes use 'circle time' activities to develop self-esteem. Good behaviour and positive attitudes are encouraged through our Super Learning Hero Awards, Headteacher, Governor and Community Awards. Each week those children who have received an award are invited to special 'tea' party where they talk about their achievements and aspirations and enjoy squash and biscuits!

Our House Teams are linked to famous individuals both current and in history who have shown the learning characteristics of our Super Learning Heroes:

**Thomas Edison House** (Positive Persevering Poppy)

**Malala House** (Co-operative Caring Craig)

**Bear Grylls** (Curious, Questioning Quinn)

**Anne Frank House** (Reflective Reviewing Ruby)

Children can earn housepoints for both positive behaviour and work.

We do not tolerate any form of bullying and children are taught that, should any incident occur, they will be listened to by a member of the staffing team who will then ensure that action is taken promptly and with sensitivity. We also seek to work closely with parents on this issue so that the subtler forms of bullying can also be picked up and dealt with effectively (see the website for our Anti-Bullying Policy).

We are very proud of our children and we encourage them to maintain a high standard of courtesy and good manners. We do believe that we share the responsibility for the care and discipline of all the children with you. Therefore we ask that your child comes to school punctually and is always encouraged to be smart in appearance, courteous, reliable, friendly and caring towards others.

Please see our school website for further details of our Behaviour Policy

**"The behaviour of pupils during the inspection, in lessons, before school, and at lunchtime, was good."**

**(Ofsted July 17th 2018)**

# Safeguarding & Child Protection Policy

Our policy applies to all staff, governors, Club Leaders and volunteers working in the school. . Many other policies are closely linked with our Safeguarding and Child Protection—please see the school website for all relevant policies. The Headteacher is the Designated Safeguarding Lead for Child Protection and Mrs Hopkins is the Deputy Designated Lead.

**"The school puts great emphasis on emotional resilience and developing pupils' abilities to care for themselves and one another. Pupils say they feel safe and that there is always an adult they can talk to in school if they have concerns. All checks and procedures for recruiting staff safely are carried out, and staff training in keeping children safe from harm is updated regularly. "** (Ofsted July 17th 2018)

## Clubs

We have a wide variety of extra-curricular clubs available including Choir, Performing Arts, Pottery, Multi Sports, Cookery, Box2 B Fit, Forest Schools and an additional Sports Club whose focus changes each half-term. Some of our sports clubs are free of charge, funded by our School Sports Fund from the government. Please note, the funded Sports sessions are for children in Year 1- Year 6.

Timetables of available clubs are sent out at the beginning of each term and appear on our website.

A breakfast and after school club 'The Hive' operate from 7:30am to 6pm each school day. A shuttle service operates between our school and its base at Washington Village Hall. This is a privately run club and can be contacted [hiveafterschool@hotmail.com](mailto:hiveafterschool@hotmail.com) or by phone **07880 935545**. Breakfast Club is charged at £5.00 per session, After-School Club is charged at £5.00 per hour, a registration fee of £10 per family is charged on registration. An extra charge of £5.00 is payable for late collection (after 6.00pm).





# Inclusion

Every child has a right to equal access to the curriculum. The school's SEN& D (Special Educational Needs and Disabilities) policy, Most Able Pupil Policy and Accessibility Policy (see website) states clearly the importance the school places upon the provision of each and every child regardless of ability and background. Learning is set to challenge children appropriately with tasks chosen to deepen and broaden knowledge and understanding.

**"The number of disadvantaged pupils and those who have special educational needs (SEN and/or disabilities are small, but represent a rising proportion of the pupils on roll. The achievement of all groups of pupils, including this group, is analysed closely. Individual programmes of support are helping these pupils to make good progress and catch up with their peers." (Ofsted July 17th 2018)**

Our school works closely with a range of outside agencies, including the Special Education Needs Service, Speech and Language, Educational Psychology and the Social Communications Team if advice and support are felt to be necessary for the child. Please see our SEND/MAP policies and 'Local Offer' on the website.

# Equal Opportunities

It is our school's policy to recognise individual differences. We aim to ensure that no person or group experiences unfair discrimination. All parents, pupils, staff, Governors and Friends of the School have a part to play in making our policy work. Please see policies available on our school website.

# Communication

Please ensure the office has up to date contact details for you so we may contact you either with routine information or in the case of an emergency. Much of our communication is via email. Paper copies of letters can be provided should a parent/carer not have internet access. Please let the office know, in this instance.

When we have short messages/reminders to relay to parents we operate a text message service. The text message is sent to one mobile or landline phone number, the preference to be indicated by parents.

We operate an 'Open Door' policy so should you need to speak to your child's class teacher or the Headteacher, please do not hesitate to contact us. We just ask you to be mindful that mornings can be a busy time for teachers preparing for the day ahead, so after school may be better. Appointments can be made via the office or through the class teacher.

Every year we provide two Parent Consultation evenings when parents will have the opportunity for a personal conversation with their class teacher to discuss how their child is getting on in school. Parents are welcome to speak with either the Headteacher or class teacher at other times during the school year as they require. We also hold an annual Open Afternoon for parents and each term there are opportunities for parents to attend various curriculum workshops/meetings and parents are usually invited to the 'Fabulous Finish' for their child's class each term.

Please see our Communications Policy on our school website for further details.

# Assemblies

Assemblies are broadly Christian based but they also reflect the fact that we live in a multi-cultural society. One of our 'Curriculum Drivers' is 'Our Place in the World' which features strongly in assemblies through consideration of a range of other religious celebrations e.g. Diwali. We discuss how these may be similar/different to Christian celebrations and beliefs. Emphasis is on respect, tolerance and understanding. British values and our Thakeham Values also form a key part of our assemblies.

Each Monday morning we hold a 'Celebration Assembly' where children may be presented with a Super Learning Hero Award, Headteacher award, Governor Award or Community Award for effort and achievement. Awards for Handwriting, success with learning Times Tables and our 'Hall of Fame' (presentation award) and sporting awards are also presented. Achievements outside of school are also celebrated.

Each week we hold a Key Stage 1/2 'Singing Assembly' where children learn a number of songs. These may be traditional hymns, or more modern, contemporary songs. Wherever possible, songs are linked to the assembly theme. These assemblies are led by Mrs Hopkins, our Music specialist.

Every other week children are encouraged to use the qualities of one of our Super Learning Heroes, Curious Questioning Quinn by discussing a specially chosen photograph or image. Responsibility for choosing the image is rotated between each class.

Alternate weeks children enjoy our 'Celebrating Reading' assemblies where they have an opportunity to listen to a variety of texts and be recognised for the reading progress with special certificates.

Each term we welcome a wide range of visitors to our assemblies including SPLASH, a local Christian group, Rev'd Frank Okai-Sam (Trinity Church Storrington) and Rev'd Sara-Jane Stevens (St. Mary's Church, Thakeham).

# Medicines



School staff do not have a statutory duty to give medicines or medical treatment. However medicines will be administered to enable the inclusion of pupils with medical needs, promote regular attendance and minimise the impact on a pupil's ability to learn. In an emergency all teachers and other staff in charge of children have a common law duty of care to act for the health and safety of a child in their care – this might mean giving medicines or medical care.

Medicine should only be brought to school when it is essential to administer it during the school day. In the vast majority of cases, doses of medicine can be arranged around the school day thus avoiding the need for medicine in school. Antibiotics for example are usually taken three times a day, so can be given with breakfast, on getting home from school and then at bedtime. Our policy is to administer antibiotics only if the prescription requires the medication to be taken 4 times a day."

Most medicines to be administered in school should be prescribed by a GP. There are only 2 exceptions to this. Paracetamol can be administered to pupils aged 10 and over suffering acute pain. Thakeham Primary School will also administer non-prescription travel sickness medication. We will offer antihistamines for mild allergic reactions whilst on residential trips. In all cases, any administering of medicines must be accompanied by the appropriate parental consent forms which are available from the school office.

Guidance from the School Nurse and West Sussex County Council is that children who have been sick or suffered from diarrhoea should be kept at home for 48 hours from their last bout.

Please see the school's Medicines Policy on the school website for further information.

# Home Learning Policy

## Home-Learning

- is closely integrated with and reinforces class work and has clear curricular objectives
- exploits materials and resources in the environment and the community outside the school
- encourages independence, research, creativity and initiative
- promotes co-operation and involvement of parents and other adults.

The purpose of home-learning is to support and enrich children's learning, develop independence and encourage personal organisation. It is important your children are encouraged in their home-learning. We believe it is important you discuss work with your child and support them in their learning. Work at home may broaden children's outlook, extend experience and interest, provide encouragement, reinforcement and foster independence.

## We believe home-learning

- allows practice and consolidation of skills and knowledge learned in the classroom.
- provides opportunities for individual work
- develops good habits and self-discipline
- trains children in planning and organising their time
- encourages ownership and responsibility for learning
- provides information for parents with regard to progress and content
- provides opportunities for parental and other adults' cooperation and support
- creates channels for home/school liaison.

All children can benefit from the help parents give at home. Please see our Home-Learning Policy on our school website for further details.

# School Lunch/Refreshments

**School Milk:** This is available free to all children under 5 years of age and can be purchased by parents for the over 5s. Please collect a form from the school office or go directly to the website [www.coolmilk.com](http://www.coolmilk.com) if you would like your child to have milk at morning break.

**Fruit and Vegetable Scheme:** All children in Key Stage 1 (Reception, Year 1/2) are entitled to a free piece of fruit or vegetable daily. For children in years 3, 4 and 5 parents are able to pre purchase fruit on a termly basis via the school money website.

Children either bring a packed lunch to school, or eat a hot lunch that is prepaid for and provided by Chartwells. Hot meals are ordered on line at [www.mealselector.co.uk](http://www.mealselector.co.uk) Visit their website to have a look at a sample menu and order your lunches. Free school meals are now provided for all Reception, year one and year two children. Free school meals are also available for families who are receiving income support. Application forms are available from the school office.



# Uniform

We have a strong commitment to school uniform. A uniform looks smart, wears well, is comfortable and contributes to a feeling of belonging to our school. Our uniform supplier is [www.abcembroidery.co.uk](http://www.abcembroidery.co.uk)

The uniform consists of:

- White /royal blue polo shirt or blouse, with or without the school logo.
- Royal blue jumper or cardigan with/without the school logo
- Plain grey trousers, smart shorts or skirts (jogging pants, sports shorts and leggings are not acceptable)
- Royal blue and white small checked summer dress
- Grey/white socks
- Sensible black shoes, not trainers or boots

For P.E. children should have the following kit in a P.E. bag clearly marked with the child's name.

Royall blue shorts

White crew neck T-shirt (with or without logo)

Plimsolls or trainers

Additional items : Book bags,  
PE bags,  
Water bottles

Most of the uniform can be purchased from local stores and items with a school logo can be obtained from: [info@abcembroidery.co.uk](mailto:info@abcembroidery.co.uk)

One of the most important things we ask parents to do when their child starts school is to

**PLEASE LABEL EVERYTHING!**

**Jewellery** - Small stud style earrings which need to be removed for PE/Sports activities.

**Long hair should be tied back for PE/Sports activities and cooking.**





# Start of the school day

8:45am – 12:00pm Morning session

1:00pm – 3:15pm Afternoon session

Children should arrive at 8.45am and be supervised on the playground by a parent/adult (unless in Year 6 in which case they may be dropped off or walk to school, with the relevant written permissions from 8:30am). Teachers meet their class on the playground, where the children line up and take them into class. Any equipment outside on the playground, including the trim trail and bikes are for use within school time only.

Please ensure your child arrives at school on time and is collected promptly. If your child arrives after 9am this will be recorded as 'late'. Persistent lateness will be discussed with parents/carers and may be referred to WSCC Pupil Investigation Team. If your child arrives after 9:30am this will be recorded as 'unauthorised absence' in line with WSCC policy.

When dropping your children off at school, or collecting them at any time, parents are requested to park in the visitor car park at the front of the school or if there are siblings in Steyning Grammar School (Rock Road) then their car park may be used. At the end of the day, parents are advised to arrive from 3:05pm to avoid congestion with coaches picking up from SGS.

# End of day procedures

School finishes at 3:15pm. Children and the teacher must know the arrangements for collection from school, particularly when, for any reason, the usual arrangements are altered. A brief note/telephone call to the school office or the teacher concerned will help avoid confusion or even distress at the end of the afternoon.

It is very helpful, if parents are delayed, that they ring the school and let us know an estimated time of arrival. We do understand if you have been occasionally unavoidably delayed. However we ask you to be mindful that staff frequently have meetings after school or run clubs and supervision can therefore be difficult. Persistent lateness in collecting children will be discussed with parents/carers and may be referred to WSCC Pupil Investigation Team.

## Volunteers

We welcome parent volunteers in school. If you are interested in becoming a volunteer, please contact the school office. DBS (police) checks are necessary and other checks may be carried out in line with statutory requirements. We provide induction and other relevant Child Protection training prior to you supporting in class.

## Friends of Thakeham School

We know that your child will enjoy a good start to schooling here. The staff, governors and FOTS (Friends of Thakeham School) work with each other for the benefit of the children. FOTS provides a means for parents to meet socially, to provide events for the children and (as ever) fund raise!

FOTS meetings are held termly or half-termly, depending on the number of issues for discussion. You are welcome to attend any meeting. The agenda is published beforehand, but if you have any additional points to raise you may do so at the meeting.

If you have any ideas for new things to try out, or want to offer help in any way (specific or general) then please do not wait to be asked – any volunteered help is accepted with enthusiasm! Simply make yourself known to the committee or any member of staff – the rest will follow (see website for details).