



The Pines Primary School



Prospectus 2019-20

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The Pines Primary School

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Welcome

Dear Parent/Carer

Starting school is an important event in every child's life and choosing a school can be an exciting but also daunting process. The aim of this booklet is to introduce you to the ethos of our school and share information about the systems which help keep things running smoothly. We hope that this booklet, along with our website, will answer many of the questions you may have about the school and help you and your child settle into school life here at The Pines as quickly and as easily as possible.

The Pines is a happy, inclusive school where we aim to combine high expectations and creative teaching to provide irresistible learning for all our children. Our classrooms are places where children feel safe and secure and able to develop as independent, motivated and resilient learners. We celebrate effort and strive for excellence in all that we do. Our curriculum is broad and rich and focuses on personal and social development as well as academic achievement. We encourage our children to develop a wide range of talents and interests.

Children and their families are encouraged to play an active role in the life of the school. We believe positive partnerships between home and school are vital to your child's success and we look forward to working with you to ensure your child's time at The Pines is as happy and successful as possible.

Yours faithfully

Mrs Kerry Darby

Headteacher

School Information

The School Day

Gates open:	8.40am
Registration:	8.55am
Morning break time:	10.30 to 10.45am
Lunchtime:	12 to 1pm
Afternoon break time (KS1):	2 to 2.15pm
The end of the school day:	3.15pm

Our Staff Team

Mrs Kerry Darby	Head Teacher
Mrs Louise Scott	Assistant Head and EYFS teacher
Miss Laura Duker	KS1 teacher
Miss Clare Stewart	KS1 teacher
Mr Michael Cocks	KS2 teacher
Mrs Kayleigh Baynes	Teaching Assistant
Mrs Kathleen Johnson	Teaching Assistant
Mrs Becky Williams	Office Manager
Mrs Rachel Warr	Catering Manager

Visits to the School

We welcome visits to the school from prospective parents. Please contact the school office to come and see the exciting learning opportunities happening at The Pines!



About Our School

The Pines Primary school is a brand new primary school and pre-school that opened in September 2018, initially for children in Nursery, Reception, Year 1 and Year 2. During the academic year 2019–20 we will be accepting applications for children in Nursery to Year 4.

The Pines Primary School is part of The Chilford Hundred Education Trust (CHET), which is a small all-through, cross-phase family of local schools and colleges. Existing CHET schools in Cambridgeshire have a strong track record for providing exceptional education, fostering a love of learning and being at the heart of their local communities.



School Ethos

We believe that all children should be helped to reach their full personal and academic potential. We seek to develop their intellectual, physical, emotional and social capabilities through a broad, balanced and creative curriculum which includes English, Maths, Science and the Arts.

We aim to work in partnership with parents at all times and to ensure that our children are well equipped to move on to their next stage of schooling with confidence.

Our Aims and Values

Ambitious:

Aiming to realise every learner's potential, irrespective of prior attainment or background.

Inspiring:

Keeping learning excellence at the heart of everything we do, inspiring our children to achieve in all areas of school life.

Creative:

Valuing broad educational experiences and personal development within a creative curriculum that meets the need of all our learners.

Enriching:

Providing rich and varied learning opportunities which widen our pupils understanding of the world.



Why Choose The Pines?

At The Pines, through providing a welcoming, stimulating and nurturing environment, we aim to create a love of life-long learning for all.

We have high expectations of behaviour and the capacity for self-discipline. We seek to encourage and develop positive attitudes right from the first day at school, such as respect for other's ideas, taking turns, sharing and tolerance, so that each child is accepted as an individual with different needs, skills and interests. Each child's contribution is valued and care is taken to explore ways to celebrate success and achievement.

Parents are welcomed in school and many are able to give valuable voluntary help to staff, taking part in our reading programme, computer work or contributing to class projects and assemblies. The line of communication between home and school is always open, and concerns and achievements are always passed on.

We provide lessons based on the National Curriculum guidelines which we deliver in a way that inspires, excites and satisfies the children's desire to learn.



Application process for Reception Places

Applications will be processed as part of the normal local authority process for co-ordinating school offers for Reception places.

Applications for this school should be made to the Local Authority where the child lives. For a child living in Suffolk applications can be made online at www.suffolk.gov.uk/admissions or by filling in a paper application form (CAF1) available from the Local Authority Admissions Team on 0345 600 0981 (local rate) or from www.suffolk.gov.uk/admissions. Paper applications should be sent to the Admissions Team, Endeavour House, 8 Russell Road, Ipswich, IP1 2BX.

The closing date for applications is **15 January 2020**

Offers will be made on 16 April 2020 or the next working day.

Application Process for Year 1-4

Please complete the application forms on The Pines website and return to the school office.

Oversubscription criteria

The criteria in this section apply to entry at all year groups of the school.

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or a Statement of Special Educational Needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order.
2. Priority will next be given to the siblings of pupils attending the school at the time the application is received.
3. Priority will next be given to all other children

Tie-break

If in categories 2 and 3 above a tie-break is necessary to determine which child is admitted, the child living closest to the school measured in a straight line will be given priority for admission.

All straight line distances are calculated electronically by Suffolk County Council using data provided jointly by the Post Office and Ordnance Survey. The data plots the co-ordinates of each property and provides the address-point between which the straight line distance is measured and reported to three decimal places. Where there is more than one home within a single building (for example apartments) we will measure to a single point within that building irrespective of where those homes are located.

Random allocation undertaken by a body unconnected with the Academy Trust will be used as a tie-break in categories 2-3 above to decide who has highest priority for admission if the distance between a child's home and the school is equidistant in any two or more cases

Late applications

All applications received by the Local Authority after the deadline will be considered to be late applications. Late applications will be considered after those received on time. If you were unable to apply by the closing date, and the Local Authority agree that there are very exceptional reasons for an application being late, it will be considered as on time if it is received by the exceptional late date in the Co-ordinated Admissions Scheme (which can be found at <https://www.suffolk.gov.uk/assets/Children-families-and-learning/schools/21569-Schools-in-Suffolk-2018-19-ADMISSIONS-Booklet-V5.pdf>) and evidence is provided with your application. This only applies in circumstances outside your control which made it impossible for the application to have been made on time. Further information is available from the Local Authority on 0345 600 0981 or at www.suffolk.gov.uk/admissions.

If, following consideration of all applicants the school is oversubscribed, parents may request that their child is placed on the school's waiting list.

Assessment of Children's Learning

Assessment is an essential part of the teaching and learning process. Class teachers undertake on-going assessment of children's work to gain a clear understanding of their progress as well as to inform their planning so that they can respond effectively to children's needs. A variety of records are kept relating not only to progress in different curriculum areas but also relating to progress made with regard to such things as attitude and approach to work.

In our Reception and Nursery classes, we use a piece of educational software called 'Tapestry' to record observations taken on children. Every child in the Foundation Stage will have their own individual learning journal. By logging on with a secure username and password you will be able to access your child's journal. Parents are only able to view their own child's journal and all information is stored on a highly secure server, which is monitored closely.

Tapestry online learning journeys allow you to view your child's observations and photographs from their time at school, almost as they happen! We will also reference your child's learning to the EYFS profile. This will keep you informed of the areas of learning in which your child is achieving, also, the age band they were working in for the observed activity.

Tapestry allows you, as your child's primary educator, to add observations and photographs of your own as well as share your comments. We love to hear about learning and WOW moments from home to share with your child in school. You will also be able to share with us activities that your child has particularly enjoyed.



Children's progress is reported to parents in a variety of ways. There is a family consultation evening held in the Autumn and Spring terms when parents and carers can meet with their child's class teacher. Weekly 'parent surgeries' are held by class teachers in the summer term, when parents can meet with their child's teacher to discuss their child's work, progress and any other relevant issues. Appointments for these surgeries can be made via the school office. At the end of the school year parents receive a written profile detailing their child's development and achievements over the year.

There is also an Open Evening in the summer term, which children and parents attend together. This gives everyone the opportunity to see the work of the school; children show their parents what they have been doing and parents can meet their child's new teacher.

Attendance

At The Pines we value good attendance. There are clear links between attendance and performance and we expect children to be in school on time, every day, to make the most of their learning opportunities.



If your child is unwell and unable to attend please inform the school office by 9.30am by phone or email. Where attendance is a below average you may be asked to provide medical evidence before an absence due to illness can be authorised. If your child becomes ill during the day, we will contact you. It is therefore important that you complete the form requesting information about emergency contact numbers when you register your child and keep the school office updated of any changes to these details.

Parents can request permission to take children out of school only where there are exceptional circumstances, and these are outlined in the school's attendance policy. In line with the requirements of the Department for Education attendance guidance 2013 we do not authorise absence for travel or holidays during term-time. Children will not be granted permission to be absent from school during statutory assessment weeks (SATS). Forms requesting permission for absence for exceptional circumstances are available from the school office and should be submitted at least 7 days in advance where possible.

Please see our website for further details of our attendance policy

Class Organisation

Our published admission number for each reception class is 30. The school will eventually have capacity for 210 children.

The school organisation corresponds to National Curriculum terminology as shown below.

Phase of school	National Curriculum Key Stage	National Curriculum Year Group
Early Years 4—5 years old	Early Years Foundation Stage	Reception (R)
Infants 5—7 years old	Key Stage 1	Years 1 and 2
Juniors 7—11 years old	Key Stage 2	Years 3, 4, 5 and 6

Complaints Procedures

We do hope that your child's time at The Pines is happy and successful but occasionally things may not go as well as we would all like. In the vast majority of cases concerns can be resolved quickly and easily and in the first instance the class teacher is usually best placed to help resolve any issues.

If you have a problem concerning your child, then you can make an appointment to see the class teacher at the earliest opportunity. If, after a meeting with the class teacher, the issue remains unresolved then the Assistant Head may become involved. Concerns will be referred to the Headteacher when standard procedures have not been effective in resolving issues.

If the above procedures prove unsuccessful, a formal complaint may be made to the Chair of Governors. A copy of the complaints procedure is available on the school website.

It is our hope and experience that matters of concern can be resolved by informal discussion with the school.



The Curriculum at The Pines

At The Pines, we aim to provide children with a curriculum that is broad, balanced and stimulating. All children study the National Curriculum, the main elements of which are English, Mathematics, Computing and Science, together with the foundation subjects of Art, Geography, History, Music, Physical Education and Design Technology. Religious Education, following the Hertfordshire syllabus, is also taught throughout the school.

From the beginning of their school education, we ensure that children develop basic skills in English and Mathematics. In addition, the separate subjects of the curriculum are integrated through project work where this is appropriate. This brings the children's studies alive, preserves the natural inter-relationship of the subjects taught and enables pupils to practise basic skills in a meaningful way. In all areas of the curriculum we take a practical approach whenever possible, believing that children learn best when they are actively involved in doing something rather than being told about how it is done. This leads on to more formalised recording which is still based on problem solving and investigative activities.

The development of English is approached through a variety of good quality children's literature as well as the careful selection of graded books from published reading schemes. This supports the teaching of a range of skills which enable the children to learn to read and write with confidence. Children are encouraged from the start to take books home regularly and to read and write for a wide variety of purposes. Each class has regular time for the development of reading and writing skills. As literacy skills develop, pupils are introduced to the conventions of punctuation and spelling as well as more complex language structures and usage.



In Mathematics, children begin with practical activities involving counting, measurement and early work to do with shape and space, before learning the conventions of mathematical recording. All classes have regular maths lessons which include oral/mental work. Throughout the school emphasis is placed on the development of skills, concepts and knowledge, for example by problem solving, practical work and learning number facts.

The Early Years Foundation Stage

In our Early Years Reception Classes your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- English
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



Children are supported in achieving these learning goals through first-hand experience and structured sessions, including both adult led and child-initiated activities.

The outdoor environment is a very important part of the Early Years Foundation Stage Curriculum. Our Reception class have their own well equipped and stimulating outdoor area.

Equal Opportunities

At The Pines we are committed to providing a fully accessible environment that values and includes all children, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.



Education Welfare Services

Education Welfare Officers provide a point of liaison between home, school and the Local Authority. Their aim is to help all children benefit from the education being offered, and they are probably best known for helping to ensure that children attend school regularly. They are also able to offer advice to parents/carers and schools in respect of free school meals, uniform grants, employment of children, children in entertainment, welfare rights, child abuse and special education. Education Welfare Officers work closely with other professionals including social workers, health visitors, school nurses, educational psychologists, GPs (doctors), probation officers, the NSPCC, the police and voluntary agencies.

You can find out more here:

<https://www.suffolk.gov.uk/children-families-and-learning/schools/pupil-attendance-and-welfare/>

The Governors - The role of the Governing Body

The purpose of our governing body is to “conduct the school with a view to promoting high standards of educational achievement at the school”.

The governing body is made up of 7 governors.

- Headteacher
- 2 elected parent governors
- 1 elected staff governor
- 3 co-opted governors

Name	Role	Type
Garth Brewer	Chair	Parent Governor
Philip Beer	Vice-Chair	Co-opted Governor
Kerry Darby	Head Teacher	
Louise Scott	Assistant Head Teacher	Staff Governor
Ross Bennett	Sport Premium	Co-opted Governor
Jayne Standing	SEN	Co-opted Governor
Matt Stannard	Safeguarding	Parent Governor

The full governing body meets half -termly. If you would like to contact the governors please do so in one of the following ways:

- Telephone the school office on 01638 790135 and leave a message asking for the Chair of Governors to call you back.
- Send an email to the school office marked “For the attention of the Chair of Governors, Strictly Private and Confidential”. The email address is office@thepinesprimary.co.uk
- Send a sealed letter to the school office marked, “For the attention of the Chair of Governors, Strictly Private and Confidential”.



Health and Safety

We encourage children to walk, scoot or cycle to The Pines and have secure cycle sheds available on site to facilitate this. If you drive to school, please park in the designated drop off area. There is no access to the school through the main staff car park.

In school, we try to develop good attitudes to road safety and this is discussed in every class. It is important that all adults set children a good example in this area, and we would ask you to help us in the following ways.

- Children (and adults!) who cycle to school should wear helmets, and must not ride bikes or scooters through the playground.
- Dogs, other than guide dogs, are not allowed on school premises.
- Please do not allow your child or their siblings to climb on the play equipment before or after school.

Health Education

Health education is considered as part of the whole curriculum, mainly through science related project work. Matters relating to human growth and reproduction are dealt with through-out the primary years as appropriate, within a framework of security and deepening understanding of the meaning of life and human existence. Upper Key stage 2 pupils (Years 5 and 6) will have a more specific sex education programme which we will provide more information on nearer the time. For younger children, questions about sex are answered honestly but sensitively as they arise, bearing in mind the age and stage of development of the children concerned. Parents/carers have the right to request that their child be withdrawn from sex education.



Inclusion

All children are different; they develop and learn at different rates, and teachers use the information they gather about their pupils to plan programmes of work that cater for children of all abilities, including the very able, and those with different physical, emotional or social needs.

Sometimes, for a variety of reasons, children need additional support on a short or long-term basis, and that may be provided through various services.

Children who require support on a long-term basis may have a full assessment involving a medical examination in addition to information from the school and the Educational Psychologist. This is a formal procedure and parents are always involved from the outset. Support from other services such as speech therapy or occupational therapy can be accessed via the school medical service or your GP. You will be consulted at an early stage if at any time your child is considered to be in need of extra help.

We believe that the needs of able children are, in the great majority of cases, best met through provision within the classroom. Teachers are aware of the need to foster academic and thinking skills while allowing the child to interact socially within their peer group.

Please see our inclusion policy on the school website for more information.

Key Stage 1 and Key Stage 2

The core curriculum at Key Stages 1 and 2 comprises:

- English
- Mathematics
- Science
- Computing

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

- Art and design
- Design Technology (DT)
- History
- Geography
- Music
- Physical Education (PE)

Children at The Pines are also taught Personal, Social Health and Citizenship Education (PSHE).

Parents/Carers

Parents/carers are very welcome in school and many are able to give valuable voluntary help to class teachers or contribute to learning opportunities across the school. As part of our safeguarding practices regular volunteers maybe required to consent to DBS checks. The school office can provide further information on this process. If you unable to commit to volunteering on a regular basis then there are still ways to get involved perhaps with help on a school trip or by sharing specialist skills by giving talks to classes. If you can spare some time to help in school we would love to hear from you.

A fortnightly newsletter is sent out to parents to keep them informed of what is happening in school, Letters and information is usually sent out electronically by Parentmail. If you are unable to access Parentmail or would prefer to receive paper copies of Parentmail items please contact the school office to arrange this.

Parents/carers are welcome to discuss matters with staff throughout the year by arranging a mutually convenient appointment. They will also be invited to more formal consultation meetings during the year.

Religious Education (RE)

Non-denominational Religious Education (RE) is provided for all children as part of the curriculum, following the Hertfordshire agreed syllabus. Assembly (collective worship) is a very important part of our school day when we can meet together. We use this time to place emphasis on the development of important values and attitudes towards each other and the world around us. Assemblies are non-denominational though broadly Christian in character, in line with the school's statutory responsibility. However, due consideration is given not only to the multicultural nature of the school but also to the society in which we live. As such, we draw on stories and ideas from other faiths and seek to ensure they are conducted so that all children may take part and feel comfortable, without compromising their personal beliefs.

Parents/carers have the right to withdraw their child from RE and assemblies (collective worship) should they wish. They will need to inform the school in writing if that is their intention.



Safeguarding Children

The law (Children Act 1989) requires all school staff to pass on any information which gives concern about a child's welfare, including risk from non-accidental injury, neglect, emotional or sexual abuse. The staff at The Pines will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Services. This will only be done where such a discussion and agreement-seeking will not place the child at increased risk of significant harm.

Schools are encouraged to take the attitude that where there are grounds for concern they should be very cautious, and seek advice from Social Services, rather than risk a child's safety. Occasionally, this duty on Headteachers means that a concern is passed on which is later shown to be unfounded. We find that parents/carers appreciate how difficult it is for schools to carry out this delicate responsibility, and accept that the Headteacher acts in good faith and in the best interests of all children at all times.

School Uniform

School sweatshirt/cardigan

Pupils from Reception upwards wear a green school sweatshirt/cardigan. Sweatshirts/cardigans with The Pines logo will be available to purchase online.

White polo shirt/blouse

Skirt/Dresses/Trousers/Shorts

All skirts, pinafore dresses, trousers and shorts should be charcoal grey colour. Summer dresses should be green striped or green checked fabric

PE Kit

Pupils are expected to change clothes and shoes for PE.

A white T-shirt, navy shorts/navy cycle shorts and plimsolls will be required.



Black School Shoes (no trainers please)

For health and safety reasons the only jewellery allowed are small ear studs.

Due to the size of the cloakroom areas, we can only allow draw string bags containing PE kit (which should remain in school for the half term). Ruck sacks are not required.

Please also ensure that all clothing is clearly named.

School Meals

School meals are cooked on the premises and children are able to choose from a varied menu, including items for special diets such as vegetarian. For children in Key Stage 2 meals are priced at £2.30 per day. School meals must be paid for in advance on a weekly, half-termly or termly basis. Payment is made electronically using ParentPay. If you have any queries about payment for meals, please speak to the office staff. If your child has a medical or dental appointment which means they will arrive at school after 9.30am please contact the school office beforehand to request a school meal. Failure to do so may mean that you may be asked to provide a packed lunch for your child that day.

All children in Key stage 1 or Early Years are entitled to a free school meal. Families in receipt of benefits may be entitled to free school meals for children in key stage 2 but will need to submit an application form which is available from the school office. The qualifying benefits are currently:

- Income Support
- Income Based Job Seekers Allowance
- Income-related employment and support allowance
- Support under part VI of the Immigration & Asylum Act 1999
- Child Tax Credit but who are not entitled to working tax credit and whose annual income (as assessed by HM Revenue & Customs) does not exceed £16,190
- Guarantee element of state pension credit
- Universal Credit



Please note where a parent is entitled to Working Tax Credits during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school meals.

Children may bring a **healthy** packed lunch to eat in our dining hall. We ask parents/carers to pack this in a plastic box, clearly marked with the child's name.

Children in KS2 may bring in a piece of fruit for snack time.

And Finally . . .

We are very proud of our school here at The Pines and are pleased with the high regard with which the school is held in the community.

We strongly believe that learning, as well as being fun, should support children in developing their respect for themselves and others, valuing who they are and the lives, cultures and beliefs of those around them.

We look forward to you joining the school community and hope that you and your child will be very happy here.



Every effort has been made to ensure that information contained within this booklet is accurate at the time of going to press.