



Bagshot Infant School

Prospectus

2016-2017

Bagshot Infant School
School Lane
Bagshot
Surrey GU19 5BP

Telephone: 01276 473385





Here are some of our teachers





Welcome

Bagshot Infant School is a school maintained by Surrey County Council.

The school can accommodate one hundred and eighty children in the four to seven year old age group. In September 2008 a new Sure Start Children's Centre opened on the school site. This centre provides services for children aged 0 -5 years and their families

The school is situated in a quiet area of Bagshot Village. It is traditional in design, with spacious classrooms and attractive working areas for the children. Two new classrooms for the reception classes opened in July 2008. The school has extensive grounds with a large playground and a field to the rear of the school.

The original school was built in 1870 and additions have been made to the buildings at various times. The result is a school with character and history and one which has a special place in the hearts of many Bagshot people.

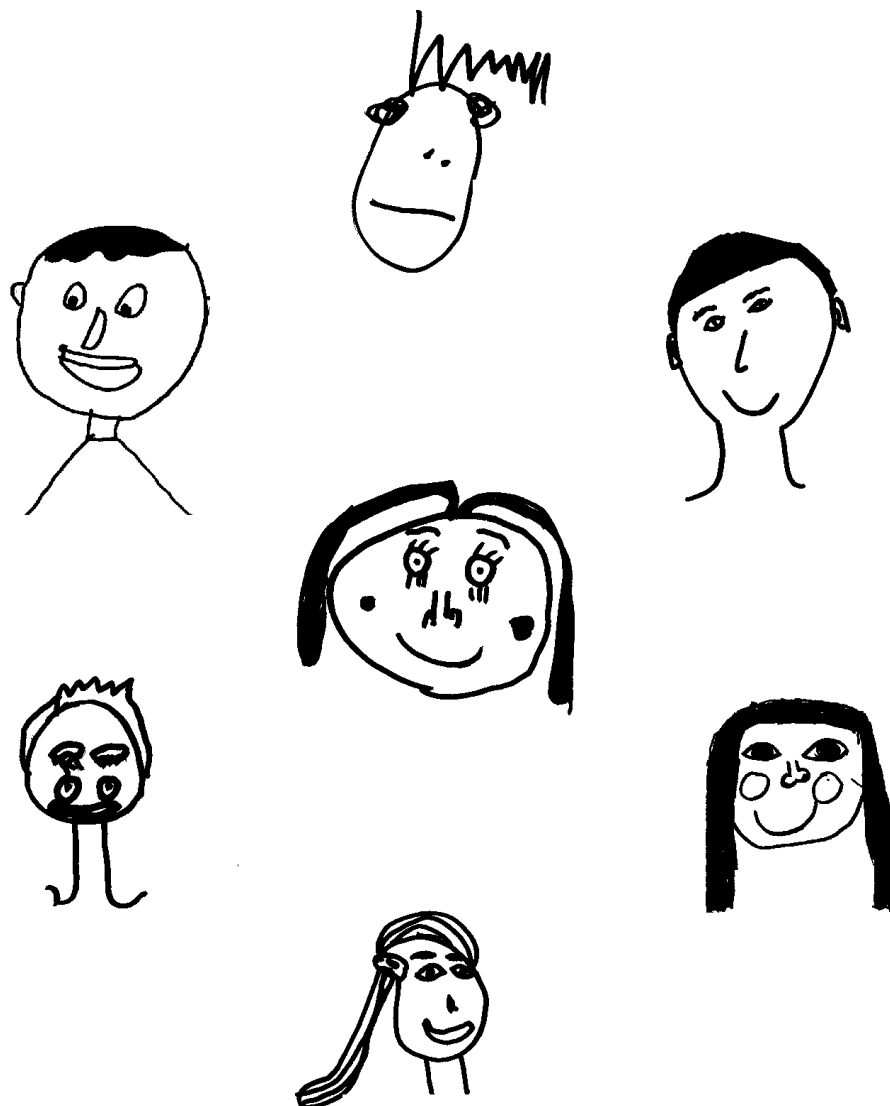
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School Lane
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Surrey GU19 5BP

Telephone: 01276 473385
e-mail: info@bagshot.surrey.sch.uk
website: www.bagshot.surrey.sch.uk

Headteacher: Miss K Aldred
Chairman of Governing Body: Mr S Barker



Here are some of our children





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We have a football club!





1. Introduction

1.1 Our school aims

EDUCATE ENABLE ENRICH ENJOY

These four words sum up what we at Bagshot Infant School aim to do for your children.

We will work to:

- **Educate** the children to their full potential.
- **Enable** the children to become independent, enthusiastic learners and thinkers.
- **Enrich** the children's learning with broad opportunities and experiences.
- And encourage **enjoyment** of everything they do.

School staff, parents and governors have worked together to draw up the aims, to which we aspire at Bagshot Infant School.

To achieve these aims we must:

- Ensure a happy, safe and secure school environment.
- Create a stimulating and challenging learning environment that meets, yet goes beyond, the demands of the National Curriculum.
- Provide opportunities, which enable the children to discover an enthusiasm and joy for learning and discovering.
- Foster a community where respect for others, the school and its surroundings are highly valued.
- Develop each child's physical, moral, social, creative and intellectual potential.
- Promote a partnership between home, school and the community.
- Value children and develop in them self-discipline, self-confidence, self-respect and self-esteem.

1.2 Our School Values

Our five core values act as threads woven through everything we do.

Respect, Kindness, Pride, Collaboration and Motivation. You can see these values in the everyday behaviour of our staff, our governors and our children.



1.3 Letter from the Chairman of Governing Body

Bagshot School,
School Lane,
Bagshot,
Surrey. GU19 5BP

Tel: (01276) 473385
Email:
info@bagshot.surrey.sch.uk

Dear Parents,

Thank you for reading our prospectus and I hope this will prompt you, if you have not already done so, to take the opportunity to come and visit the school.

Bagshot Infant School has played a central part in village life for well over one hundred years and many children, including my own four sons, attended the school and have valued the wonderful start to school life and learning that they experienced with us.

We want each and every child to get the most out of their experience at Bagshot Infant School. Our aim is simple; we want to enable all children to experience a rich and diverse curriculum and a range of development opportunities, within a caring and nurturing environment, that prepares them for the next steps in their learning and lays the foundations for successful lives. Our experienced, hardworking, dedicated and caring, teaching and learning support staff, work tirelessly to ensure that each child is given the opportunity to achieve at Bagshot Infant School.

The governing body rightly believe that this is a “special” school and we have always felt that our school ethos is strengthened by our status as a school able to accept a small number of children with physical or learning disabilities. The presence of children with Special Education Needs and disabilities has always enriched the lives of all Bagshot Infant School children. We truly believe that children leave us with a valuable insight into the problems and burdens that others carry through life, which as a result makes them all the more aware and more caring.

In choosing Bagshot Infant School for your child, you can be assured that they will be joining a happy, caring and challenging school, which aims to enable each and every child to achieve.

Yours sincerely,

Mr Steve Barker
Chairman of Governors



Here are some of the comments we have received from parents...

“We feel we could not have asked for a better start to our child’s education. Thank you!”

“Thanks to the hard work of teachers, assistants and other staff over the years, my son’s time at school has been very positive.”

“I would like to say that my child has been very happy at school. The school is a happy one with enthusiastic and dedicated staff and we personally would like to thank everyone for looking after her so well.”

“My child has enjoyed his three years at Bagshot. Three of our children have gone through Bagshot in the last 8 years with excellent results. Thank you and well done!”

“Overall a very positive experience with good results in a warm, friendly, safe environment.”

“I feel my child had a great introduction to the educational system by going to Bagshot Infants.”

“My child really enjoyed his time at the school and is very proud of the school.”

“We could not have asked for a better school. The whole three years have been a pleasure, all the staff are wonderful and the children polite.”

“My child will be very upset to leave as he feels he has a great relationship with the school. The teachers and the support staff are a credit to the school.”

“My child loves school and all the school staff. I am sure most of that is due to the enthusiasm of the educators at school. The staff are just fantastic!”

“I think my child has grown into a well behaved, caring boy. He is polite but confident. He has developed well at Bagshot. Thank you!”

“Relationships between pupils and adults and among pupils themselves are very good. The school has a warm and welcoming atmosphere.”

OFSTED 2014



2. General information

2.1 Term Dates - Academic Year 2016/17

Autumn 2016 – Summer 2017

AUTUMN TERM 2016

Monday	5th September	School closed for INSET
Tuesday	6th September	School re-opens 8.45am
October	24 th – 28 th October	Half term holiday
Monday	31 st October	School closed for INSET
Tuesday	1 st November	School re-opens 8.45am
Wednesday	21st December	School closes 2.00pm

SPRING TERM 2017

Tuesday	3rd January	School closed for INSET
Wednesday	4 th January	School re-opens 8.45am
February	13 th – 17 th February	Half term holiday
Monday	20 th February	School re-opens 8.45am
Friday	31st March	School closes 2.00pm

SUMMER TERM 2017

Tuesday	18th April	School closed for INSET
Wednesday	19th April	School re-opens 8.45am
Monday	1st May	May Day Bank Holiday
May	29th May – 2 nd June	Half term holiday
Monday	5th June	School closed for INSET
Tuesday	6 th June	School re-opens 8.45am
Friday	21st July	School closes 2.00pm



2.2 Our school day

Parents are asked to ensure that children arrive at school between 8.45am and 8.55am, ready for the official start of the school day at 8.55am. Children must be in their classrooms by this time.

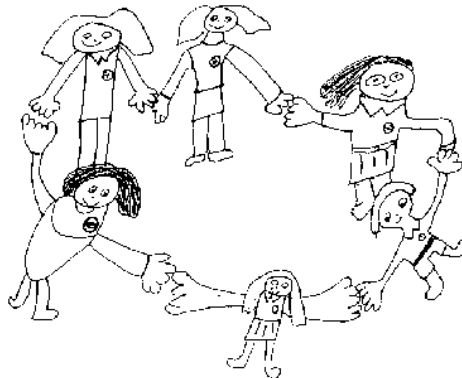
Registration is followed by a working session until a whole school assembly time at 10.15am. This is then followed by playtime at 10.30am. A piece of fresh fruit is provided free by the school each day, as a healthy snack for this mid-morning break. The children have access to drinks of water from their water bottles throughout the day. Play is followed by the second work session which continues until 11.45am.

Lunch for Reception children is at 11.45 and for children in Year 1 is at 12.00 and for Year 2 is at 12.15. Our midday break runs until 1.15pm.

Since September 2014 the Government have introduced Universal Free School Meals for all children in Foundation through to Year 2. Meals are cooked on the premises and served in the school dining room.

Children wishing to bring sandwich meals may do so. Parents are requested to ensure that all lunch boxes are clearly named on the outside with the full name of the owner. Adult supervision is provided throughout lunch-time. A wide variety of activities are available for the children to enjoy in the playground.

The government pays schools a Pupil Premium for families receiving Income Support and some other benefits. Application forms are available from the school office.



Afternoon school begins at 1.15p.m. Registration is followed by two afternoon sessions. The school day ends at 3.05 p.m. At this time parents come to the classrooms to collect their children, thus ensuring that all our children leave school in the care of a responsible adult.



2.3 Before and After School Provision

We have a Breakfast Club that takes place from 8.00am every morning until school starts at 8.45am and is run by SCL.

It is a wonderful way to kick start your child's day and make new friends. We offer a healthy breakfast with a range of cereals, toast and fresh fruit every morning. The children take part in an exciting activity every morning. These activities include team games, arts and crafts and board challenges!

Their sessions cost £4.00 each morning and the children are escorted to their respective classrooms where they are signed in by the class teacher.

Sessions are available on a regular or an ad hoc basis.

SCL also run several after school clubs, including football, gymnastics and dance.

2.4 Uniform

We recognise the importance of building a sense of identify and belonging in our pupils and for this reason we have a school uniform which the children wear with pride.

We expect all our children to wear the correct uniform and we value the partnership with parents, carers and pupils in the implementation of this.

Book bags

Book bags are purchased from KidzBizz. They should be clearly named. Please don't attach anything else as we have had accidents when attachments have been swung in children's faces. Book bags should come to school daily and are used for books and communication from the school and Friends of Bagshot Infant School (FOBSA).

Coats

Please make sure your child has a coat with them at all times as at playtime and lunchtime the children are out in the playground even if there is slight drizzle. During colder spells hats, scarves and gloves will be needed too – mittens are easier to put on than fingered gloves!!

Earrings

We would encourage you not to have your child's ears pierced while they are at this school. If your child has pierced ears they should only wear small stud type earrings to school, for safety reasons. They must be removed for all PE activities and as staff are unable to assist with this, please make sure your child can do this by themselves.

Hair



We insist that long hair is tied back at all times in school-off the face. Please ensure that all hair bands etc. are suitable for school (not fancy). This is for a number of reasons: for safety in PE, to reduce the chance of head lice travelling from one child to another and to keep children tidy! All long hair must be tied back for PE lessons.

Hats

During the summer all children must bring a named sunhat to school.

Jewellery

Children should not wear any jewellery to school.

School Uniform List

Winter

Children can continue to wear their summer uniform during the first half term of the autumn.

Boys

Red sweatshirt (with logo)

Trousers – grey

White polo shirt (with logo)

Socks – grey

School shoes (not boots or trainers) Black

Girls

Red Sweatshirt or cardigan (with logo)

White polo shirt (with logo)

Skirt/pinafore/trousers– grey

Socks (white) or Tights – grey or red

Flat school shoes (not boots or trainers) Black

Summer

Children can continue to wear their winter uniform during the first half term of the summer.

Boys:

Shorts – grey

White polo shirt (with logo)

Socks grey



School shoes (Black)/sandals (closed toe)

Girls

Dresses –red/white checked material

Socks – white

School shoes- Black/sandals (closed toe)

P.E. Kit (Boys and Girls)

Red shorts,

Bagshot White T Shirt/plain white round neck

Black plimsols

Black joggers

A named material bag will be required to keep the P.E. kit in.

No earrings are allowed during P.E. – this is a Surrey County Council regulation.

*** Essential uniform requirement**

Also, please no nail varnish and no hair braids. Sensible hair bands (red and/or white colour only) and clips.

ALL ITEMS OF CLOTHING FROM THE SKIN OUT INCLUDING SOCKS AND SHOES MUST BE NAMED.

All items can be purchased from our uniform supplier www.kidsbiz.co.uk/bagshot

FOBSA runs a well stocked second hand uniform shop.



2.5 Admissions

Location

Bagshot Infant School is a Community Infant School and the majority of our children come from the Bagshot area, joining us from the local pre-school nursery groups. We do, however, have several children travelling from further afield.

Admission criteria for community and voluntary controlled schools

i) **First priority: Looked after and previously looked after children**

Within the admission arrangements for all Community and Voluntary Controlled schools looked after and previously looked after children will receive the top priority for a place. Looked after and previously looked after children will be considered to be:

- children who are registered as being in the care of a Local Authority in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home, at the time an application for a school is made; and
- Children who have left care through adoption, a residence order or special guardianship order.

Places will be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

ii) **Second priority: Exceptional social/medical need**

Occasionally there will be a very small number of children for whom exceptional social or medical circumstances will apply which will warrant a placement at a particular school. Supporting evidence from a professional is required such as a doctor and/or consultant for medical cases or a social worker, health visitor, housing officer, the police or probation officer for other social circumstances. This evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

Places may be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

iii) **Third priority: Children who will have a sibling at the school or at an infant/ junior school on a shared/adjoining site at the time of the child's admission**

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, living at the same address.

A child will be given sibling priority if they have a sibling at the school concerned at the time of the child's admission. For the initial intake to the school a child will be given priority for admission only if their sibling will still be at the school in September



2015 or he/she will have a sibling at an infant/junior school on a shared/adjoining site in September 2015. This will apply both at the initial allocation of places and also when prioritising the waiting list. Giving sibling priority has the effect of maximising the opportunity for children in the same family to be educated at the same school or at a school on a shared or adjoining site.

At the initial allocation, when a parent is applying for a Reception place at an Infant school that has both a feeder and sibling link to a Junior school and that child has a sibling currently attending Year 2 of the Infant school but who will have left by the time the younger child starts, the Reception applicant will be considered under the sibling criterion as part of the initial allocation. This is because, due to the feeder link, they will be expected to still have a sibling at the linked junior school at the time of admission.

For other schools, which have a sibling link but no feeder link, neither child will be treated as a sibling under the sibling criterion until after the offer day. At that time, if a place has been offered to only one child, the waiting list position for the other child will be adjusted to reflect the fact that they are expected to have a sibling in a school on a shared or adjoining site at the time of admission.

Where a sibling is in Year 11 or Year 12 at a school that has a sixth form at the time of an application for a younger child to start year 7 in September 2014, they will be deemed as being in the school at the time of admission, unless the parent has specifically expressed that they will not be continuing in to the following academic year.

If within this category there are more applicants than places available, any remaining places will be offered to applicants who meet this criterion on the basis of proximity of the child's home address to the school (please see paragraph v)

iv) **Fourth priority: children for whom the school is the nearest to their home address**

The nearest school within the admission arrangements for Community and Voluntary Controlled schools is defined as the school closest to the home address with a published admission number for pupils of the appropriate age-range, as measured by a straight line and which admits local children. The nearest school may be inside or outside the county boundary. Under this criterion all Surrey Community and Voluntary Controlled schools are considered to admit local children

v) **Fifth priority: any other applicant**

Within the admission arrangements for Community and Voluntary Controlled schools the child's home address excludes any business, relative's or childminder's address and must be the child's normal place of residence. In the case of formal equal shared custody it is the address of the parent who claims Child Benefit for the child. In other cases it is where the child spends most of the time. All distances will be measured by the computerised Geographical Information System maintained by Surrey's Admissions and Transport team.

The address to be used for the initial allocation of places to Reception, Year 3 and Year 7 will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's Coordinated Scheme if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date.



Parents have a responsibility to notify Surrey County Council of any change of address.

Where two or more children share a priority for a place when using distance as a tie breaker, eg where two children live equidistant from a school and only one place remains, Surrey County Council will draw lots to determine which child should be given priority.

In the case of multiple births, where children are ranked consecutively in their order of priority for a place and there are not sufficient vacancies remaining for each of them, wherever it is logistically possible, each child will be offered a place. Where it is not logistically possible to offer each child a place the child(ren) to be offered the last remaining place(s) will be determined by the drawing of lots.

Waiting lists

Where there are more applicants than places available, waiting lists will operate for each year group according to the oversubscription criteria shown for each school above and without regard to the date the application was received or when a child's name was added to the waiting list.

Waiting lists for the initial intake to each Community and Voluntary Controlled school will be maintained until the last day of the Autumn term when they will be cancelled. Parents wishing to remain on the waiting list after this date must write to Surrey County Council by 31 December 2015, stating their wish and providing their child's name, date of birth and the name of their child's current school. After 31 December 2015, parents whose children are not already on the waiting list but who wish them to be so must apply for in-year admission through their Home Local Authority. Waiting lists for all year groups will be cancelled at the end of each academic year.

Admission Arrangements

Parents of prospective pupils are welcome and encouraged to visit the school and see our children at work before completing the Preference Form. Appointments for this purpose can be arranged through the school office.

Every effort is made to ensure a smooth entry into Bagshot Infant School. Links are made with the pre-school nurseries and these children are invited to functions throughout the school year.

During the Summer Term there are pre-arranged visits for the children to spend time in their new classrooms and for their new Reception teachers to visit them at the local pre-schools.

Children entering our Reception Class remain with us for three years, leaving at the age of seven. The majority of children transfer to Connaught Junior School.

2.6 Safeguarding Children

Bagshot Infant School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Parents and carers are welcome to read the Policy on request.



Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Our designated Safeguarding Officers are:-

Miss K Aldred – Headteacher: DSLO
Mrs A Batalli – SENCO



3 Bagshot Infant School personnel

3.1 The Staff

Head Teacher	Miss. K. Aldred
Teaching Staff	Mrs A. Batalli (SENCO) Mrs L. Garcia Mrs J Barker Miss K. Eaton Miss. S. Parkinson Mrs S. Naughton Mrs R Putman Miss S Greenslade Miss B Pettruzziello
School Secretary	Mrs J. Sampson
School Business Manager	Mrs S Jackson
School Administrative Staff	Mrs C. Bates
Classroom Assistants	Mrs M. Parker Mrs C. Foster Mrs A. Hussain Mrs J. Macintyre Mrs S. Milman Mrs R. Ireland Mrs L. Sawyer Mrs R. Keigher Mrs T. Winter Miss L. Waghorne Mr S Moynan
Lunchtime Supervisors	Mrs C. Bates Mrs R. Khatun Mrs L. Wickens Mr S. Moynan Mrs J. Hobbs



3.2 The Governing Body

At Bagshot School we pride ourselves on having a dedicated and committed Governing Body. All Governors work to ensure the effective management of the School and contribute a range of skills from a variety of different backgrounds.

Our governors are:

Miss Katie Aldred - Headteacher

Katie became Headteacher in May 2015. She has worked in Primary schools across Windsor, Maidenhead and Surrey. Outside of school, Katie's interests include walking, gardening and reading and of course spending as much time as possible with her family.



Mr Christopher Conry - Co-opted

Chris became a governor in January 2014 and for the last ten years has been the Pastor of The Brook Church (Bagshot). Up until 2009 Chris also worked for Sony in Basingstoke as Head of Sales Support with European wide responsibility. His wife Susan works for The Hampshire Music Service, teaching music in Key Stage 1. They live at Darby Green near Yateley and have three grown up children and two grandchildren. Chris is a keen golfer and is a member at East Berkshire Golf Club."

Mr Frank Curry - Co-opted

Frank and his wife Sue have lived in Bagshot for over 30 years and have two daughters and a son, all of whom have passed through Bagshot Infant School, Connaught and Collingwood. Sue has previously taught in Connaught School for 20 years. Frank worked for 20 years in naval logistics round the world and on board ship, followed by 10 years in the British Antarctic Survey as Personnel and Logistics Manager. He spent his last five years as Personnel and Finance Director of the British Geological Survey, retiring in 2005. He now works part-time in Strode's Sixth Form and Adult Education College in Egham. He is Treasurer of Bagshot Tennis Club. Frank became a Local Authority Appointed Governor of Bagshot Infant School in 2008 and was re-nominated in 2012 for a further 4 years. He is Chairman of the Governors' Resources Committee.

Ms Tracey Starey - LA

Tracey works part-time as a family law Solicitor in Reading, and has previously worked as a legal clerk to the Education Admissions Appeals Committee for Surrey County Council, and as a swimming teacher. Tracey is married to Matthew and has two children, Alice and Sam, who both attend Bagshot Infant School. Tracey has lived in Bagshot since 2004. She became a Local Authority Appointed Governor in January 2010, and she is the literacy governor.

Mr Steve Barker – Co-opted - Chairman

Steve and his wife Jenny have lived in Bagshot since 1984. All four of their children



attended Bagshot Infant School. Steve first joined the Governing Body in 1991 as a Parent Governor, subsequently becoming a Local Authority Appointed Governor and is now a Community Governor. Steve's background is in Marketing and Advertising but he has worked in education as a self-employed Leadership & Management Consultant since 2001 and is currently Head of the Governance Consultancy at Babcock 4S.

Steve is the Chairman of Governors and the Governor linked to Special Educational Needs at the school. He has also been a Governor at Collingwood College, Camberley since 2000 and currently chairs the governing body there too.

Mr Stephen Gurd – Co-opted

Stephen is a Chartered Aeronautical Engineer with responsibility for Boeing 767 and 777 mechanical systems with British Airways. He is married to Elizabeth. They have two sons, Jonathon and Christopher, who now study at secondary school having attended Bagshot Infant School. Stephen has lived in Bagshot for over 15 years and was appointed as a Parent Governor in spring 2006 and a Community Governor in 2010.

Mr John Bauld – Co-opted

John is a part time Consulting Chemical Engineer in Oil Processing. He is married to Alice and has lived in Bagshot for over thirty years. Three sons have passed through Bagshot Schools and Collingwood College. John was elected Parent Governor in 1996, continued as Local Authority Governor and is now a Community Governor.

Ms Caroline Atkins Associate Member

Caroline has lived in the local area for the last 16 years and has two boys who both attended the school. She had a successful career in Hotel Management before taking a career break to have her children. During the years that her sons attended the school Caroline was an active member of the PTA, spending 4 years as the Treasurer. Caroline became an Associate Member of the Governing Body in September 2008 after being appointed as the Manager of the Sure Start Children's Centre which is run at the school. The Centre provides support and services to local families with children under the age of five.

Parents who have children at Bagshot Infant School have elected the following Parent Governors:

Mrs Victoria Furst – Vice Chair

Vicky has lived in Bagshot with her husband Andy for the past ten years. Her two children Lottie and William have both attended Bagshot Infant School and she was appointed Parent Governor in December 2015.



For the past 24 years Vicky has worked for the Malaysian Government, originally in the Timber Trade, now currently in Property Management. In her spare time Vicky is a keen horse rider and instructor and enjoys many outdoor pursuits.

Mrs Zoe Ross

Zoë Ross is Mum to Sophie in Year 2 and Hannah in Year R and has lived in Bagshot with her husband Nick since 2005.

Zoë has worked as an analyst for a number of years, most recently at St Peters Hospital where she worked as an information analyst for 8 years. She recently left this role to concentrate on being an Independent Phoenix Trader. Zoë joined the governing body at Bagshot Infant school in May 2016.

Mrs Karen Wood

Karen works part time as HR Manager for a local chain of Beauty Salons based in Egham. Karen has lived in Bagshot with her husband Terry and their 2 children Alex & Emily since 2010. Alex is currently at Connaught Junior School after previously attending Bagshot Infant School and Emily currently attends Bagshot Infant School.

Karen was previously Chair of FOBSA (Friends of Bagshot Infant School) and has been a parent governor since July 2012. Karen is a representative on the Resourcing committee.

“Governors make a considerable contribution to the school and its wider community”

OFSTED 2014



4.0 Curriculum

4.1 Structure and Implementation

The National Curriculum applies to pupils of compulsory school age, that is, the start of the term after they have their fifth birthday. It is organised in four KEY STAGES:

	Pupil's age	Year Group
Key Stage 1	5 – 7	Year 1 & 2
Key Stage 2	7 – 11	Year 3 – 6
Key Stage 3	11 – 14	Year 7 – 9
Key Stage 4	14 – 16	Year 10 & 11

Prior to The National Curriculum Key Stage 1, the Foundation Stage provides education for children in the Reception Year. (Pupil's age 4 - 5).

Early Years Foundation Stage (Reception Year)

Teachers plan topics which capture children's imagination and nurture curiosity. A vibrant indoor and outdoor environment and consistently strong teaching ensure children are excited about their learning. When children start their school life at Bagshot, they enter one of our two Reception classes. The curriculum for the Reception Year is structured on the curriculum guidance for the Early Years Foundation Stage (EYFS), as found in the document issued by the Qualifications and Curriculum Authority (QCA) and the Department for Education (DfE).

The areas of learning identified in this document provide a foundation for Key Stage 1 of the National Curriculum.

Learning goals are set for three prime areas:

- Communication and Literacy;
 - Physical Development;
 - Personal, Social and Emotional Development;
- and four specific areas:



-
- Literacy
 - Mathematics
 - Understanding of the World
 - Expressive Arts & Design



Key Stage 1 (Year 1 and Year 2)

Key Stage 1 begins when a pupil enters Year 1 and continues until the end of their Year 2 schooling.

The children follow the Key Stage 1 National Curriculum programmes of study which are:

The Core Subjects:

- English;
- Maths;
- Science.

The Foundation Subjects:

- Computing;
- History;
- Geography;
- Art;
- Design and Technology;
- Music;
- Physical Education;
- Personal, Social, Health Education and Citizenship (PSHE&C).

Religious Education is a compulsory subject.

Curriculum documents are available for viewing at the school.

4.2 Teaching Time and Approach

During the normal week, 21 hours 15 minutes are spent on teaching time. This excludes the act of collective worship, registration, morning and lunch time breaks. Children are taught in class groups.

There are two classes in each of our three year groups:

- Age 4-5 years (Reception) - Maple Class and Cherry Class;
- Age 5-6 years (Year 1) – Oak Class and Beech Class;
- Age 6-7 years (Year 2) – Holly Class and Cedar Class.

Approaches to learning will involve investigation and discovery, observation and discussion, and the fostering of motivation and perseverance. Children will experience whole class, individual and group teaching.

Children learn from a variety of experiences with play forming an important aspect of early learning. In order to be successful learners, children need a positive image of themselves. They need active involvement in a well-planned, well-organised environment where teachers provide a variety of approaches in order to match work to the needs of all the



children.

We believe that a solid foundation in English and Mathematics is vital and therefore great emphasis is put on the teaching of reading, writing and numeracy. These are taught following the Literacy and Numeracy Strategies at Key Stage 1 and the Early Learning Goals at the Foundation Stage.

The National Curriculum Foundation subjects and religious education are generally taught as separate subjects but any natural links with other curricular areas are developed to enhance and support learning.

Each child is helped to achieve the highest standard of attainment possible within a happy school environment, where everyone works together with mutual trust and respect.

4.3 Curriculum Subjects

“Leaders and Staff have created a stimulating environment where pupils learn and develop well. Pupils participate enthusiastically in the activities provided.”

OFSTED 2014

Planning for the teaching of all subjects is based on the National Curriculum for Key Stage 1 and the Curriculum Guidance for the Foundation Stage. Governors and staff are involved in all policy making regarding the curriculum.

English

“Teachers have high expectations of what pupils can achieve and pupils respond well”

OFSTED 2014

The aim of the English Curriculum is to enable all children to fully develop their ability to use and understand English. Speaking and listening, reading and writing should interact in the context of a wide-ranging and stimulating environment.

The Early Learning Goals and The National Literacy Strategy are followed.

Speaking

Children are encouraged to express their ideas, thoughts and feelings, and to deepen their understanding through talk, as an individual to the teacher, in groups, and to the whole class.

Listening

We aim to develop effective listening skills by encouraging children to listen carefully, with patience and attention. This important skill is vital for future learning in all areas of the curriculum.

Reading

Reading is of fundamental importance. We aim to provide each child with the skills to read with fluency and understanding, within an environment where there is access to a wide



range of books. Much of the initial work is based on the reading scheme “Oxford Reading Tree”, supplemented by a wide range of readers from various other schemes.

Writing

The conventions of written language and spelling are taught. Correct letter formation and the fostering of a legible, fluent style of writing will be developed by a variety of means. The teachers plan appropriate activities that encourage children to experiment with language, thus enabling them to develop the ability to read and write with confidence and fluency.

Mathematics

“Literacy and Numeracy skills are developed systematically through a variety of carefully planned, well-resourced activities.”

OFSTED 2014

The aim of mathematics teaching is to provide individual children with effective mathematical skills, and confidence in using them. Mental work forms an important part of the maths sessions. Investigation work provides intellectual stimulation and discovery. Work is planned following the Early learning Goals and the National Numeracy Strategy. Work in mathematics can be linked with various other areas of the curriculum and is not seen as a subject in isolation. ICT is used to support maths teaching.

Science

We see science education at this stage as a way of helping children to develop an understanding of themselves as human beings and of their environment. Through this understanding, they will be increasingly able to take a more responsible attitude to maintaining a healthy lifestyle and to creating a safe and pleasant environment, both for themselves and other life in our world. The skills required for scientific study are also skills required for learning across the curriculum and therefore we see science not as an isolated subject, but as part of the whole curriculum.

Computing

Computers and interactive whiteboards are in each classroom and children learn that they can be used to help plan and organise ideas in written and graphical form. They will become familiar with computer hardware, learning the skills necessary to print, save and retrieve their work. They will experience robotic devices, databases, graphics and digital cameras.. The school is connected to the internet and the children have experience of sending and receiving e-mail and of realising that the internet is a source for finding information. Programmable machines are used to help develop work in control technology. Through this work children learn that they are able to give instructions to make things happen. Computing is used to support learning in many curriculum areas. In addition, our Year 2 children are fortunate to be able to use the comprehensive ICT Suite at Connaught School.



Design and Technology

Design and Technology is about 'making things that people want and that work'. We aim to give the children an opportunity to develop their designing and making skills by giving them practical tasks to design and make products that will work in some way. They explore how things work and talk about, draw and model their ideas. We hope, that as well as teaching them the skills needed, the children will gain pleasure and a sense of achievement from their own design and making of a product.

History

History includes knowledge of people, of events, and of the sequence of change. At this stage of education, it is studied through themes. This approach gives scope for developing the concepts of time and change, and for establishing a pattern of logical thought and deduction. To make it more meaningful to children, experience is drawn on from their own lives and visitors are invited into school to share with them their knowledge and experience.

Geography

Geography includes knowledge of local, regional and world environments. At this stage of education it is studied through cross-curricular topics. This approach gives scope for developing first hand awareness of the local environment, and a greater understanding of the world in which we live.

Art

Children are offered the experience of working with a variety of media in order to develop an awareness of pattern, line, shape, colour and texture. Art, Craft and Design are developed through activities involving investigation, making, knowledge and understanding. Through encouraging observational skills, children can be helped to appreciate the natural world, thus helping to develop their practical skills in other areas of the curriculum. In art lessons children will be introduced to the work of some famous artists and given the opportunity to experiment with different media in producing their own work.

Music

Music enriches and extends the quality of life of all individuals and communities. It is an important area of the curriculum, developing the skills of listening, making sounds with the voice or instruments, and using thought in a logical manner. Music and Drama are closely inter-related, and it is our aim to ensure that all children have first-hand experience of creating and making music through drama, instrument playing and role-play. Enjoyment is a key aim.

“The good achievement of pupils, including those who come from minority ethnic backgrounds and those whose first language is not English, prepares them well for Junior School ”



OFSTED 2014

Physical Education

The keynote of all physical education activities should be enjoyment and purpose. A balanced programme of physical education provides physical, mental, creative and social stimuli. General and specific skills are acquired; tasks are structured to ensure success and enjoyment within a framework of challenge and self-discovery.

Children are taught simple competitive games, thus learning how to work together as a team. Gymnastics and Dance promote physical activity, co-ordination, poise and control. Safety awareness is an important part of all areas of Physical Education; children will learn to follow rules regarding procedure and appropriate use of various parts of the body. Throughout all areas, we aim to develop a positive attitude towards physical and recreational activities.

Religious Education

“Very good relationships across the school contribute to pupils’ good spiritual, moral, social and cultural development.”

OFSTED 2014

Religious Education is a compulsory part of the curriculum but parents do have the right to withdraw their children from participation in these lessons.

The agreed syllabus for Surrey places an emphasis on the Christian religion, but also aims to develop an awareness of the customs and practices of other faiths. As well as Christianity, Year 1 children develop their understanding of Judaism and Year 2 of Islam. Our focus is to develop sensitivity, understanding and tolerance. Children are encouraged throughout their daily experiences to be aware of concepts that, in later life, will help them to achieve greater understanding of religious and moral values.

Sex education

The Governing Body has agreed that Sex Education will not be taught at Bagshot School. However, within the Science curriculum, aspects of growth, development and reproduction will be approached through a topic on “Animals”. In Year 1 the children will watch a BBC programme that shows the birth of a rabbit, a puppy and a human baby. Parents are informed ahead of time and are able to see the video before it is shown to the children.

4.4 Equal Opportunities

At Bagshot Infant School we aim to provide a broad and enriched curriculum that meets and goes beyond the demands of the National Curriculum and each and every child has equal access to all that the school has to offer. We work to meet the needs of our children, irrespective of physical, intellectual, emotional or behavioural difficulties, gender, social and



cultural background, religious or ethnic origin.

Girls and boys participate in all subjects and work in mixed ability year groups.

4.5 Special Needs within the Curriculum

“The leadership of the specialist centre has been good over a sustained period and parents and carers agree with this. Leaders ensure pupils are fully included in the life of the school, including sports days and trips. As a result they can access many of the learning opportunities on offer and make good progress”

“The level of care and support for disabled pupils is exemplary”

OFSTED 2014

As a school we recognise that any child may require support at any time and in any area of the curriculum during his/her school career. We aim to identify, assess and provide for any special educational needs that may arise. We are proud of our commitment to, and expertise in the meeting of special needs.

Support is given for a range of needs and a variety of purposes. For children encountering learning difficulties the support will involve specific classroom programmes formulated to give extra help in the particular curriculum area causing difficulty. We also recognise that for more able children it may be necessary to extend classroom curriculum activities in order to give greater depth and breadth to their learning in specific areas.

All children within the school follow the National Curriculum. The teaching staff work closely with our Special Educational Needs Co-ordinator (SENCO) to identify any extra support that may be required for a child or children within their class, in order that they are able to have full access to the curriculum. This support is detailed through a structured process called the Code of Practice and is reviewed and revised at regular meetings between the teacher, the Special Needs Co-ordinator and the parents.

Within the school there is a 'Centre' designated by Surrey Education Authority to cater for up to seven children who have Special Educational Needs (including Physical Disabilities). Extra funds are provided by the Local Education Authority to resource and staff this Centre. It is our policy that children from the Centre follow their education within a mainstream classroom with the support of extra classroom helpers. The children are equal members of that class, have access to the complete curriculum programme and will be challenged as any class member.

The Special Needs Co-ordinator has, in liaison with all staff and Governors, formulated a Special Needs Policy. This policy gives information on how the school provides access to the curriculum for all children with Special Needs and is reviewed annually.

Through collaboration with the Governors, parents and the whole school staff, we strive to ensure that each child, from the most able to the more challenged, will maximise his/her potential within a caring, supportive environment.



4.6 In Service Education Training (INSET)

Change is a constant factor in education and, as the curriculum changes, ongoing training and professional development of staff is essential if we are to meet our objectives of raising standards still further. All schools, by law, must set aside five days for staff IN Service Educational Training, (INSET) each year. All INSET days are of value and the training undertaken is part of the planned development of the school. We aim to give parents the maximum notice of inset days and would normally announce the timings of all five days by the start of the Autumn Term.

4.7 Assessment and Results

Assessment

Assessment is an on-going part of the children's education. Teachers continually assess work in order to plan the next stage of the learning programme and to identify those children who are not making the expected progress. There are also statutory assessments. The first of these is the Year R Profile which takes place throughout the Reception Year. There is also a Year 1 Phonics screening check and finally the Year 2 National Curriculum Key Stage 1 assessments, known as SATs.

Further details on assessment can be found in our School Assessment Policy, available at school.

Results - end of key stage 1 (year 2)

The following comparative report shows a summary of the National Curriculum assessment results (SATs) of pupils in the school (2016) and nationally at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is 58.

Year 2 National Curriculum Results 2016			
		Expected	Greater Depth
Reading	School	50%	14%
	National	74%	24%
Writing	School	41%	—
	National	65%	13%



Maths	School	48%	3%
	National	73%	18%

Year 2 parents are able to discuss the results individually with class teachers towards the end of the Summer Term.

As a staff we are well aware that these tests show achievement in only a part of what we value within school. Many children achieve and shine in areas that are not assessed in the same way, particularly those children from our Centre who have Special Educational Needs. We value true effort and hard work, whatever the outcome.

5. Policies and procedures

5.1 Act of Collective Worship

As required by the Education Reform Act 1988, we hold a daily act of collective worship. Different members of staff, or class groups, lead this act of worship. It is a time for coming together as a community and is of a broadly Christian character. We value this time at Bagshot Infant School. It offers an opportunity for children to share their successes and endeavours, and allows the staff an opportunity to share the attitudes and values which we wish to promote. It is a time of coming together to appreciate and value deeds of kindness and thoughtfulness, and to recognise and value different faiths and traditions.

Each week special events are celebrated. We share in the happiness of birthdays, the arrival of new brothers and sisters and the recognition of special achievements.

Parents have the right to withdraw their children from the act of collective worship.

5.2 Behaviour and Discipline

“The behaviour of the pupils is good. They are eager to learn and listen to teachers’ instructions. The pupils’ behaviour in class and around the school is very good and pupils are courteous and considerate to each other. Pupils, including those who attend the specialist unit, have high expectations of their own behaviour and this contributes to their good achievement’ ”

OFSTED 2014

For effective learning to take place, children need to be working within a well-disciplined environment. For children to live and work within society, they must see the need for self-discipline and acceptable standards of behaviour.



The Behaviour Policy, which operates within the school, provides the framework for the creation of the happy, secure and orderly environment in which children can learn and develop as caring and responsible individuals. It is a statement of the aims, principles and strategies that we believe to be important in the creating of a positive ethos in our school. It was developed through a process of consultation between all members of the school community: the children, the staff, the parents and the governors.

At Bagshot Infant School, the establishment of good behaviour patterns is of great importance. Good behaviour and manners are expected as a natural part of our school day. The whole staff take a lead in the example of good behaviour.

Our discipline, when needed, is firm but positive. In any instance of aggressive behaviour, whether verbal or physical, it is our policy to see all parties involved. The situation will be discussed and all concerned will be listened to and encouraged to think for themselves about the hurt caused.

The emotional stress caused by bullying, in whatever form, can affect the child's achievement and lead to an unwillingness to attend school. Bullying is usually a pattern of behaviour rather than an isolated incident and will not be tolerated. All pupils are encouraged to report any unkind behaviour to staff. All staff are watchful of playground behaviour and are alert to signs of bullying.

We have established a system of rules and rewards that is fair and consistent. Our focus is to praise and reward positive behaviour and sustained effort. The children are encouraged to keep our Golden Rules and are rewarded for doing so by receiving Golden Points and Golden Certificates awarded at a weekly Golden Assembly.

Golden Rules for the Classroom	Golden Rules for the Playground
Do be gentle	Do be gentle
Do be kind and helpful	Do be kind and helpful
Do work hard	Do play well with others
Do look after property	Do care for your playground
Do listen to people	Do listen to people
Do be honest	Do be honest
	Do keep the playground safety rules



5.3 Healthy Schools Initiative

In October 2007 we achieved the Surrey Healthy Schools Award.

This is a nationally recognised accreditation programme, which provides a framework for schools to develop all areas of Personal, Social and Health Education including Citizenship (PSHE & C). The award is not merely aimed at pupils' health or school curriculum development but centres around the whole school environment and all aspects of school life.

To achieve this award the school was externally accredited in a range of areas. On completion of the programme we were awarded the Healthy Schools Logo and recognised as a health promoting school.

5.4 Attendance

Regular attendance is of vital importance to the education of all children. We urge parents to ensure that children attend regularly and arrive on time for lessons, thus helping us to provide them with a good education. Registers are marked at the beginning of the morning and afternoon sessions and absences recorded showing the reason for non-attendance.

Parents are asked to inform the school by 10:00 a.m. when their child is unable to attend school. Should a parent/carer not contact the school then a text will be sent out via ParentMail requesting that the school is telephoned. After any absence, a dated note of explanation should be sent to the class teacher.

Children who have to leave the premises, for medical or other reasons during the day, must be collected from the school office. Parents are asked to notify us beforehand. Any child arriving late must be taken to the office where parents will be asked to sign the 'Late Book'.

Illness, religious observance and medical appointments are recognised as authorised absence. At Bagshot Infant School we aim to develop a culture where education is valued and seen as a vital part of society's development. Everything that children experience and learn at school helps us instil values and lessons for life. Absences through children being taken out of school during term time are a major cause of concern to teachers and school governors. We do ask our parents to support us by trying wherever possible to observe school holiday dates.

In the school year 2015 - 2016 our attendance rate for pupils of compulsory school age was 96.3%

Our Attendance Policy is available at school and on our website.

5.5 Emergency Procedures

There are occasions when children are ill or have an accident at school and we need to contact parents quickly. On entry to school, parents are requested to provide the telephone



number of a family member or friend who can be contacted in an emergency, if contact cannot be made with the parent.

Bagshot Infant School is within relatively close proximity to Broadmoor Hospital and, as local residents will know, there is an escape alarm signal, which is tested at 10.00 a.m. every Monday morning, followed immediately by the 'all clear'. In the event of the escape siren being sounded during the school day, no child will be allowed to leave the building unless accompanied by a responsible adult.

In the event of closure due to exceptional circumstances, e.g. heavy snowfall / loss of heating etc., information will be given via the school website www.bagshot.surrey.sch.uk *parentmail* or by text, on Eagle radio (96.4 FM) and every effort will be made to display notices locally.

5.6 Security and Implementation

For the security of the children the school doors are locked by 9.00am daily, and remain so throughout the day until 3.00pm. Any children who arrive late or anyone wishing to visit the school during the day must go to the office by means of the visitors' entrance; access to this is through the car park. A bell is located to the left of the main door. All visitors will be asked to sign in and will be given a visitors' pass to wear while on the school premises.

5.7 Charging Policy / Voluntary Contributions

Whilst there is no charge for education at Bagshot Infant School, the staff and governors recognise the invaluable contributions that additional activities such as school or class visits to various establishments and educational visitors to the school, can make towards the pupils' personal and social education.

To enable such activities to take place, voluntary contributions are sought from parents. Without such contributions these activities would be impossible. No child will be prevented from taking part in any activity through financial difficulties.

5.8 Complaints Procedure

We will always aim to provide the best possible education for your child. We hope to work together with you to achieve this aim. If however, you feel unhappy with a particular aspect, we would like to discuss this with you. Both the class teachers and head teacher are always willing to talk through any problems. Appointments can be made by telephoning or by calling at the school.

If the problem cannot be resolved in this way, complaints can be taken to the Chairman of Governors who can be contacted through the school office.

In the unlikely event that the issue cannot be resolved through the school, parents can refer the matter to the Local Education Authority. The address can be found at the end of the prospectus.

5.9 Statutory Procedure Documents

Under Section 23 of the Education Reform Act, a number of documents are available for parents to read on the premises. These include:



- Curriculum Policies
- Agreed Syllabus for Religious Education
- Charging and Remissions Policy
- School Planning Documents
- Health and Safety Policy
- Equal Opportunity Policy
- Admission and Attendance Policy

6 Parent-School Links

6.1 Home / School Partnership

Co-operation between home and school is actively encouraged and we have achieved the prestigious “Partnership with Parents” Award.

At Bagshot Infant School we believe that an effective partnership between school and parents will improve the education of the children. We welcome your views, ideas and suggestions, as these can help us bring about improvement for the good of all. Parents collect their children from the classrooms at the end of the school day, thus giving an opportunity for regular informal contact with the class teacher.

Parental involvement in the classrooms is always welcome, either on a regular basis or for special events such as educational visits or seasonal events.

We place great emphasis on the co-operation of parents with regard to reading. Children are encouraged to take home a wide selection of books and we hope that these books will be “shared” in a quiet time together. We have our own book bags which ensure that books and papers reach home/school safely and in good condition.

We have a basic rule of respect and care for other people, property and items. The involvement of parents in emphasising all that is encompassed within this rule is invaluable.

At the beginning of each year, meetings are held for the parents of each class group. Information is given regarding the general organisation within the class and the planned curriculum for the year. There are individual, parent/teacher meetings to discuss progress each term. A written report is sent home at the end of each term.

If any parent has a concern at any time, an appointment can be arranged to discuss this with the class teacher or Headteacher.

6.2 The Friends of Bagshot School Association

The Friends of Bagshot School Association (FOBSA) is the school’s parents association. It is a registered charity whose key aim is to raise funds which will enhance the range of opportunities available to the children at the school. e.g. the purchase IT equipment, playground furniture and extracurricular workshops etc.

The funds raised by FOBSA make a significant contribution to the ‘enrich’ part of the school’s aims which are to ‘Educate, Enable, Enrich, Enjoy’.



Anyone can be a 'Friend' - anyone who takes an interest in the school, such as parents, grandparents, teachers or ex-pupils or even local residents.

FOBSA organises a range of events and activities for the children and parents which, as well as raising additional funds for the school, aims to create a sense of community for the families and offer some fun. They hold annual events such as the Christmas Fair and Summer Family Day; events for the children such as the Easter Extravaganza and Party Nights; and a range of events for the adults only, such as Quiz Nights, First Aid Courses, Curry Nights and Fashion Shows.

FOBSA is run solely by volunteers and they are always seeking additional support and new and fresh ideas. So, if you have an idea for an event or fundraising activity or want to lend a hand, then you can contact them by leaving your details at the school office or emailing the current Chairperson on friendsofbagshot@hotmail.com.

7.0 Contacts

Chairman of governors

Mr Steve Barker
c/o Bagshot School
School Lane
Bagshot
Surrey GU19 5BP
Telephone: 01276 473385

Local education authority and education information centre

Local Education Office (NW)
Quadrant Court
Guildford Road
Woking
Surrey GU22 7QQ
Telephone: 03456 009009



Surrey education services

Surrey County Council
County Hall
Penrhyn Road
Kingston upon Thames
Surrey KT1 2DN
Telephone: 03456 009009

The contents of this document represent the information required in “The Education (School Curriculum Related Information) Regulations 1981” and all subsequent changes that have been made to the document. This information was correct as at September 2016. Any changes in statutory regulations after this date could affect the information contained in this prospectus.