

Confident, Caring, Proud, Successful



**CHANTRY COMMUNITY PRIMARY SCHOOL**

# **SCHOOL PROSPECTUS 2016-2017**





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**Headteacher:** Mrs C Dickens BA (Hons) Ed

**Deputy Headteacher:** Mrs R Reed BA (Hons) Ed

**Chair of Governors:** Mr A M Thomas



# CONTENTS

	<u>Page</u>
Welcome letter	4
About our School	5
Our Vision	7
Admissions	8
Joining Reception	9
The School Day	9
The Curriculum	9
Learning in Foundation Stage	11
Religious Education and Health Education	11
Special Educational Needs (incl. Statement of Accessibility)	12
Behaviour	13
Assessment	13
Celebrating Achievement	14
Performance Outcomes (National, East Sussex and Chantry Results)	14
Pupil Premium	15
Educational Visits and Visitors	16
Extra-Curricular Activities	16
Extended Schools	16
Home School Agreement	16
Home Learning	17
School Uniform	17
School Health and Security	17
School Meals, Drinks and Fruit Break	18
Communication with Parents	18
The School Policy with Regard to Charging for School Activities	19
Attendance	19
The Complaints Procedure	19
The Arrangement for the Inspection of Documents	20
Parents, Friends and Families of Chantry	20
Our Staff Team	21
Our Governing Body	22
Holiday Dates for 2017-2018	23





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website: [www.chantry.eschools.co.uk](http://www.chantry.eschools.co.uk)

Headteacher: Mrs Christine Dickens BA (Hons) Ed

Deputy Headteacher: Mrs Rebecca Reed BA (Hons) Ed

Autumn 2016

Dear Parents and Carers,

Within the pages of this prospectus you will discover the reasons why Chantry Community Primary School is a 'GOOD' school and the right school for your child. In addition, a visit to the school will enable you to see the facilities we have to offer and give you the opportunity to talk to our experienced team of teachers and support staff who will answer any questions you may have.

Here at Chantry we create a positive, stimulating, safe and happy learning environment in which all pupils acquire the knowledge and skills to develop their full potential. We believe learning is a lifelong process and at Chantry we do our best to ensure that the early years deliver a rich range of experiences to enhance, stimulate and nourish our children.

For parents and carers of children starting school in the Reception Year in September 2017 the school is open for a presentation and tour on the following days and at the times indicated:-

Tuesday 29<sup>th</sup> November 1.30pm

Thursday 1<sup>st</sup> December 9.30am

All governors, staff and children at Chantry are justly proud of our school. We work together to provide a creative and cohesive approach that allows each child to fulfil his or her potential. We sincerely hope that you will let us participate in your child's educational journey.

We look forward to meeting you and helping you to make that all important first educational decision.

Yours sincerely,

Christine Dickens  
Headteacher

Anthony M Thomas  
Chair of Governors

## ABOUT OUR SCHOOL

Chantry is a one form entry school. The aim of everyone involved in the school is to create an atmosphere where children are inspired to learn and to be successful. In line with Government regulations we have a maximum of 30 in our Foundation Stage and Key Stage One classes.

The main school building originally dates from 1853, although there have been several additions to the structure since then. We have seven classrooms, two group rooms, and a Reading Recovery room, as well as a central learning zone which includes a reading area, group space and individual study area. There is also a good sized hall which is used for assemblies, music, drama and physical education as well at lunchtime. This leads directly outside onto the amphitheatre; a covered area which is used for both outdoor learning and an extra playground space. As well as the playground there is an additional grass area.

During the Summer of 2016 we had a new kitchen built which supports our kitchen staff to continue providing delicious lunches for our children. Children in Foundation Stage and Key Stage One receive a free school lunch every day.

We have also recently had a new extension built which provided two new classrooms (for our Reception and Year One children) replacing our old mobile classrooms. This has also provided us with a new group room, dedicated Reading Recovery room and a fantastic outdoor learning area for foundation stage.

Our Senior Leadership Team consists of the Headteacher, Deputy, SENCO (Special Educational Needs Co-ordinator) and the School Business Manager. We have three members of our wider leadership team; two teachers with a responsibility for teaching and learning and a Higher Level Teaching Assistant within the SEND team. There are 22 other members of staff.

Our latest Ofsted inspection in February 2013 judged the school to be a good school. The inspector noted that the school continues to improve teaching which supports the children's good attitude to learning. Pupils and parents told the inspectors that they feel safe and well cared for in school.

This year we achieved the 'Schools Games Mark', Gold Level. This is a government led awards scheme for commitment and development of PE in schools.



In 2014 we achieved 'Artsmark Gold' which recognises our outstanding arts provision.

## Our children say that...

Chantry is the best school in the World

The teachers help us and talk to us like friends.



Chantry is a nice school because you learn lots of different things.

Chantry is a kind and loving place with funny children and caring staff.

Chantry is a school with passion and spirit.

Chantry is a good school because it has nice teachers, brilliant school meals and nice lessons.

# Confident, Caring, Proud, Successful

## **Our Vision:**

*At Chantry we believe in the concept of life-long learning. We aspire for our children to become confident, caring individuals who achieve personal success and develop a love of learning.*

## **Our Aims:**

**We believe every child should be helped to reach their maximum potential. Through all our teaching we aim to:**

- Create a secure and caring environment in which children, staff and parents work together.
- Enable children to become resourceful, enquiring and independent learners.
- Support all children to make progress in their learning.
- Nurture children's self-esteem and help them build positive relationships
- Develop children's confidence and encourage them to respect the ideas, values and feelings of others.
- Provide opportunities for our children to co-operate and collaborate in their learning.
- Help children to understand they are part of a community, and encourage them to respect the environment in which they live.
- Show respect for all cultures and promote positive attitudes towards other people.
- Help each child appreciate the benefits and pleasure of a healthy life-style.
- Encourage and develop each child's creative ability as well as encouraging them to appreciate the work of others.
- Help children grow into positive, reliable, and independent citizens.

## **We believe children learn best when they:**

- Are learning in an environment in which they feel secure and valued.
- Take part in lessons which are well planned, taking account of their interests and abilities.
- Work in an environment which is both supportive and stimulating.
- Have positive role-models.
- Are involved in practical activities which promote concepts, skills and attitudes.
- Have the opportunity to work both independently and collaboratively with others.
- Take part in activities that match their individual needs.
- Are physically comfortable and alert.
- Know that staff are constantly evaluating their progress and guiding them to move forward.
- Have opportunities to make links between subjects and develop their skills
- Are involved in their learning, their progress and their achievements.
- Work with resources closely matched to their needs.
- Feel confident enough to make mistakes.
- Have their different learning styles catered for.
- Are motivated and able to set goals for themselves.
- Have further opportunities to extend their learning through visits, extra-curricular activities and clubs.
- Are supported by a strong and mutually respectful relationship between school and home.
- Are excited and inspired to learn.

## ADMISSIONS

In each school year (September to August) East Sussex primary schools admit all children whose fifth birthday falls in that year and the Education Authority lays down a policy for planning admissions on a part-time or full-time basis during that year.

In September 2017 the children who are five years of age during Terms 1 and 2 (Autumn) 2017 are admitted as full-timers. The children who are five during Terms 3, 4, 5 and 6 (Spring and Summer) 2018 may also start full-time or they could attend part-time until they reach compulsory school age.

Parents may find it helpful to know that if there are insufficient places available to meet demand, these will be allocated to children in accordance with the following list of priorities:

1. Looked after children and children who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.
2. Children who will have a brother or sister\* at the school (or linked infant or junior school) at the time of admission and who live at the same address, within the pre-defined community area\*\*.
3. Other children living within a pre-defined community area\*\*.
4. Children who will have a brother or sister\* at the school (or linked infant or junior school) at the time of admission who live at the same address, outside the pre-defined community area\*\*.
5. Other children.

\*Children are 'siblings' if they are full, half, adoptive or foster brother or sister living in the same household including siblings attending sixth forms.

\*\*Each home address in the county fall within a community area although living in a community area does not guarantee a place (See the maps in the 'Apply for a school' booklet on the East Sussex County Council website).

### Admissions during the year

If you have moved home and your child is without a school or it is not practical for your child to remain at his/her current school because of the distance involved or you wish to change schools for your child, you can apply online at [www.eastsussex.gov.uk/admissions](http://www.eastsussex.gov.uk/admissions). When applications are received online they are then forwarded to your preferred schools. If a vacancy exists in the relevant age group, the headteacher will usually arrange a start date.

For further information please see the booklet 'Applying for a school' which is available on the East Sussex County Council website: [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk). A copy is also available for inspection in the school. A detailed description of the admission arrangements is contained in the above booklet.

**If you would like to make an appointment with the Headteacher or Deputy Headteacher to visit the school to be sure that it meets the needs of your child please do not hesitate to contact us direct. This is an ideal opportunity to ask any questions.**



## JOINING RECEPTION

When we receive the names of the children who have been allocated a place by the Admissions Department at County Hall for our school, we arrange two school visits during the Summer Term. This helps the children to become familiar with the school and meet the other children and teachers. Time is also given for discussions with parents on how to prepare their child for school. Teachers also try to visit the children's pre-school placements at this stage.

During the first week of September, the class teacher and classroom assistant will make an appointment for a home visit. This gives the child an opportunity to meet their teacher again and the teacher an opportunity to meet the child in the familiar surroundings of their own home. The children will begin school during the next two weeks of term. We admit the new children over several days which gives the teacher time to get to know the children and to talk to new parents. All children will be able to attend full time from September however Spring and Summer born children have the option to attend on a part-time basis initially if parents have a concern about their child attending full time. These arrangements can be discussed with the class teacher.

## THE SCHOOL DAY

### School Hours

Foundation (Yr. R)/Key Stage 1

8.45 am – 12.00 noon

1.00 pm - 3.15 pm

15 min break am

10 min break pm

Key Stage 2

8.45 am – 12.15

1.15 - 3.15 pm

15 min break am

Early Bird Club The school operates an Early Bird Club from 8.00 am each day to support those parents and carers who need an extended school morning. This costs £2.00 per day.

The playground is supervised from 8.35 am each day. For safety reasons it is important that children do not arrive before this time. Children go into their classrooms at 8.45 am.

Playtimes All Foundation/KS1 children have a playtime during the morning and afternoon sessions. KS2 children have a morning playtime only. The teaching assistants supervise these playtimes.



Lunchtime At lunchtime the children are cared for by our mid-day supervisory assistants/play leaders under the guidance of the Senior Leadership Team. Some of our year six children take on the role of 'Play Leaders' at lunchtime.

End of the school day Teachers bring the Reception, Year One, Year Two and Year Three children out to the main playground and parents collect them from here. Year Four, Five and Six children are released from their classroom doors at the front of the school for collection by parents.



## THE CURRICULUM

Chantry provides a rich and varied curriculum as we believe that children need a firm foundation in the basic skills, there is a strong focus on the core subjects of English, Maths and Science. We are also committed to ensuring our children grow-up to be well rounded citizens of the 21<sup>st</sup> Century. In September 2014 we rewrote our

curriculum to ensure it is in line with the new National Curriculum. We are constantly reviewing the technology we have in school ensuring we are supporting children's learning with up-to-date equipment. All the requirements of the National Curriculum are met and implemented through cross-curricular and skills-based learning.

We constantly review our curriculum and believe in delivering a cohesive 'skills-based' curriculum across all subject areas. Across the school, children have the opportunity to learn through a cross-curricular approach. History, Geography, Art, PE, RE, Design Technology, Music and Drama are all a valued part of our curriculum. We also believe children should have fun and a sense of discovery in their learning which we believe contributes to our high standards.

We are an 'Artsmark Gold' school. This recognises excellence in the arts teaching and the extra-curricular opportunities we provide. We have an on-going partnership with the De la Warr Pavilion and all children have the opportunity during their time at Chantry, to be involved in collaborative arts projects. Performance in music, dance and drama is part of our school life and all children across the school take part in performances in school and in the community. In KS2 children learn the recorder and there is an opportunity to learn the violin and guitar through the East Sussex Music Service teachers who visit.

Chantry offers a wide-range of sporting opportunities and we take part in a wide-range of inter-school sports activities and tournaments. In KS2, the children take part in swimming lessons and a water safety course which meets all the requirements of the National Curriculum. Our sporting provision and achievements led to us being awarded the gold level 'Schools Games Mark' in October 2016.



We love to share our practice with you! The school year begins with a 'Meet the Teacher' presentation in each year group which outlines the children's learning across the year. There are also regular parent consultation evenings and many other opportunities for you to come in and share in your child's learning.

The teachers at Chantry employ a rich variety of teaching methods and styles. Children are taught as a whole class, in small groups and as individuals according to the planned aim of the lesson. Similarly, children may be grouped according to their ability, in friendship groups or in mixed ability groups. This allows teachers to match tasks to the ability and interest of individual children. For some projects children link with other year groups.

We aim to provide an environment that challenges and supports all our pupils towards high achievement and high self-esteem. Work is carefully matched to the needs of the child and teachers differentiate the work they set for pupils within their classes. However, we also develop pupils' learning behaviours by expecting them to challenge themselves. Work is set at different levels and pupils are supported to start at the level that matches their ability or that builds their confidence to move onto the next level of challenge. All of the challenges are designed to extend and enrich their learning.



Reading has a high profile at Chantry and we encourage our children to develop their reading skills and a love of books from the very beginning. Learning to read is very exciting and we try to foster this attitude throughout the whole school. A number of reading schemes are used and phonics is taught daily from Reception up until Year 3. Children who read with someone at home make faster progress than others and we consider our parents to be partners in their child's learning. Reading workshops are held for parents to help them support their child's reading at home. Specialist teaching assistants

provide 'Reading Support' for children in Years One and Two who may have fallen behind in the development of their reading skills.

### **Phonics**

We follow the Letters and Sounds programme for the teaching of phonics at Chantry. Children in Years 1, 2 & 3 (and when necessary Year 4) are grouped into small groups and taught at the phase to match their needs. All pupils are assessed regularly (every six weeks) and adjustments are made to the grouping to ensure pupils move rapidly through the phases.



### **Learning in the Foundation Stage**

Play has vital importance in the life of a young child.

Very young children who cannot read and write express their feelings through play; it is their way of developing new skills and building up relationships with other children, either independently or in groups. Through play children are introduced to mathematical concepts such as sorting, counting, adding and taking away. Imaginative play has always played a major role in our reception classroom and we have extended this into Year 1 as a way of further developing children's communication and creative skills.

A child's day in Foundation Stage and Key Stage 1 is made up of many elements: talking and listening, reading and writing activities, listening to stories and poetry, and taking part in a range of creative experiences. They will have opportunities to develop their computer skills, mathematical skills, scientific knowledge, learn about their environment and the past through geography and history, and take part in religious education and a range of physical activities. Learning is often organised around a particular theme. The theme, such as Minibeasts, may be constant, but not all the children will be doing the same thing at the same time. The staff plan carefully to ensure progression and high quality learning. Alongside the curriculum subjects, we believe it is important for children to develop their problem solving and communication skills, improving their own performance and working with others. All of these are part of the National Curriculum and are embedded in our curriculum.

### **RELIGIOUS EDUCATION AND HEALTH EDUCATION**

Collective worship is held regularly. Our assemblies provide a quiet time of the day for worship and learning about living together.

Religious education is given to all pupils in accordance with the East Sussex Education Authority's Agreed Syllabus. This was adopted in 1980 following extensive discussion with church authorities and was updated in 2011. It also meets the demands of the 1988 Education Act, "reflecting the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain."

If parents do not wish their child to be taught the agreed syllabus or to take part in the short acts of worship which are held at school, they should contact us.

At Chantry we aim to create a caring atmosphere where children feel secure and happy. We deal with a range of topics, including health; drug, alcohol and tobacco education; relationships (including Sex Education), friendship and anti-bullying. We also work hard to deal with issues as they arise through additional lessons and circle times targeted to any needs within the classroom at any given time.



## SPECIAL EDUCATIONAL NEEDS

We value our children as individuals with an equal entitlement to enjoyment and success in school. An important part of this is to ensure they have any needs recognised early on and are supported to allow them to make good progress and take pride in their achievements. Support may include extra adult time, adapted or additional resources, or intervention groups focusing on progress in a specific area of need. The Local Offer and our SEND Information Report give details of this and are available on our school website.

All children are assessed regularly and monitored for progress so that support can be provided as part of our commitment to personalised learning. Once provision has been put in place and evaluated it may be necessary to look at placing the child on the School's SEND Register if progress does not increase. Children may be included on the register under the term SEN Support. For those with significant difficulties we may begin the process towards an Educational Health and Care Plan (EHCP) (replacing the Statement of Educational Needs). There are four broad areas of need, defined as **Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties** and **Sensory and Physical needs**. You as Parents and Carers are informed when your child is placed on the SEND Register. Discussions with regard to your child's needs and the provision put in place will have taken place before this occurs.

All children in reception class are assessed for Speech needs in the first term at Chantry so we can provide early intervention and prevent any difficulties impacting on their reading, writing and social development as they grow. Retests for those with needs take place at 6 monthly intervals throughout Key Stage 1 until no longer required. Language assessments take place in term 3, after Christmas to allow the children to settle in and mature before looking at how they are developing in this area.

All children are assessed for their emotional development twice a year as part of our understanding that happy, settled children make the best progress and develop into confident, caring and successful young adults. Individuals, groups or classes of children are then provided with support to build confidence, self-esteem, empathy and an awareness of how we can recognise and manage our challenges and emotions as well as supporting others with theirs.

Children are assessed across the Curriculum throughout the school year. Formal assessment takes place three times a year to enable us to highlight and support children who aren't making expected progress.

The SENCO (Special Educational Needs Co-ordinator), Ms Helen Drake, works closely with the Senior Leadership Team, Class Teachers and Teaching Assistants. This enables us to identify needs early, monitor and track progress to provide support quickly for those falling behind, and ensure that provision for those with additional needs is appropriate and adaptable as needs progress and change. Outside Agencies may also be used to make in depth assessments and provide support. Please see our Local Offer and SEND Information Report available on our school website for further details. Teachers and Teaching Assistants take part in ongoing training to support their understanding of a range of challenges that may need support in classrooms.

Chantry Community Primary School, in line with Government Legislation and County Policy, follows the Code of Practice for Special Education Provision. Our Local Offer and SEND Report is available for detailed information with regard to SEND in our school, or you can contact Helen Drake to discuss specific issues by phone or by email at [senco@chantry.e-sussex.sch.uk](mailto:senco@chantry.e-sussex.sch.uk).



## **Statement of Accessibility**

Our school strives to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats each other with respect. Pupils are provided with the opportunity to experience, understand and value diversity.

We welcome applications for a place at the school for any pupil. The school's admission criteria do not discriminate against disabled pupils. We work closely with the parents of disabled pupils and take advice from other professionals to ensure they are not treated less favourably than other pupils.

Whilst the school is mainly housed in a Victorian building, we are accessible to children with disabilities. We have a ramp to access the playground, group room and new extension as well as a disabled toilet. Staff are able to produce written information for disabled pupils in different formats to assist with their access to the curriculum e.g. large print or using visual symbols.

## **BEHAVIOUR**

To ensure our children get the best possible benefit from their time in school we have clear systems and strategies to support behaviour management. We believe in using positivity and praise to boost motivation and self-esteem as happy, settled children behave well and engage in learning.

When challenges do arise we believe in working not to just manage behaviour but to try and change it. Sanctions are put in place for undesirable behaviours, but we also work with the child to understand their challenges and how we can change the behaviour over time, as at Chantry we understand that behaviour is communication. We use both clear and consistent sanctions and targeted emotional support and social development when needed.

We have a significant focus on Anti-Bullying at Chantry with two weeks at the beginning of each year and Anti-Bullying week each November dedicated to exploring issues in detail. Throughout the year teachers continue this through Circle Times and PSHE lessons, with additional support available for the most vulnerable children and classes from the SENCO.

Further, more detailed information about how we deal with behaviour in school, including bullying and friendship issues, can be found in our Behaviour Policy (including Bullying Policy).

## **ASSESSMENT**

At Chantry we have a whole school assessment framework in place. Each child's work is recorded and their progress regularly assessed against the requirements of the National Curriculum. Teachers involve the children themselves in this process and the setting of targets. The framework helps highlight areas of success as well as highlighting areas to be targeted for future learning. The school is also required to set targets for the achievement of Year 6 pupils at their Statutory Assessment Tests (SATs) which take place each May. The results of these tests are reported to the Department for Education (DfE) and also provided to parents in their child's annual report at the end of Year 6.

## CELEBRATING ACHIEVEMENT



The children are encouraged as much as possible at Chantry and are informed of why their work is good and areas that they can improve upon. There are a number of reward systems in place to encourage good work, behaviour and healthy eating. We award certificates in Key Stage 1 and Merit Certificates in Key Stage 2. The children receive these in our weekly Celebration Assembly. The Headteacher displays exceptional work on the 'Excellence' board. The work will be an outstanding piece of work for the particular child, not a comparison with work by other children.

## PERFORMANCE OUTCOMES (NATIONAL, EAST SUSSEX AND CHANTRY RESULTS)

### Key Stage Two

Pupils are assessed in reading, mathematics and a combined test for grammar, punctuation and spelling, by way of a test, to be working at the expected standard at the end of the key stage or to be working at a higher level (on the table as 'greater depth'). In writing, pupils are assessed by the teacher to be working at the expected standard or to be working at greater depth than the expected standard. Our outcomes are then compared to both the East Sussex percentages and the national percentages. At the time of going to print we did not have all the comparative percentages. The pupils are then given a scaled score where the average is 100 and the school is given an average scaled score.

### Key Stage One

Pupils are assessed by their teacher to be working at the expected level or at greater depth in reading, writing and mathematics. The teacher assessment is supported by a test.

Year One pupils are screened for their ability to read phonics and Reception pupils are assessed against a set of criteria to see if they have achieved a good level of development.

All of the above are national requirements of all state maintained schools.

### Developing on Quality

The Head, Staff and Governors have analysed our results and as with all schools, we have identified areas for development/improvement and % targets have been set. At Chantry we are always striving to develop and improve the quality of education for all children. We analyse our results each year and address our areas for development as part of our School Development Plan.

## Key Stage 2 Outcomes 2015/16

Key Stage 2 Subject	Working at the expected standard – EXS %		Working at greater depth – GDS %		Average scaled scores (national) <i>100 is the expected standard</i>	
	Chantry	East Sussex (National)	Chantry	East Sussex (National)	Chantry	East Sussex (National)
Reading	63.3	65.4 (66)	16.7		102.7	102.6 (103)
Writing (TA)	90	72.9 (73)	3.3	5.8 (14.5)		
Mathematics	80	65.5 (70)	26.7		105.3	102.1 (103)
<b>Reading, writing and mathematics combined</b>	<b>56.7</b>	<b>49.8 (53)</b>	3.3			
English grammar, punctuation and spelling	76.7	67.1 (72)	20		103.2	102.8 (104)

## Key Stage 1 Outcomes 2015/16

Key Stage 1 Subject	Working at the expected standard – EXS %		Working at greater depth – GDS %	
	Chantry	East Sussex	Chantry	East Sussex
Reading (TA)	86.7%	75.6%	23.3%	26.9%
Writing (TA)	83.3%	68.9%	20%	14.8%
Mathematics (TA)	80%	75%	16.7%	17.1%

## Phonics Outcomes 2015/16

Phonics	Chantry	East Sussex
Year One	96.7%	81%
Year Two	100%	63.4%

## Early Years Outcomes – Good Level of Development (GLD) 2015/16

	Chantry	East Sussex	National
Reception	76.7%	75.8%	69.4%

## **PUPIL PREMIUM**

The school receives pupil premium funding for those children who receive Free School Meals (FSM). The following pupil premium funding has been received:-

2016 - 2017 £68,660  
 2015 - 2016 £71,300  
 2014 - 2015 £84,200

The following support is in place at Chantry to support pupils as and when required:

- Reading Recovery Teaching Assistants who work with FSM children and children who may be vulnerable to underachievement.

- Teaching Assistants – provide additional support where required i.e phonics, talking partners (speech and language programme)
- Lexia Reading Programme
- Structured Conversation meetings with parents and carers
- Parent support adviser and Parent Information Contact in school
- SENCO – ‘Thrive’ practitioner
- Free attendance to extra-curricular clubs

Progress is carefully tracked for all pupils individually and data is held on the progress of FSM pupils overall compared to all pupil progress.

## **EDUCATIONAL VISITS AND VISITORS**

We aim to enhance children’s learning by providing a range of different experiences. These range from visiting the local area e.g. the beach to look at habitats survey on Victorian buildings, to educational visits to museums, art galleries and theatres as well as studying nature and the environment.

## **EXTRA-CURRICULAR ACTIVITIES**

All our clubs are both fun and educational and continue in the ethos of lifelong learning and rich, positive experiences that we believe in at Chantry.

There are many activities available to enrich your child’s time at Chantry. Sports clubs such as karate, gymnastics, football, cricket, lacrosse and netball are available at different times throughout the year. Your child can build on their creative skills through a wide variety of arts clubs such as art and craft, choir, dance, sewing or begin to develop life skills through a cookery club.



Three times a year, a letter will be sent out asking your child to number the clubs in order of preference and return it to the office. A system is in place to ensure that children have their first choice of club at least once a year in order to make it fair for all.

During the year all the children go on educational visits to enrich the learning that is taking place in school. The older children also undertake a very successful residential educational visit which encourages independence, self-reliance, leadership and team-building.

## **EXTENDED SCHOOLS**

Our Early Bird Club operates every morning from 8.00am and can be booked directly with the school.

Although we are unable to offer after school care there is a local provider who can offer this. For more information please contact them directly.

The Base (Bexhill Youth & Comm. Centre) Tel: 01424 215455

## **HOME SCHOOL AGREEMENT**

At Chantry we like to work together with parents to do the best for our children. When children join Chantry we provide a ‘Home School Agreement’ which sets out the commitment of the school, the pupil and the parents/carers and we ask that this is signed as a pledge to this



partnership. A new 'Home School Agreement' is also issued at the beginning of Key Stage 2 (Year 3).

## **HOME LEARNING**

The children are given home learning on a regular basis according to their age and we have a clear home learning policy. Initially children will bring reading books home together with phonic sounds to practise. They may be able to read the book and reading it to parents will reinforce learning and celebrate success. Other books may be more difficult and need parental help. Some books may have been chosen for interest and parents may need to read them to their child. Spellings may come home to be learned, worksheets completed and maths games played. In Key Stage Two children are sometimes given larger, more creative projects to do.

## **SCHOOL UNIFORM**

We are proud of our uniform at Chantry, as we believe that it looks smart and contributes to a feeling of belonging to our school. Parents have always been appreciative of the fact that we have a uniform, and we find that the children respond to the responsibility of representing the school when wearing it.

Our colours are green and gold. The Chantry sweatshirts, sunhats and any item that has the special Chantry logo, can be obtained from Wards of Bexhill or Tesco online. Girls may wear long grey trousers in winter. The School does receive commission from Tesco purchases. All other items of school uniform may be obtained from Wards as well as independent and chain stores. We do ask that children wear black shoes with their uniform.

Pupils need, for reasons of safety and hygiene, to change for PE and games lessons into green shorts, white tee shirt and plimsolls. These can be kept in a PE bag on the child's coat-hook in the cloakroom.

Jewellery, Nail Varnish and Hair Children should not wear jewellery to school. If a child cannot remove their earrings they must have the studs covered by micropore tape for all PE lessons. Nail varnish is not suitable for school. Watches should not be worn by KS1 pupils, but are acceptable for KS2 pupils. We do not think it appropriate for Primary School children to use gel or to have dyed hair. To endeavour to combat the problem of head lice, we do request that all long hair is tied back and it must be tied back for all PE lessons (this applies to boys and girls).

Our Chantry school book bags and PE bags are available from the front office. The book bag is more suitable when a child first starts school and during their time in Key Stage 1.

We regularly have second-hand uniform sales which the PFF run.

## **SCHOOL HEALTH AND SECURITY**

The health and safety of pupils and staff at Chantry is of paramount importance. The school and grounds are non-smoking areas (including e-cigarettes) and we do not allow dogs onto the premises. The gates are opened at 8.35am until 8.45am and then opened again at 3.05pm. During the day the only access to the school is via the front gate and office; no unauthorised adults are in school during this time. For safety reasons we ask parents and children not to enter or leave the school grounds via the car park.

## **SCHOOL MEALS, DRINKS AND FRUIT**

We are able to provide the children with a well-balanced nutritious mid-day meal, which is cooked on site. All children in the foundation stage and key stage one are entitled to a free school lunch daily and we like to encourage children to have a cooked meal at school every day. We offer meat/fish or vegetarian options. Our vegetables are freshly cooked and there is also an option of either a jacket potato and filling or a pasta pot during the summer.

The school participates in the NHS-run Schools Fruit and Vegetable scheme for children in Foundation and Key Stage 1. This provides children with a piece of fruit/vegetable each day. Key Stage 2 may bring their own.



We participate in the East Sussex County Council's milk scheme and parents are able to purchase milk for their children directly from 'Cool Milk Ltd'. Children are also encouraged to drink water during the day. Water fountains are available at school and children are provided with a school water bottle in all year groups. Or they may bring in their own clear, reusable bottle each day.

## **COMMUNICATION WITH PARENTS**

We place great importance on good communication between school and parents as we both share responsibility for the children in our care. Each academic year begins with a 'Meet the Teacher' evening where teachers share information concerning the year ahead with parents. We also hold regular parent consultation evenings where there is an opportunity for parents to see their child's work and discuss it with the class teacher. We do not hesitate to contact parents at other times should there be concern over their child, and parents are encouraged to share important information or anxieties with school. This is usually done in the first instance with the class teacher. Most matters are able to be resolved in this way, but for more persistent issues parents are encouraged to speak to the Key Stage Leader, Deputy Head or Headteacher. Detailed individual reports are also sent out for each child at the end of the academic year.

There are also a number of occasions during the year when parents and friends are invited to look around the school or share in one of the school activities. Regular school Newsletters are sent out by e-mail, giving details of all the school's events and needs.

Our website has all up to date information including copies of all school letters. We communicate electronically with parents/carers however paper copies are available in the entrance foyer as well.

Parents are fully represented on the school's Governing Body, who support the work and running of the school.

We are always interested to hear from any parents who are willing to help in the school. Parent helpers make a substantial contribution to the school, doing many jobs both inside and outside, to help the teachers and children and to accompany them on school outings. All volunteers in school on a regular basis will need to have a DBS (Disclosure and Barring Service) check and references.

## **THE SCHOOL POLICY WITH REGARD TO CHARGING FOR SCHOOL ACTIVITIES**

Under the charging provisions of the Education Reform Act and in line with County Policy, parents may not be charged for the cost of activities e.g. possible outings, possible visits from theatre companies. For such an activity to take place parents could be invited to make a voluntary contribution. There are no school funds to meet these possible activities and the availability of the trip will be determined by the contributions received.

## **ATTENDANCE**

If your child is absent due to ill health, will you please telephone the school before 9.15am on the day of absence and send a note when your child returns. We regard this as very important for the welfare and safety of children. If your child is going to be absent for other reasons please complete our 'Absence notification form' and arrange an appointment with the Headteacher to discuss the matter.

The following figures are for the year 2015-2016:

Authorised Absence	3.1%
Unauthorised Absence	0.8%
Overall attendance	96.1%

Authorised absence includes sickness, hospital appointments, attendance at music exams etc. Unauthorised absence includes truancy and parentally condoned absence (e.g. long weekends away). Although where possible we ask you to make medical and doctor's appointments outside of school hours. Lateness is also recorded.

It is very important that children arrive at school on time as lateness causes disruption to the rest of the class, as well as being embarrassing for the children concerned. We would also urge you to refrain from arranging holidays, days out etc. during term time. The Department for Education will only allow Headteachers to grant a leave of absence if there are '*exceptional circumstances*'. These new rules now make it clear that there is no entitlement for parents to remove their child from school for the purposes of holidays in term time therefore, absence from school will only be authorised in the most exceptional of circumstances. Penalty notices may be issued for unauthorised absences.

## **THE COMPLAINTS PROCEDURE**

The school's complaints procedure in relation to the school curriculum, religious education and related matters is in line with the recommendations of the Education Reform Act 1988.

It is recommended that in the first instance, any concerns will be dealt with in informal discussions with the teacher, then the Head of Department and the Headteacher. If the matter cannot be resolved, it may become the subject of a formal complaint and if appropriate, referred to the Governing Body. If these investigations fail to provide a response satisfactory to the complainant, they may then write to the Secretary of State for Education.

## **THE ARRANGEMENT FOR THE INSPECTION OF DOCUMENTS**

In line with the requirements of the Freedom of Information Act 2000 and County Policy, parents have access to documents at school - these include Ofsted/HMI Reports about the school, Schemes of Work, School Policies and National Curriculum Documents. In the first instance parents are requested to approach the Headteacher.

## **PARENTS, FRIENDS AND FAMILIES OF CHANTRY (PFF)**

The school has an active PFF. All parents/carers automatically belong to this association and are welcome to all activities. Other members of the family and neighbours of the school are also welcome.

The PFF exists to support the partnership between home and school and provide opportunities for parents and members of the community to be involved in fundraising and social activities. Since its formation, the PFF has helped in many ways by providing things outside the financial reach of the school. Funding for the new Reception playground, new noticeboards, lunchtime play equipment and sheds are just a few examples. They have also been subsidising coach travel for school trips.

A commitment to the PFF is about being part of a team, raising money and having fun!



## OUR STAFF TEAM

<u>Headteacher</u>	-	Mrs C Dickens
<u>Deputy Head</u>	-	Mrs R Reed
<u>Teaching Staff</u>		
Reception, Key Stage One	-	Miss C Gander
	-	Miss S Francis
	-	Mrs R Hatton
Key Stage Two	-	Miss C Hinxman
	-	Mrs Z Butchers
	-	Mrs S Jackson
	-	Mrs R Lindfield
	-	Mr I Stabler
<u>Special Educational Needs Co-ord</u>	-	Ms H Drake
<u>School Business Manager</u>	-	Mrs J Roadway
<u>Receptionist</u>	-	Mrs N Vaughan
<u>Receptionist/Finance Assistant</u>	-	Mrs E Ellis
<u>Higher Level Teaching Assistant (SEN)</u>	-	Mrs J Robinson
<u>Teaching Assistants</u>	-	Mrs B Byles
	-	Mr J Eames
	-	Mrs D Finnis
	-	Mrs N Lucas
	-	Miss K Mason
	-	Mrs Z Oroszova
	-	Mrs S Ray-Gain
	-	Mrs J Rimmer
	-	Mr B Smith
	-	Mrs R Tunbridge
	-	Miss B Wiles
	-	Mrs M Wiles (Reading Recovery)
<u>Early Bird Club</u>	-	Mr J Eames
	-	Mrs Z Oroszova
	-	Mrs R Tunbridge
	-	Mrs J Roadway (Administration)
<u>Caretaker</u>	-	Mr M Stock
<u>Contract Cleaners</u>	-	Mr R Lazar, Mrs E Tulin
<u>Mid Day Supervisory Assistants/ Play Leaders</u>	-	Mrs B Byles
	-	Mr J Eames
	-	Mrs D Finnis
	-	Mrs N Lucas
	-	Miss K Mason
	-	Mrs Z Oroszova
	-	Mrs J Rimmer
	-	Mr B Smith
	-	Miss B Wiles
	-	Mrs M Wiles
<u>Kitchen Staff</u>	-	Mrs J Brockhurst
	-	Miss K Perry, Miss J Jarrett

## OUR GOVERNING BODY

Mr J Chinn	Co-opted Governor
Mrs C Dickens	Headteacher
Mrs T Evett	Parent Governor
Miss C Hinxman	Staff Governor
Mrs R Reed	Associate Member
Mrs J Roadway	Associate Member
Mrs A Shaw	Parent Governor
Mr A Thomas (Chair)	LA Governor
Mrs B Thomas	Co-opted Governor
Mr P Usher (Vice Chair)	Co-opted Governor
Mrs S Potter	Clerk to the Governors

## **SCHOOL TERM AND HOLIDAY DATES**

### **September 2017 – August 2018**

#### **Inset days**

**Term 1**                      **Tuesday 5<sup>th</sup> September to Friday 20<sup>th</sup> October**

Autumn Holiday      Monday 23<sup>rd</sup> October to Friday 27<sup>th</sup> October

**Term 2**                      **Monday 30<sup>th</sup> October to Wednesday 20<sup>th</sup> December**

Christmas Holiday    Thursday 21<sup>st</sup> December to Monday 1<sup>st</sup> January

**Term 3**                      **Tuesday 2<sup>nd</sup> January to Friday 9<sup>th</sup> February**

February Holiday      Monday 12<sup>th</sup> February to Friday 16<sup>th</sup> February

**Term 4**                      **Monday 19<sup>th</sup> February to Thursday 29<sup>th</sup> March**

Spring Holiday        Friday 30<sup>th</sup> March to Friday 13<sup>th</sup> April

**Term 5**                      **Monday 16<sup>th</sup> April to Friday 25<sup>th</sup> May**

May Holiday            Monday 28<sup>th</sup> May to Friday 1<sup>st</sup> June

**Term 6**                      **Monday 4<sup>th</sup> June to Friday 20<sup>th</sup> July**

**During the academic year there will be day closures for Teachers' in-service training. Parents will be advised of these days nearer the time.**