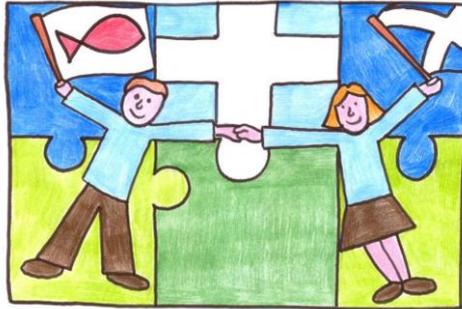


ST. ANDREW'S C.E. INFANTS' SCHOOL
"LEARNING TOGETHER IN FRIENDSHIP AND FAITH"

November, 2018



Dear Parents,

A warm welcome to St. Andrew's C.E. Infants' School.

At St. Andrew's C.E. Infants' we aim to provide an environment where all our children are safe and happy, where people surround them with care, support and daily opportunities for learning. This year at St. Andrew's our tag line is 'Take the next Step' - we are looking at ways to encourage ourselves and our pupils to perhaps: try something new, take a risk or seek out a different path to help our learning about an area of life.

We are members of both St. Andrew's Church and School communities, working closely with Father David King. Our school rules are simply these: With God and each other: We respect everyone. We are kind and helpful. We always walk in school. We are polite, thoughtful and honest. We speak quietly and listen carefully. We play safely and happily in the playground. We look after everything around the school.

We hope that our pupils' learning experience over their time at St. Andrew's is fun, exciting and stimulating. Our recent Ofsted Inspection (Sept 2018) noted St Andrew's has a learning environment that is 'nurturing, caring and friendly'. One of our aims for each child is that they develop, through first hand opportunities, many skills for life. We aim to engage and include all our children in learning through a cross-curricular approach, challenging them to give their very best.

Our recent SIAMS Inspection (May 2018) noted:- A belief in the 'fullness of life' based on John Chapter 10 V. 10 is well expressed in the wide range of activities offered to pupils within the well-planned curriculum and through 'extra-curricular opportunities.'

St. Andrew's C.E. Infants' School is a place where you will find smiling faces, a love of learning and a respect for one another.

Yours sincerely,

Mrs. C. Meakins
Head Teacher

INTRODUCTION

St. Andrew's C.E. Infants', founded in 1894, is now a co-educational Church of England (Controlled) School for children 4+ to 7 and has approximately 300 pupils on roll.

The following information is intended for parents who are considering their child's entry to infant school in September 2019. It is correct in relation to October, 2018, and includes any changes planned by the school for 2019. There may be further changes as the school year unfolds - the fortnightly newsletter will highlight these. However, there can be no assumption that there will be no other changes before the start of, or during, the year beginning in September, 2019, or in relation to following school years.

Please visit our school website www.st-andrews-inf.e-sussex.sch.uk to view further information about our school.

Parents wishing to visit the school are most welcome.

OFSTED INSPECTION

St. Andrew's C.E. Infants' School was OFSTED inspected in September 2018. The resulting letter noted that the school continues to be "Good" and is available on the school website under the section "Performance". A copy of the Section 8 letter is available on request at the school office.

RESULTS OF NATIONAL CURRICULUM ASSESSMENT

Teachers monitor pupils regularly and assess the level at which each pupil is working. They do this on a continuous basis, recording the assessment and keeping some examples of pupils' work.

Our Year 2 children are Teacher Assessed as they progress through Year 2.

Our Year 2 children also take part in the National Curriculum Tasks and Tests Standard Assessment Tasks (SATs). The table below shows the percentage of children attaining working at the expected level and working at a greater depth by the end of KS1.

(Please see Teaching & Learning - Page 10 re. Assessment for September 2015)

SCHOOL PERFORMANCE TEACHER ASSESSMENT RESULTS 2018

Results

The results in the table below show the percentage of pupils achieving the expected level of attainment at the end of KS1 Teacher Assessments for 7 year olds. Column 1 shows the results achieved by St. Andrew's in 2018. Column 2 shows the National results for 2018.

% at the expected level	St. Andrew's	National 2018
Reading	77.3%	75.5%
Writing	75%	70%
Maths	81.8%	76.1%

The table overleaf shows the percentage of children working at a greater depth.

% working at a greater depth	St. Andrew's	National 2018
Reading	31%	26%
Writing	14.8%	15.9%
Maths	21.6%	21.8%

Expected level of development in FS	St Andrew's GLD 2018	National 2018
Good Level of Development (GLD)	71.8%	71.6%

Year 1 Phonics	Phonics Screening St Andrew's 2018	Phonics Screening National 2018
Phonics Screening	76.4%	82.5%

SCHOOL SESSION TIMES

These are as follows: Doors open at 8.45 a.m. so that session starts at 8.50 a.m. - 12.00 noon and 1.00 p.m. - 3.00 p.m.

Morning play: There is a playtime for each year group of 20 minutes.
 Afternoon play: 2.15 p.m. - 2.30 p.m. Taken at the discretion of the teacher.

HOURS SPENT ON TEACHING

Aged 5-7 years D.F.E.E. Recommendation - 21 hours. St. Andrew's C.E. Infants' 21.5 hours.

OUR MISSION STATEMENT

'Learning Together in friendship and faith'

At St. Andrew's C.E. Infants' we promote opportunities to LEARN skills for life on a daily basis.
 We LEARN TOGETHER IN FRIENDSHIP, respecting and valuing one another in all that we do.
 We come to St. Andrew's each day living by and in FAITH.
 'Show respect for all people.' 1 Peter 2 v17

OUR AIMS FOR EACH CHILD

- for every child to be safe, to know they're cared for and their individual needs met;
- for every child to be excited by learning, becoming a confident, enquiring, life-long learner;
- for each child to make progress, to achieve and attain their personal best, leaving St. Andrew's as a reader, writer and mathematician;
- to be surrounded by and learn to demonstrate Christian values, respecting the world in which we live and those that work and play with us ;
- for each child to know the importance of building friendships and being peacemakers, finding their way along a journey towards faith.
- We have high expectations for all our children to be engaged, to be included and to be challenged in each learning experience; taking the next steps in confidence.

Christian values underpin all we are and all we do within the school. With this in mind, we would like to help all our school family to develop a further understanding of the Christian Faith as well as a respect for other faiths and beliefs.

ORGANISATION

The school currently has a 3, 4, 3 form entry with an agreed annual intake of 90 children. The classes are organised in year age groups, and change each year to encourage a further friendship basis. We currently have 300 pupils on roll.

STAFFING

Each class is supported by a large team of Teaching Assistants, who support classes each morning (all day in FS). Our Special Needs Department is co-ordinated by the SENCO and Inclusion Manager, Mrs. T. O'Neill-McGuinness and one Special Needs Teacher Assistant. All teaching staff have a recognised professional teaching qualification.

STAFF AT THE BEGINNING OF TERM 1 2018

HEAD TEACHER	Mrs. C. Meakins
DEPUTY HEAD TEACHER	Mr. P. Crossinggum
SENCO AND INCLUSION MANAGER	Mrs. T. O'Neill-McGuinness
FOUNDATION CLASSES	Mrs. K. Heath (EYFS Lead)
	Mrs. J. Whitlock
	Mrs. H. Elliston
YEAR 1 CLASSES	Miss R. Brown (Year 1 Lead)
	Mr. L. Robson
	Mrs N. Crossinggum
	Mrs. J. Stephen
	Mr. P. Crossinggum
	Mr. T. Reading
YEAR 2 CLASSES	Mr. J. Clark (Year 2 Lead)
	Mrs. K. Weston
	Mrs. S. Halbhuber
COVER TEACHER	Mrs. A. Purkiss
SECRETARY	Mrs. B. Bland
OFFICE ASSISTANT'S	Mrs. P. Saxby
	Mrs. D. Ruffell
	Mrs. H. King
BURSAR	Mrs. J. Tolley
SENIOR TEACHING ASSISTANTS	Mrs. P. Saxby
	Mrs. L. Mack
TEACHING ASSISTANTS	Mrs. S. Roberts
	Mrs. R. Campbell
	Mrs. S. Colwell
	Mrs. K. Briffitt
	Mrs. C. South
	Mrs. M. Riddington
	Mrs S. French
	Mrs H. Marchesi
	Mrs J. Hinkinson
	Mrs L. Dowling
HIGHER LEVEL TEACHING ASSISTANT	Mrs. R. Little
INDIVIDUAL NEEDS ASSISTANTS	Miss R. Cosham
	Mrs. J. Roarty
	Miss C. Shoult
	Miss Z. Rolph

LUNCHTIME SUPERVISORS

Mrs. S. Rolph
Mrs. R. Campbell
Mrs. K. Briffitt
Mrs. L. Dowling
Mrs. T. Howard-Chapman
Mrs. M. Riddington
Mrs. S. Roberts
Mrs. K. Burton
Mrs. N. Begum
Mrs. L. Turner
Mrs. S. Gates
Mr. S. Hinkinson

CARETAKER

SCHOOL GOVERNORS at the time of printing

CHAIR OF GOVERNORS

VICE CHAIR/CP GOVERNOR

FOUNDATION GOVERNORS

PARENT GOVERNORS

Mr. D. Lambeth
Mr. M. Simmons
Father D. King
Father J. Underhill
Mr. B. West
Dr. S. Brink
Mr. M. Simmons
Awaiting appointment
Mr. D. Lambeth
Mrs. K. Weston
Mr. P. Crossinggum
Mrs. S. Gates

COMMUNITY GOVERNOR

L.A. GOVERNOR

TEACHER GOVERNOR

STAFF GOVERNOR

CLERK



SAFEGUARDING STATEMENT

St. Andrew's C.E. Infants' School is committed to safeguarding and promoting the welfare of children and staff.

Our Child Protection Policy (please see website) states that safeguarding is everybody's responsibility. Our pupils' welfare is our paramount concern.

The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

We have 5 Designated Safeguarding Leads (Mrs. Meakins, Mr. Crossinggum, Mrs Weston, Mrs O'Neill McGuinness and Mrs. Stephen). Our nominated governor responsible for safeguarding is Mr. Mark Simmons.

At times 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 unless we have reason to believe that such a move would be contrary to the child's welfare.

All staff and parent helpers who are part of St. Andrew's C.E. Infants' Community have DBS checks and safer recruitment procedures are carried out with each new appointment. We have Designated Safeguarding Leads (DSL's) within school and staff and Governors receive regular training.

As our policy on safeguarding notes, all staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Our policy has been agreed by staff and governors and a copy is kept in the front office.

BEHAVIOUR & SAFETY

Outstanding behaviour has high priority in the school where every effort is made to encourage a positive atmosphere of good relationships and shared values. Ofsted Sept 2018:- 'In class, pupil's behaviour is exemplary'.

We also seek to foster the values of mutual respect, self-discipline and social responsibility and to work in close partnership with parents at every stage of the child's time at school.

All children are rewarded for good behaviour. There are set school rules which the children discuss with their teachers. If a child has difficulty complying with the rules, discussion takes place with parents to find the best way to resolve the situation.

Each classroom in FS has a sun and rainbow for children to aspire to. KS1 pupils work towards 'dojo's' which translate into points for the class. These give opportunities to remind pupils how to behave and develop good attitudes to learning. Lost Golden Time is recorded and given to the PSHE leader.

A HEALTHY SCHOOL

We are committed to the promotion of the four areas that constitute a Healthy School. We provide a strong P.S.H.E. curriculum and ensure that in all areas of school life attention is paid to each other's emotional health and well-being. We actively promote healthy eating through a cross-curricular approach and enjoy a range of physical activities. St. Andrew's realizes the importance

of providing clear information to the whole school community and embraces our status of a Healthy School wholeheartedly. We request no sweet gifts are brought in.

HEALTH AND SAFETY

At St. Andrew's C.E. Infants' School the Health & Safety Policy ensures that the school is a safe and healthy workplace for staff, visitors and children. The Policy follows the East Sussex County Council guidelines for Health & Safety in Schools. A Health & Safety Assessment is carried out every fortnight by the Head Teacher and School Caretaker and any issues relating to the subsequent report are completed within an agreed timescale. Continuous Risk Assessments are carried out.

To comply with the First Aid Regulations, staff are trained in first aid through various courses, such as "Appointed Persons" and "Health and Safety at Work". A premises inspection is carried out frequently by the Health & Safety Officer and School Caretaker. Findings are presented to the Premises and Health and Safety Sub-Committee.

At St. Andrew's C.E. Infants' School we are committed to ensuring all our children and staff are safe, physically and emotionally.

SECURITY

The Governors are particularly aware of the importance of security. All external doors have locks on the inside (to ensure easy exit in case of fire) and a Security Intruder Alarm System in each classroom and work area. School gates are closed at appropriate times during the school day and all visitors to the School are required to sign the Visitors Book and wear an Identification Badge. An Entry System is in operation and Fire Exits are clearly displayed throughout the school, to ensure the safety of all personnel and visitors in the building.

In order to ensure optimum security for pupils, parents and staff, a strict Security Policy is in operation. All entrances are locked at 8.50 a.m. until 2.55 p.m. The main entrance has an entry 'phone and parents are requested to use only the front door when the other doors in the building have been locked.

POLICIES

St. Andrew's has policies for every area of school life. These range from Health and Safety issues to each area of the curriculum. Our Teaching and Learning Policy reflects our education philosophy and demonstrates how we deliver the high standards of a broad and rich curriculum. The ethos of the school is particularly distinctive and this in part is due to a well-established Behaviour Policy. Bullying is not tolerated at any level and an Anti-Bullying Policy is firmly in place. Other Policies include Inclusion, Off-site Activities and Educational Visits and Freedom of Information Act 2000. A selection of policies are available to view on the school website. (Please ask in the school office if you require a further policy.)

TEACHING & LEARNING

PLANNING

Each year group has a Curriculum map which shows the areas of learning for their year. It is continually revised and is based on skills to be learned with a cross curricular approach. Children are encouraged to build on previous knowledge and understanding, using and applying their establishing skills, across the curriculum.

Stunning starters inspire our children's learning. Work is planned from the evaluation of the previous lesson and we use subjects, with strong threads of English and Maths incorporated throughout the school day.

High expectations of pupil engagement, of good quality work and progress in each lesson involving challenge, aids our pupils to achieve and attain to the best of their ability.

ASSESSMENT

Assessment is used to monitor pupil's progress, providing staff with information on each individual child's achievement and attainment.

Each child, through praised feedback and marking, is encouraged to make good progress. Regular assessments inform teaching staff of next steps. Through high expectations, careful lesson planning, and ongoing assessment of a child's learning, children progress and experience success.

ASSESSMENT, RECORDING AND REPORTING

From September 2015, schools are no longer required to level pupils work. However it is still key to assess learning and St. Andrew's are using Chris Quigley's Curriculum and Assessment tool, looking at learners development. The aim is for our pupils to experience success during their time at St. Andrew's and to be encouraged to be the best they can be, with opportunities to be a deep learner in each area.

Records and assessment results are available for parents to see at appropriate times, e.g. Parent/Teacher Consultation Evenings. KS1 parents receive an annual written report on their child's progress and with report cards twice a year. FS parents receive a "Learning Journey", detailing their child's year, in July.

MONITORING

The process of monitoring is seen as a valuable part of the cycle of self-evaluation and school improvement. The Head Teacher and all teaching staff are involved in the process and monitor their curriculum responsibility on a regular basis. There is a focus for each monitoring session using Ofsted Inspection guidelines. The result of the monitoring is reported to the Head Teacher and the Staff.

YEAR DEPARTMENTS

The school is divided into three departments according to age. We recognise that the needs of each Department differ and, therefore, plan and resource accordingly. All staff are conversant with Whole School Policies and are aware that planning for good practice provides growth and development in line with our Teaching and Learning Policy.

THE FOUNDATION STAGE DEPARTMENT (F.S.)

The Foundation Stage Department is committed to providing a sound, stimulating, caring environment. We ensure that the curriculum is rich and varied encompassing all 7 areas of learning. Skills and qualities are developed through a range of activities including practical sessions and introducing more formal tasks. We develop creativity throughout all areas, including role play, art, dance, music and we have an established outdoor curriculum. All children are encouraged and through regular observations and assessments we are able to ensure that the needs of all

individuals are met. A Foundation Stage Profile is built up throughout the year showing attainment of the Early Learning Goals.

YEARS 1 AND 2 DEVELOPMENT (K.S.1)

We believe that children are at the heart of the learning process and that this process should address each child's individual needs. The curriculum incorporates a variety of subjects, presented and approached in many different ways, using formal methods and more open-ended tasks in order to constantly challenge each child. All pupils are encouraged to use existing skills and develop these throughout their time at St. Andrew's, growing daily in self-confidence and independence. We feel it is vitally important that each child will have the opportunities to fulfil their potential learning skills of life. Our children are encouraged to review their own progress and continual assessment ensures continuity and progression.

RELIGIOUS EDUCATION

St. Andrew's is a Church of England Infants' School and, therefore, there are strong links with St. Andrew's Church. A member of the clergy takes Assembly once a week and delivers a programme of Christian themes. The children regularly visit the Church and participate in Church Services. Parents have the choice to withdraw pupils from R.E Sessions, please see Mrs Meakins for further details.

The schemes of work for R.E. are based upon the East Sussex Agreed Syllabus. This reflects the fact that the religious traditions in Great Britain are in the main, Christian. Other principal religions, their teaching and practices are also taught at St. Andrew's C.E. Infants' School. **SMSC** opportunities for the forwarding of social, moral, spiritual and cultural development of each of our children are on offer throughout the school day and acknowledged in the planning of our curriculum.



COLLECTIVE WORSHIP

Collective worship is held on a daily basis. It provides an important spiritual focus for us as a school as we gather together to commence the day. Parents have a right to withdraw their children from religious education and collective worship, either in full or part. Pupils who are so withdrawn will be supervised and allocated suitable work during this time.

BRITISH VALUES

We encourage our pupils to respect those around them, to be good listeners and good friends. We believe that children should be able to decide matters e.g. election for School Council democratically. We acknowledge the rules of law through the encouragement of good attendance and excellent behavior choices. We promote a child-centred learning environment, that encourages individual liberty and gives our pupils opportunities to develop further skills developing as independent individuals.

SEX AND RELATIONSHIP EDUCATION

In accordance with the Education Act 2002, the Governing Body of St. Andrew's C.E. Infants' School has made the following policy statement regarding Sex and Relationship Education.

Our Sex and Relationship Education Policy is centered on an understanding of family life, values and relationships. It focuses on friendship, bullying and self-esteem.

The quality of the relationships between pupils and teachers is a significant factor in the School's contribution to pupil's personal and social development. Relationships should aim to recognise the worth of the individual and to promote the principle of mutual respect.

Basic information about sexual reproduction in plants and animals is delivered in accordance with National Curriculum Orders Key Stage 1.

This states :

- That animals including humans, move, feed, grow, use their senses and reproduce.
- To recognize and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults.
- To recognize similarities and differences between themselves and treat others with sensitivity.

The sex and relationship education program is tailored to the age and the physical and emotional maturity of the children. It is graduated and is age-appropriate. Teaching methods take account of developmental differences of the children. Opportunities for one-to-one or small group discussion are made available.

We recognise that effective sex and relationship education is best achieved through a whole school approach, which ensures that the school's policy is appropriately set for age and maturity. This includes:

- Involving parents and carers
- Giving staff appropriate training and support
- Ensuring that pupils' views are listened to

We will not be teaching about homosexuality, sexually transmitted diseases and other aspects of human sexual behaviour, other than biological aspects. However, should questions arise these will be dealt with sensitively on an individual basis.

Parents have the right to withdraw their child from sex and relationship education (apart from the National Curriculum) in consultation with the Head Teacher.



ENGLISH (English Leads: Mrs Halbhuber/Miss Brown)

English is a core subject of the National Curriculum. We believe that language is the art of communication and the key to thought processes. We believe that speaking and listening, reading and writing are not only inseparable from each other but that they form the foundation of all learning processes.

At our school English is a priority. We want every child to leave our school as a reader and a writer. We want our children to be able to communicate with others through speaking and listening with confidence.

We have very high expectations for every child. We expect English skills to be used across the whole curriculum and as part of a broad and balanced curriculum. We believe all subjects use the skills learnt in English - and English can be taught and improved upon through all curriculum areas.



READING

As a school we follow the 'Chris Quigley' Scheme. Quigley Education states the following as characteristics of a good reader:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.



WRITING

Chris Quigley gives these characteristics for writing:

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.



MATHEMATICS (Maths Leads: Mr Crossinggum & Mr Clark)

In Mathematics our aim is that each child finds enjoyment and interest in the subject. We are laying the foundations of skills and understanding that children will use and apply for the rest of their lives. We aim to develop knowledge which can be used in the studies of other subjects and that children have the confidence to use appropriately in work and play.

In line with the Revised National Maths Curriculum, class lessons aim to introduce subjects using a variety of approaches and materials, then differentiated group and individual work develops this further. Regular oral and written practice encourages mental agility and increasing accuracy is expected. Regular ongoing assessments inform teachers of individual needs and ensures progress through the Curriculum is maintained.

We are exploring the use of maths mastery, which gives our pupils opportunities to embed positive maths practice, through practical means and use of language e.g. stem sentences.



SCIENCE (Science Leads: Mrs Crossinggum & Mrs Stephen)

In Science we aim to develop a firm foundation of skills, knowledge and understanding. Science is covered through a series of topics to ensure continuity and progression throughout all areas. Practical tasks are planned to develop the children's knowledge and understanding through first-hand experiences. Throughout all areas of Science, investigations are carried out and the necessary skills required are developed. Investigative science allows the children to develop ideas and thinking, building foundations for later learning.

We aim to develop creativity in Science. Relevant links are made to other areas of the curriculum. Through Science we encourage the children to ask questions and lead their own learning. We enable the children to develop curiosity, enthusiasm and enjoyment throughout Science.



COMPUTING (Computing Lead: Mr Robson)

Computing is planned from the Foundation Stage to ensure that pupils experience and have knowledge of a range of I.C.T. All classrooms are equipped with Interactive Whiteboards, and children have access to tablets and iPads developing their computing skills across the curriculum. C.D. players are available from the school hall. Also there are digital cameras, a movie creator and a digital projector available in order to facilitate technical and communication skills.

The School is connected to Broadband Internet, all classrooms are on-line and the children are being taught the skills and e-safety in order to become familiar with computers, how they work and how to use the World Wide Web. Our school is filtered by East Sussex and takes online safety seriously. Staff have training each year from an outside provider and a workshop is provided for parents. Our Leader of Computing has recently updated our online safety policy with East Sussex guidance (September 2017).

HUMANITIES (Humanities Lead: Mr Reading)

The Humanities programme provides opportunities for children to study aspects of the past and to gain an awareness of places both within and beyond their own locality. Its aim is to promote a spirit of enquiry and an interest in the world, its people and places.

The History Curriculum includes a study of characters and events from the past. Children are encouraged to make comparisons between their own lives and those of people in the past, and to acquire a sense of chronology.

In Geography children learn about the world and its human and physical features.

The study of place enables children to gain an understanding of their own position in society and to reflect upon the environment and the impact of change upon it.

PERFORMING ARTS & MUSIC (Lead: Mrs Meakins)

Children are encouraged to develop a growing appreciation of a variety of music and drama. Listening to classical and modern music is an integral part of the curriculum as is learning and singing a range of songs from all over the world. They are encouraged, through progression of experiences, to recognise musical qualities, such as differences in sound and rhythm using percussion instruments to construct sound stories and simple tunes.

Whole School Celebrations such as Harvest, Christmas and Easter occur through the year, culminating with end of year concerts in the summer term. We are proud of the quality of the children's performances which substantially contribute to our pupils' confidence and independence.



P.E. (Lead: Mrs McDougall)

P.E. is a foundation subject in the National Curriculum. At St. Andrew's C.E. Infants' School we encourage children to enjoy physical activity by providing a broad and balanced diet of experiences through gymnastics, dance and games. We aim to develop physical skills such as gross and fine motor skills that are required in all areas of their day-to-day life.

We encourage pupils to work successfully with and against others, by making up their own games and investigating mutually acceptable rules. We help them experience success and establish a good self-image, through performing and mastering a skill and valuing the contribution which P.E. and exercise can make towards their health.

At St. Andrew's C.E. Infants' School, we offer several extra-curricular activities to Year 2 children: such as swimming in the Summer Term and school clubs which include curling, cricket and gardening. Sports funding has provided our school with a sports coach who works with classes and staff and also provides lunchtime/after school activities along with a 'gymnastic group'. We are a member of the Primary P.E. Association.

Outside providers offer opportunities for football and karate.



ART AND DESIGN (Lead: Mrs Weston)

At St. Andrew's we value Art and Design greatly. Through art and design, our children develop their creative thought, feelings, perceptions and values. They experiment with different media developing and increasing their confidence and control over processes involved.

Our purpose is to develop the ability to observe and examine the world about them and begin to understand the basic principles and ideas in art and design by colour mixing, exploring pattern, texture, line, tone, etc.

They will encounter art and craft from different time and places. The children learn to communicate their ideas, learning to modify and evaluate their work in the making process with the adult involved.

We also explore a range of I.C.T. art programs which include MS Paint and Dazzle. This allows the children to create different effects that would not normally be achieved through class based resources.

Each year we take part in the Towner Schools Art Project with years 1 and 2 submitting a piece of art from both year groups.

DESIGN TECHNOLOGY (Lead: Mrs Heath)

Pupils are taught how to solve a problem through research and design. They discuss their ideas, then plan and develop a chosen idea, focusing on a range of skills and using a wide selection of materials. Work is evaluated and assessed by both pupils and staff during this process.

D.T. opportunities are also found in other subjects and are explored as part of a Year group topic or focus.

SPECIAL NEEDS (Our SENCO: Mrs O'Neill-McGuinness)

St. Andrew's C.E. Infants' School recognises that every child has specific educational needs and the school is committed to meeting the entitlement of each child. We do this by providing quality first teaching for all, irrespective of the varied needs of the children's academic, social, emotional, communication, sensory and physical. If support is required we do this as a gradual response 'Assess Plan Do Review'.

Support may be given within the classroom, on a withdrawal basis, or as intervention groups, where appropriate. Consultation with parents is vital at all stages. Early identification and monitoring and liaison with outside agencies ensure greater success for each individual child. Provision is also made for children who display a special aptitude in any area of the curriculum.

The Special Needs Department is co-ordinated by the SENCO. This teacher liaises closely with all staff in order to reinforce the curriculum and to meet the specific needs of the individual child.

For more information see our 'Local Offer' on our website.

P.S.H.E.E (Lead: Mrs Weston)

The aim of personal, social health and economic education at St. Andrew's C.E. Infants' School is to help children understand and value themselves as individuals and as responsible and caring members of society. Alongside this the children develop their social and emotional aspects of learning.

Whilst the delivery of P.S.H.E.E. pervades all areas of the curriculum, opportunities are set aside for children to develop skills and qualities through focused learning.

At St. Andrew's C.E. Infants' School we believe that P.S.H.E.E. plays a very important role in the children's development and, therefore, lies at the heart of the curriculum.

PLAYGROUND

The aim of the playground is to provide an enjoyable and happy environment where children can play both independently and co-operatively. Children are encouraged to play safely and show care and respect for each other, the playground environment and the equipment.

We provide a stimulating and challenging environment by providing boxes of activities, footballs, basketballs and other outdoor equipment. Designated areas provide a range and variety of activities and provision is made for physical exertion, ball and team games, creative and imaginative play and quiet areas for reading.

Using funding from the Health Improvement Scheme we have had a trim trail fitted and FS areas resurfaced. We also had a football/cricket/short tennis pitch fitted this year, along with basket ball nets.

During the summer months the children are encouraged to wear sunhats and to use the shaded areas which include parasols and covered areas.

At each morning break, the children are supervised by both qualified teachers and support staff. At lunch time play they are supervised by MDSA's.

THE SECRET GARDEN

The garden provides an outdoor environment that gives the children opportunities for reflection and quiet times, as well as observing nature at first hand. Areas of the playground provide shade, and benches enable children to read and draw comfortably.



UNIFORM

The St. Andrew's C.E. Infants' School uniform is navy/dark grey trousers for boys or skirts for girls with a white polo shirt and a sweatshirt or cardigan. Sweatshirts and cardigans as well as P.E. tops are available from Price & Buckland. School uniform encourages a sense of pride in appearance and of belonging.

CLUBS

A variety of extra curricular activities are offered to Year 2 children in order to broaden their interests and equip them with skills they can develop at Junior School. The staff at St. Andrew's C.E. Infants' School give generously of their own time and offer a range of extra-curricular clubs at different times during the year.

Outside agencies also offer clubs such as football, guitar and karate to the whole school.

EARLY MORNING CLUB/ ST ANDREW'S OWLETS

An Early Morning Club has been organised for working parents wishing to leave their children at school from 7.55 a.m.

We also have an after school club that runs from 3 - 5.30 p.m. Monday to Friday for our pupils. A small snack is provided such as a piece of fruit, cereal bar or sandwich along with a range of different activities for children to enjoy.

Parents wishing to use these services will need to complete the appropriate registration form. No guarantee of places can be made and a commitment of at least one term is required. Places will be allocated on a first come first served basis.

TAXI SERVICE

Some parents require taxis to collect their children from School. It is essential we follow certain procedures, in order to verify the authenticity of the taxi driver and company. We request that you complete an "End of the Day Change of Arrangements" form, available from the office, giving the name of the taxi company. Please give this to your child's class teacher. We would like to stress to parents when you place the booking for the taxi, to please ask the taxi driver to bring his/her Identification when they come to collect children.

SCHOOL MEALS

Since September 2014 the new Free School Meal structure means that all our children are able to take up a Free School Meal. If you prefer you may still provide a packed lunch for your child.

PUPIL PREMIUM

Our pupils, whose families are in receipt of Income Support, income-based Jobseekers Allowance, income-related Employment and Support Allowance, support under Part 6 of the Immigration and Asylum Act 1999, Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by Her Majesty's Revenue and Customs) can benefit from £1,320 which is funding given to the school to provide further learning opportunities. If you are in receipt of any of these please complete the form available in the school office for checking eligibility. A free sweatshirt and bookbag are on offer for every new pupil in receipt of Pupil Premium!

MILK

All children under 5 qualify for free milk. Our provider is Cool Milk on 0800 3213248.

HOLIDAYS - SCHOOL CALENDAR

Holiday dates for the school year are included on our School Calendar and reminders are given in our Newsletters.

TIMETABLE FROM SEPTEMBER 2019 TO SEPTEMBER 2020 DATES

TERM 1 2019

Starts Thursday 5th September, 2019
Ends Friday 25th October, 2019
Half Term Monday 28th October - Friday 1st November, 2019

TERM 2 2019

Starts Monday 4th November, 2019
Ends Friday 20th December, 2019
Christmas Holiday Monday 23rd December, 2019 - Friday 3rd January, 2020

TERM 3 2020

Starts Monday 6th January, 2020
Ends Friday 14th February, 2020
Half Term Monday 17th February - Friday 21st February, 2020

TERM 4 2020

Starts Monday 24th February, 2020
Ends Friday 3rd April, 2020
Half Term Monday 6th April - Friday 17th April, 2020

TERM 5 2020

Starts Monday 20th April, 2020
Ends Friday 22nd May, 2020 (Monday 4th May Bank Holiday)
Half Term Monday 25th May - Friday 29th May, 2020

TERM 6 2020

Starts Monday 1st June, 2020
Ends Wednesday 22nd July, 2020

UNAUTHORISED ABSENCES

To comply with legislation, we have to publish absences from the school.

Number of pupils on the School roll for period September, 2017 to July, 2018 = 313

Percentage of authorised absences: 4%

Percentage of unauthorised absences: 1.1%

ABSENCE

It is a legal requirement for parents to inform the School of the reason for a child's absence. We request that parents do so on **each day of absence**. This can be followed by a letter, or relevant absence form as detailed above.

HOLIDAYS IN TERM TIME

From 1st September 2013 new guidance was issued by the Dept of Education and applies to all absences in term-time. An absence during term-time, including family holidays is not a right. In the case of an unauthorised absence a Penalty Notice will be issued to each parent and a fine of £60 which increases to £120 if not paid within the first 21 days.

FURTHER INFORMATION

Freedom of Information Act 2000 (FOIA)

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. Ask at the school office who will let you see the scheme or provide you with a copy free of charge.

Personal information is exempt under the FOIA. However individuals may continue to make a "subject access request" under the Data Protection Act. If a request is made for a document eg Governing Body minutes which contains personal information, the minutes may be issued by blanking out the relevant personal information.

Parents wishing to see copies of any reports which have been produced by H.M.I./OFSTED about the school and syllabuses and schemes of work in use at the school should contact the Head Teacher.

DATA PROTECTION - GDPR

Schools, Local Education Authorities and the Department for Education and Skills (the Government Department which deals with education) all hold information on pupils, in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, among other things, that the data held about pupils must only be used for specific purposes allowed by law. We are, therefore, writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The **school** holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Education Authority (LEA), to another school to which the pupil is transferring, to the Department for Education and Skills (DfES), and to Qualifications and Curriculum Authority (QCA) which is responsible for the National Curriculum and associated assessment arrangements.

The **Local Education Authority (LEA)** uses information about pupils to carry out specific functions for which it is responsible. Information about individual pupils is used for:

- The assessment of any special educational needs the pupil may have.
- The provision of LEA services supporting individual pupils.
- The processing of preferences for school admissions and the allocation of school places.
- Assisting in the transfer of information when pupils move between schools.

The LEA also uses statistical information aggregated from individual pupil records to monitor pupil performance and progress, and to allocate funding to schools. Statistics are used in such a way that individual pupils cannot be identified.

The **Qualifications and Curriculum Authority** uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to the DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

The **Department for Education and Skills** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. The DfES will feed back to LEAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If your child wishes to access the personal data, or you wish to do so on their behalf, then please contact the school or the appropriate organisation in writing. Contacts for other organisations are:

- The LEA's Data Protection Officer at PO Box 4, County Hall, St Anne's Crescent, Lewes, BN7 1SG.
- The QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA.
- The DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.

PRIVACY NOTICE

(How we use pupil information)

St Andrew's C.E. Infants' School processes personal information about its pupils and is a 'data controller' for the purposes of Data Protection legislation. We collect information from you and may receive information about your child from their previous school.

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment Information (such as children's progress and attainment, statutory test results e.g. SAT's and Phonic Screening)
- Pupil's reports (such as Report Cards twice annually and full Report once per year)
- Medical Information (provided by parents and by outside agencies e.g. Scott Unit)
- Special Educational Needs Information (such as EHCP's, Provision Maps, Health/School Care Plans, Risk Assessments)
- Exclusions/behavioural information/safeguarding (such as records of behaviour)

Why we collect and use this information

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress

- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to contact parents and families
- to monitor attendance at school
- to keep pupils safe:
- to assess medical needs
- to ensure children's safety (emergency contact)
- to comply with safeguarding regulations
- to meet the statutory duties placed upon us

The lawful basis on which we use this information

We collect and use pupil information under GDPR Article 6. We only collect and use pupils' personal data when the law allows us to. Most commonly we process it where:

- we need to comply with a legal obligation
- we need it to perform an official task in the public interest

Less commonly we may also process pupils' special category data set out in Article 9 of the GDPR in situations where:

- we have obtained explicit consent to use it in a certain way
- we need to protect the individuals vital interests or someone else's interests

Where we have obtained consent to use pupils' personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn.

Some of the reasons listed above for collecting and using pupils' data overlap, and there may be several grounds which justify our use of this data.

How we collect pupil information

We collect pupil information via registration forms at the start of the year or Common Transfer File (CTF) or secure file (hard copy/electronic) transfer from previous school.

Data is essential for the schools' operational use. Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

All personal data is subject to a retention policy which details how long we will retain the information. This is governed by the category of data and the requirements to hold it in our records in line with statutory provisions or other operational requirements.

Please contact the school office for our Records Management Policy 2018.

We hold pupil data for:

- Admission data for 3 years when it is then passed onto their next school

- Medical/First Aid data is held until the child is 21 years of age
- School Information System Data (currently indefinitely)
- Assessment data for 3 years when it is passed onto their next school
- Exclusion information (currently indefinitely)
- Safeguarding information for up to three years when it is then passed on to their next school (plus a further six months in case of queries). Should a child be missing in education, the data will be kept until the child reaches 25 years of age.

Who we share pupil information with

We routinely share pupil information with:

- schools that the pupils attend after leaving us
- our local authority
- the Department for Education (DfE)
- the school health team
- School services providers e.g. Parentpay, Coolmilk, School Ping
- Our regulator e.g. Ofsted
- Police
- Professional bodies

Why we regularly share pupil information

We do not share information about our pupils without consent unless the law and our policies allow us to do so.

The Department of Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about our pupils with the Department of Education (DfE) either directly or via our local authority for the purpose of those data collections.

We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who

promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

How Government uses your data

The pupil data that we lawfully share with the DfE through data collections:

- underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school
- informs 'short term' education policy monitoring and school accountability and intervention (for example pupil progress measures)
- Supports 'longer term' research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

Data collection requirements

To find out more about the data collection requirements placed on us by the Department of Education(for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Mrs Meakins.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- a right to seek redress, either through the ICO or through the courts

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

Data Protection Officer

East Sussex County Council: Peter Questier (Information Governance Team, Children's Services)

Data Protection Lead:

St. Andrew's CE Infants' School: Mr Lewis Robson

However, please contact the school in the first instance if you have a query regarding this privacy notice or how your information is used.

INFORMATION ABOUT ADMISSIONS TO ST. ANDREW'S C.E. INFANTS' SCHOOL

The County Council makes arrangements for the admission of children to this school at age 4+. A detailed description of the arrangements is contained in the booklet "Applying for a school for your child 2018/2019". A copy can be obtained from the School Admissions Section, Education Department, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes, BN7 1SG (Tel: 0345 6080190). A copy is also available for inspection in the School.

However, 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:

- i) Children with strong medical or exceptional evidence which leads the Director of Education to conclude that attendance at any other school would be inappropriate.
- ii) Children who will have a brother or sister at the school at the time of admission.
- iii) Children wishing to transfer between a 'linked' infant and junior school.
- iv) Children living within a predefined community area, prioritised if necessary on the basis of the shortest route from home to school using 'A', 'B' and 'C' roads.
- v) Children living outside the predetermined community area, prioritised if necessary on the basis of the shortest route from home using 'A', 'B' and 'C' roads.

LINKS WITH PRE-SCHOOLS

Liaison takes place with the various pre-schools whose children come to St. Andrew's C.E. Infants' School. Visits are organised and children visit the school in Term 6 before they start their school career.

The smooth transition from pre-school to Infant School is considered of great importance so that the children are made to feel secure and confident.

LINKS WITH JUNIOR SCHOOL

At 7+ our children transfer to a junior school of the parent's choice.

Professional links are maintained between the schools and in the year before transfer opportunities are arranged for children's visits and teachers' consultation. St. Andrew's is linked closely with Tollgate Community Junior School, with staff working closely together to ensure children's steps from infants to juniors are exciting and well-supported.

LINKS WITH PARENTS

We believe that co-operation, contact and mutual understanding are fundamental in fostering a friendly and open relationship between home and school. This relationship should be one which gives the child a secure base in which parents are involved and supportive in their children's learning. We encourage parents to take an active part in the School and work with children during the school day.

Parent/Teacher Consultations are held on a regular basis, starting with an initial meeting with the class teacher before your child starts school. A member of the teaching staff holds the position of Parent Link Co-ordinator and meets with parents informally throughout the year.

Parents are kept clearly informed about the progress of their children through parents evenings, report cards and detailed reports.

Parents, families and friends are all warmly invited to celebrations of events during the school year and the strong Parent Teacher Association provides a vital link of communication between parents and school.

