

**St Margaret's Collier Street (VC)
Church of England
Primary School**



'Learning as we grow. Growing as we learn. Rooted in Jesus.'

**School Prospectus
2024/25**



St Margaret's Collier Street School



Aims and Values

'Learning as we grow. Growing as we learn. Rooted in Jesus.'

A rural community, learning and growing together, sharing the love of God. We believe that each individual will be inspired and nurtured so that they flourish in their learning, relationships and personal growth so that together we discover life in all its fullness.

As an Anglican Church School, we create and sustain an ethos based on the Christian values of friendship, fairness, respect and helpfulness. We aim to nurture and develop positive spiritual, moral, social and cultural attitudes within our community. Religious Education and collective worship are central to the life of our school, whilst reflecting the rich variety of religious traditions and diversity of our society.

We provide a secure, happy and well disciplined environment in which individuals flourish. Our expectations for achievement are high. We inspire children to develop a love of learning, broadening their creativity and enabling them to discover their full potential. The curriculum will aid this by particularly focusing on:

1. Globalisation and interdependence
2. Identity and diversity
3. Concern for the environment
4. Self awareness and reflection /Empathy
5. Critical and creative thinking

Consequently, we prepare responsible and assured citizens who will make a valuable contribution to society of the future.

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St Margaret's, Collier Street Church of England Primary School Home-School-Pupil Agreement

Our school values the development of a strong and purposeful partnership between parents and the school. This agreement provides a framework for the development of this partnership. The success of the agreement will depend less on its content than on the spirit in which it is approached.

As a church school, we strive to develop this partnership within a Christian context especially focusing upon our four identified values of respect, fairness, helpfulness and friendship. We aim to:

- Provide a happy, secure and well-disciplined environment in which children are encouraged to grow and develop into independent, responsible and self-assured young citizens who can contribute positively to their world
- Achieve high standards of behaviour through building good relationships and developing a sense of personal and social responsibility
- Provide a broad, balanced and ambitious curriculum to encourage all children to use their talents and skills
- Have high expectations for academic achievement based on the need for all children to develop to their full potential
- Keep you well informed about school matters and provide information about your child's progress as well as information about their practical and social skills
- Provide homework in line with our policy
- Inform families about any concerns or difficulties at school
- Be open and welcoming and offer opportunities for families to become involved in the daily life of the school.

Class Teacher's signature

As a family we will:

- Support and work with the school and encourage a positive attitude to education and the adults and children who work in the school
- Support the school's 'Golden 5 Rules' and guidelines for behaviour
- Ensure that our child attends school regularly and punctually and provide an explanation for absence
- Unless there are exceptional reasons, ensure that family holidays are never taken during term time
- Support our child in homework and in other home learning opportunities
- Support the school's uniform policy
- Approach, in the first instance, our child's class teacher if we have an issue
- Attend meetings at the school to discuss our child's progress and to learn about the work of the school.

Parent's signature

As a pupil I will:

- Help to make our school a happy, calm and friendly place
- Be helpful and fair to others
- Always try to do my best
- Keep to the 'Golden 5'
- Look after and respect myself, my belongings and everyone.
- Display good manners & politeness at all times.

Child's signature

ORGANISATION

The school roll at the present time is 123 children. Our four classes are organised by age, and each includes two year groups. This means that there is a wider ability range within each class and so the children are taught by the most relevant method. This may be, as a class, in a group or individually according to the children's needs and the context of the lesson. All work is planned, monitored and directed by the class teacher.

2023/24 Class Structures

Russet Class
Yr R and Yr 1

Pippin Class
Yr 1 and Yr 2

Bramley Class
Yr 3 and Yr 4

Discovery Class
Yr 5 and Yr 6

The work of the school is closely monitored with visits by members of the Governing Body. There are very positive working relationships between Governors, the Headteacher and the Staff. Our aim is to work together as a team for the benefit of the children and school as a whole.

We try to enhance the children's day to day life with stimulating and interesting events such as speakers, musicians, visiting theatre groups and educational visits. Outdoor activities range from organised educational visits to tasks involving and improving the school and village environment. Opportunities to widen children's experiences are high on our agenda.

Whenever possible we participate in village activities to strengthen links with our community.

Arrangements for transfer to Secondary School can be found later in this booklet. An annual meeting is held for children in

Years 4 and 5.

F.O.C.S.S.

Friends of Collier Street School is a voluntary body of parents, friends, staff and governors who support the school. New parents are automatically members of FOCSS.

It is a thriving organisation which organises a programme of fundraising and social events annually.

More information is available on the school website under 'FOCSS'.

SCHOOL UNIFORM

We believe a uniform looks smart, is practical and gives children a sense of pride in both their appearance and the school. Uniform also helps to eliminate any pressure which children often put on parents to be fashionable.

Our uniform is attractive and easily available. There is a school uniform shop which is open after school on Thursday in the school hall.

Jewellery is inappropriate for school. The Local Authority ruling is that no jewellery of any description should be worn during physical education and swimming. This ruling is entirely for the safety of your child and others. The school cannot accept responsibility for loss or damage to any such items.

The Governors of the school request the support of all parents in providing the appropriate uniform outlined.

Uniform (KS1 Yr R – Yr 2)

Winter

White polo shirt
Grey skirt/pinafore
Black or grey trousers
Green cardigan or V neck jumper with school logo (school shop)

Summer

White polo shirt
Green/White striped or checked dress
Black or grey shorts
Green cardigan or V neck jumper with school logo (school shop)

Uniform (KS2 Yr 3 – Yr 6)

Winter

White shirt
Tie (school shop)
Grey skirt/pinafore
Black or grey trousers
Green cardigan or V neck jumper with school logo (school shop)

Summer

Green/White striped or checked dress
White shirt
Black or grey trousers or shorts
Green cardigan or V neck jumper with school logo (school shop)

P.E. Kit

Green Shorts
White T Shirt (school shop)
Green Hoody (school shop)
Trainers (for outside)
Plimsolls (for inside)
P.E. Bag – named (school shop)
Black jogging bottoms

Footwear

Plain black shoes.

No Trainers (except for PE)

RIGHT FROM THE START!

PRE-SCHOOL VISITS and ADMISSION

Our first priority is for your child to feel secure, safe and happy at school. We encourage all prospective parents to visit the school and to work together with teachers to prepare your child for school. Many children go to nursery or play group, which can benefit your child socially and educationally. However, the 'school' day tends to be more structured and you should expect your child to be more tired than usual.

We admit children in September. All children are offered the opportunity to attend one session at school with a parent and one whole day before they start school.

In line with all Community and Voluntary Controlled Schools, admission will be determined using criteria. Please see our website for further information.

THE SCHOOL DAY

08:45 Gate opens/school starts

09:05 Act of Worship

09:15 Session One

10:15 Break time KS1

10:30 Break time KS2

10:45 Session Two

12:00 Lunchtime KS1

12:05 Lunchtime KS2

13:00 Session Three/Four – KS2

14:30 KS1 Break time

14:45 KS1 Final Session

15:15 School Ends

Unless attending Breakfast Club, no child should arrive in school before 08:45. Children are to make their way to their classroom. If you arrive late, please bring your child to the office to make sure they are marked present on the register and if applicable, a school lunch is ordered. No responsibility is accepted for any child on the premises before 08:45 or after 15:25 unless the child is in a group organised by teaching and support staff. Obviously,

special circumstances outside of these hours will from time to time be viewed sympathetically.

School ends for everyone at 15:15 unless the children are attending clubs. Parents are requested to be ready at school to collect at 15:15. If for any reason you are delayed, please try to contact the school to warn us of your late arrival. Children whose parents/carers arrive late will be sent to wait in the welcome area for safety.

SCHOOL MEALS

All children stay in school at lunchtime for the mid-day meal. Facilities are available to eat a packed lunch or a hot meal. Hot meals are prepared at East Farleigh Primary School. The caterers prepare meals to National Nutritional Standards. We discourage squash, chocolate, and crisps in packed lunches. Fizzy drinks are not permitted. Portions of fruit are encouraged.

Meals are served at 12:00/12:05 and lunch is a social occasion where good manners are expected.

For KS2 children dinner money must be paid for in advance and details of costs will be supplied on request.

However Universal Free School Meals are provided for all KS1 children.

CURRICULUM

Children follow all aspects of the legislated Curriculum *which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*. In addition the Governors, Headteacher and Staff place a strong emphasis on personal and social skills. We want our children to develop into responsible adults with positive attitudes to their world. These skills are developed consistently through all teaching, learning and social situations within school. Self-discipline and respect for themselves and others are encouraged constantly.

Our approach towards the delivery of the curriculum is based on structured programmes of learning allied to the requirements of the National Curriculum and the Early Years Foundation Stage. We expect children to give of their best and take pride in their work. A positive approach to achievement and success is adopted.

The Headteacher and staff work closely together to monitor children's progress and address needs as they arise. We aim to stimulate a love for learning and a desire for challenge.

All our staff are dedicated, committed and caring professionals. We have regular staff development to keep pace with current educational practices. The quality of delivery of the curriculum stems from good teachers.

We use educational visits, computing, guest speakers and visitors to extend the children's learning opportunities.

ENGLISH (see our website)

We aim to provide a language rich environment in our school. All aspects of English - spoken language, reading, writing, handwriting, spelling and grammar have clear developmental programmes.

Spoken language skills are taught through story, poetry, drama and discussion. Children are actively encouraged to read aloud and develop confidence in speaking. Our reading programme is carefully structured and developed. The programmes of study for reading at Key Stages 1 and 2 in the national curriculum consist of two dimensions:

- word reading
- comprehension (both listening and reading)

Children begin by following an effective, systematic phonics programme Little Wandle .

Comprehension skills develop through children's experience of reading and discussing a range of stories, poems and non-fiction. All children are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases vocabulary because children encounter words they would rarely hear or use in everyday speech and this feeds the imagination.

We ask our parents to take an active role in their child's development of reading by hearing them read on a regular basis, by discussing what has been read and by providing opportunities within the home for reading activities to take place. There is a home/school contact book for these reading activities.

We hope that you will enjoy sharing books with your child and there is one golden rule about learning to read – it should be a happy experience.

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing.)

Handwriting of individual letters is taught alongside acquisition of sound/letter correspondences. A cursive handwriting style is developed from Year 2 onwards and presentation of work is given a high priority across the school. Opportunities are given to develop a range of writing skills - personal, descriptive, imaginative and informative. From time to time we find opportunities for children to share their writing with different audiences. Language skills are developed throughout the curriculum to ensure meaningful learning.

We continually add material to our comprehensive non-fiction library, which all children are encouraged to access.

MATHEMATICS (see our website)

We aim to provide a mathematically rich environment at St Margaret's school. We provide opportunities to develop mathematical skills throughout the curriculum, which are supported by the school environment.

Mathematics is an essential life skill and we aim to provide all children with a foundation for understanding the world. Through teaching and learning in this area we aim to develop children's confidence and enthusiasm in using and applying mathematical skills and knowledge to the world around them.

We aim to ensure that all pupils become fluent in the fundamentals of mathematics through creative and innovative activities, opportunities to use and apply knowledge and through the use of manipulatives. The national curriculum states that reasoning should underpin mathematics teaching; we provide regular opportunities for children to reason mathematically by following lines of enquiry, using

mathematical vocabulary and applying knowledge and understanding to new tasks.

We teach times tables and the related division facts throughout the school in a variety of ways as they strengthen many other areas of the mathematics curriculum. They are assessed on a regular basis.

SCIENCE

Science stimulates and excites pupil's curiosity about the world around them. Much of the work is based around practical activities and investigations where children can explore and observe scientific phenomena for themselves. Over their time at the school, pupils will develop scientific processes; observing, testing, making hypotheses and recording and communicating their findings. In Key Stage 1, there is a focus on first hand practical experiences. By Key Stage 2, pupils are encouraged to choose the most appropriate method to answer a range of scientific questions including observations, experiments and the use of secondary sources.

Pupils are encouraged to think for themselves and begin to question what is going on around them, thinking more deeply. The subject involves co-operation, perseverance and a respect for evidence. Scientific knowledge and vocabulary is built up progressively through a range of topics that are taught over both key stages.

COMPUTING

Computing lessons aim to make pupils digitally literate, expressing and presenting their ideas using a range of information and communication technology and becoming confident in an ever more digital world. A key part of this curriculum is teaching pupils to use programs safely and responsibly.

There is also a focus on understanding how digital systems work so that pupils are able to use programming more effectively. Computing has an important role to play across all areas of the curriculum and is used to enhance learning and understanding in a range of other subjects.

WORSHIP

We are a Church school and maintain strong links with St. Margaret's Church. Throughout our school day we seek to promote a Christian and moral understanding of care for others. This is achieved both overtly through religious teaching with a Christian emphasis, and is also present in the whole ethos of our school.

Worship is an important part of our lives and is in line with the beliefs and practices of the Church of England. It is our aim to give all children the opportunities to extend their knowledge of, and respect of, other faiths.

The Vicar visits the school frequently for Acts of Worship and to talk with the children. We also make active use of our Village Church for end of term services, special festivals and within the curriculum.

RELIGIOUS EDUCATION

Religious Education is based on the Kent Agreed Syllabus. A variety of religions are taught with an emphasis on Christianity. Parents may, if they wish, have their children withdrawn from specific religious teaching or collective worship. Either the Headteacher or class teacher will make alternative provision for pupils who are withdrawn.

HISTORY

History fires children's curiosity about the past in Britain and the wider world. We aim to develop the child's interest in the world around them and consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their

knowledge of significant events and people. As we believe in active learning, we like to make great use of people, local places of interest, artefacts and old photographs.

GEOGRAPHY

The emphasis for the younger children is based on their immediate environment, for example, their home, where they live, how do they come to school? Gradually, the geography curriculum broadens to incorporate the local and wider world, near and far. Over time teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments together with a deep understanding of the Earth's key physical and human processes.

Both knowledge and skills play an equal part, as does learning to care for our world. As children develop, discussion will broaden out to conservation issues, care for our world and use of resources in the future. We include opportunities to participate in fieldwork, either locally or at places further afield. This will include interpreting a range of sources including maps and aerial photographs.

Geography, like science and history, is approached on a themed basis as the children mature to enhance subject understanding.

DESIGN TECHNOLOGY

Design Technology involves the children in practical activities in which designing, making, testing and adapting are essential areas. The children will be encouraged to find practical solutions to problems. Design technology has a special relationship with other curriculum areas such as science, art and mathematics. The children will be given opportunities to work in groups where co-operation and language skills will also be developed.

We aim to teach children to use a range of tools and to acquire skills while recognising the need for safety and care.

We consider learning how to cook a crucial life skill and so children will be given considerable opportunities to understand and apply the principles of nutrition whilst preparing and cooking a range of food from around the world.

MUSIC

All children have the opportunity to take an active part and are encouraged to listen, participate and perform, using both their own voices and musical instruments. We aim to develop a sense of enjoyment, rhythm and melody. We arrange for specialist music teachers to take lessons during school time, eg. recorder, piano and wind instruments. There is a charge for this specialist tuition which is not normally available in schools. Fees are reasonable and some instruments can be hired. Full details of lessons and tuition fees are available from the office. Our aim is for all children to feel they have a valid contribution to make to music within school. Individual talent is actively supported.

ART

Art is an area for personal expression of feelings and talents, so children are encouraged to see themselves as 'artists', using their skills in drawing, painting, design and 3-dimensional work. Whilst art is integrated into the curriculum, and is reflected in many subjects, the skills and techniques are taught specifically from early years to Year 6. Children are given the opportunity to use a variety of media, with an emphasis on creativity and experimentation. They are also encouraged to develop individuality and critical awareness in their work.

The use of sketchbooks to develop and share ideas is introduced in Key-Stage 1, and the children are introduced to the work of artists, architects and designers. The presentation and display of the children's art is given prominence in our school. We aim to create a stimulating

learning environment in school through display.

PHYSICAL EDUCATION

Physical Education is concerned with the promotion of positive attitudes towards physical activity and a healthy lifestyle. Our aim is to provide all children with opportunities to acquire the skills needed to participate with confidence and enjoyment in a range of individual and team activities at school and in the wider community.

All children take part in two hours of high quality P.E and sporting activities each week.

A well balanced programme of sporting activities is provided for the children that includes dance, gymnastics, swimming, athletics and games.

Children have the opportunity to take part in sporting activities within the school and with other schools including local tournaments and competitions, eg. football, netball, tag rugby, Kwik cricket, rounders, and swimming.

All pupils in Year 6 have the opportunity to take part in a weeks' residential visit at an Activity Centre. A range of outdoor and adventurous pursuits are offered.

MODERN FOREIGN LANGUAGES

All children within Key- Stage 2 learn a Modern Foreign Language. Children are encouraged to discover and develop an appreciation of different languages and their associated cultures, laying the foundations for languages at Key-Stage 3. We currently teach French to our children, using games, songs, stories and rhymes to develop vocabulary and the confidence to communicate in a language other than their own. The emphasis is on practical communication through listening, writing, speaking and practising accurate pronunciation.

RELATIONSHIP HEALTH EDUCATION (RHE)

RHE plays an integral part in school life. We place great importance on how we interact with each other and the world around us. We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development. We help our children develop as members of a society in which people strive to do their best and to care for themselves and others.

We value truth, justice, and the rule of law. We value the environment as the basis of life and a source of wonder and inspiration.

Topics include: Ourselves, Healthy Lifestyles, Road Safety and Internet Awareness.

SEX AND RELATIONSHIP EDUCATION (SRE)

The Governors of the School have a statement of policy on SRE and it is based on the premise that all life is from God and we are created in the image of God. This is available for parents on our website or on request. A summary of the policy is outlined.

- Sex Education is developed sensitively within a Christian, caring and informative whole school framework.
- Understanding the reproductive systems of plants, animals and humans is an integral part of the National Curriculum.
- Sex Education should be part of a continuing programme throughout the school of Health Education which allows children to acquire information and knowledge and then to make informed decisions about themselves and their relationships as they develop and mature.

HOMEWORK

Some homework is set on a regular basis for all the children. At KS1 this will be mainly reading activities. At KS2 homework will include activities that will

build on work completed in the classroom, as well as activities to develop independent study. We encourage parents to read to their children, as well as to hear their children read, all the way to Year 6.

BREAKFAST CLUB

This operates 5 days per week from 7.45-8.45am, £4.00 per day.

AFTER SCHOOL ACTIVITIES

We offer a range of extra-curricular activities both at lunchtime and after school for both KS1 and KS2 children. A list is published each term. The following clubs have been offered in the past: Samba Drumming, Computing, Gym, Cookery, Games, Art, Choir, Orchestra, Eco-Club, Tennis, Zuu Training, Gardening and Basketball.

Written permission must be given for children to attend after school clubs.

CHARGING

It is against the law to charge for school activities or visits which are part of the legislated curriculum. However, schools are allowed to request contributions towards the cost of visits etc. No child may be excluded because of a parent's inability or lack of support in paying.

PARENTAL HELP

We are always grateful for the help which parents give us in so many ways. This help ranges from parents helping in the classroom to transporting children to sports matches and visits.

MEETING INDIVIDUAL NEEDS PASTORAL WELFARE and DISCIPLINE

Our school is a place of learning where teachers teach and children learn. Behaviour that prevents learning is therefore not acceptable. We want children to learn care and respect for others and to develop their own self-discipline.

This is an important part of the ethos of our school and is reinforced through praise and reward.

We recognise and celebrate achievements both in and outside school. Merit badges and certificates are awarded for a variety of reasons.

If a child does not meet our expectations, sanctions usually take the form of the loss of privilege. Where a child's behaviour or work causes us serious concerns we shall contact the parents immediately so that the matter can be discussed and their co-operation enlisted in order to resolve the difficulty as soon as possible.

ADDITIONAL NEEDS

Whenever feasible, we will do our utmost to ensure children with additional needs are included in every aspect of school life. Our aim is to identify and support children who need additional consideration at an early stage. Early identification has been shown to be one of the key factors in ensuring a child with additional needs makes the best academic progress. Hence we regularly monitor children's progress in order to identify any barriers to learning. If there are any concerns or additional support to consider, parents and/or carers will be contacted, and together we will consider the next steps.

Where appropriate, additional support is available to develop children's academic, social and physical needs. Support is available across the range of learning ability, developing children's skills across the academic spectrum. If a child has a special talent or ability we seek to both broaden and develop that child as fully as possible.

Our expectations for academic achievement are high. We encourage all children to do their best and praise effort, determination to succeed and attitude towards learning, as well as academic achievement.

EQUALITY

The school is committed to ensuring each child is able to access all areas of the curriculum. Please see our Special Educational Needs and Single Equality Scheme Policies on our website for further information.

SAFEGUARDING

The school is committed to safeguarding and the Headteacher is the Designated Safeguarding Lead with Mrs Andrea Drury, Deputy Designated Safeguarding Lead. All staff receive regular safeguarding, including child protection training.

GIFTED AND TALENTED

The school acknowledges that children who are exceptionally gifted or talented do have 'Additional Educational Needs'. For these children the Curriculum is differentiated so that they are given extension and enrichment activities. Grouping of children in reading, spelling and maths helps to facilitate extension work. The school also uses other strategies to support and extend able children, eg. thinking skills and problem solving.

INCLUSION, RACIAL EQUALITY AND DISABILITY

The school is committed to welcoming people from all walks of life and treating them equally. Policies on Inclusion, Racial Equality and Disability are available from the school office/website.

OUTSIDE AGENCIES

In order to support you and your child fully we have contact with a number of external agencies.

- Local Health Authorities, such as Physiotherapist or Occupational Therapist
- The Education Welfare Officer
- Educational Psychologist
- Specialist Teaching Service
- Speech and Language Therapists

COMMUNICATION

ABSENCE, LATENESS and ILLNESS

It is a requirement in law that all absence be recorded and unauthorised absence noted. The Headteacher is required to report frequent unauthorised absences to the Governors and the Attendance Service. If your child is ill, has a doctor/dental/hospital appointment or any other justifiable reason for absence, the school must be notified personally, by telephone, writing or by email. All lateness will be noted.

Our rate of unauthorised absences in the academic year 2022/23 was 0.5%. Our rate of authorised absences was 4.3%. Leave of absence in term time can only be authorised in exceptional circumstances. Holidays are not authorised.

Please do not send your child to school if they are ill. It is unfair to other children if your child has an infection of any kind. Illness spreads quickly among children.

COMPLAINTS

The Headteacher is available to discuss any complaints. If concerns remain after discussion with the Headteacher, then parents are requested to refer the matter in writing to the Chair of Governors. A panel of Governors exists to consider such complaints. A copy of our Complaints Procedure is available from the website.

EXCLUSION

In the very unlikely event that the Headteacher determines a child is to be excluded the following process will come into operation.

The Headteacher will exclude the child if, in the interests of health and safety, it is deemed that the child concerned, or others within the school, are at risk.

Parents will be notified, in writing, at the earliest possible moment of the reason for exclusion. Parents will be requested to visit the school immediately to discuss the matter. At all times Kent County Council Regulations will apply.

SECONDARY EDUCATION

The school will hold a meeting in term 5 for parents of children in Years 4 and 5. During the first term in Year 6, information will be provided online, entitled: 'Choosing a Secondary School for your child'. This will include a preference form (SCAF), which parents complete. All Secondary schools have 'Open Days/Evenings' for parents to view the school.

Parents of Year 5 children will receive information regarding the selection process, prior to making their selection.

FIRST AID

You will be asked to provide two emergency contact numbers in case your child is ill at school. We have trained First Aid staff on the premises. In the event of your child needing urgent medical attention, you will be contacted.

Keeping you informed

- About every three weeks, a newsletter is sent out keeping parents informed of exciting events, dates and developments within the school.
- Twice a year, parent/teacher consultations are held where your child's progress can be discussed with their class teacher. Representatives from the Governing Body are also present in the school hall to discuss issues with you.

We hope the information in this Prospectus has helped you to understand more about our school.

We are a happy, caring school. We wish to work with parents to give your children the best possible opportunities.

Please visit us. A short time visiting our school may make the world of difference to your child's future.

STAFF

Headteacher	Mr Paul Ryan
Discovery Class Teacher (Yrs 5 and 6)	Mrs Louise Kenward & Mrs Andrea Drury
Bramley Class Teacher (Yr 3 and 4)	Mrs Katie Marchant
Pippin Class Teachers (Yrs 1 and 2)	Mrs Clare Bannon & Mrs Hannah Hodson-Walker
Russet Class Teacher (Yrs R and 1)	Miss Emily O'Connor
Senco & Part Time Teacher	Ms Emma Findlay
Teaching Assistants	Mrs Clare Ray Mrs Anna Brooker Mrs Janine Hyland Mrs Frances Dolan Mrs Michaela Hogg Mrs Lesleyanne Chubb Mrs Harriet Breslin Miss Chloe France Mrs Laura Cooper Ms Liz Tomlinson
School Secretary	Mrs Louise Bentley
Part time Bursar	Ms Toyin Coker
Caretaker	Mr Norman Collins
Breakfast Club	Mrs Dawn Constable Mrs Harriet Breslin Mrs Clare Ray
Servery Assistants	Ms Samantha Diprose
MFL Specialist	Mr Robin Earle
Music Teachers	Mrs Sarah Whitehead Mrs Karen Barton-Holman
ICT Technician	Mr David Henley
Sports Coach	Mrs Hayley Tyler

SATS results for Key-Stage 1 and 2, 2023

Good Level of Development – 72%

Year 1 Phonics Check – 95% passed gaining a mark of at least 32 out of 40

Key-Stage 1

Teacher assessment:

	% Gained Expected +	% Exceeding
Reading	82	35
Writing	59	29
Maths	71	29

Key-Stage 2

Teacher assessment:

	% Gained Expected +	% Exceeding/greater depth
Reading	Not required	Not required
Writing	82	18
Maths	Not required	Not required
Science	88	Not required

Results of pupils who were tested:

	% Gained the Expected standard	% Gained exceeding (greater depth in writing)	% National expected +	School scaled score (80-120)	National scaled score	Progress Score	Kent Progress Score
Reading	100	59	73	111	105	3.3	-0.5
Writing	82 Teacher assessed	18	71	N/A	N/A	-0.1	-0.4
Maths	88	29	73	107	104	0.1	-1.1
GPS	88	47	72	109	105	N/A	N/A

Combined – 71% (National – 59%)

GOVERNING BODY – September 2023

Name	Category	Appointing Body	Term of office expires
Mrs Clare Hughes	Foundation	Rochester Diocese Board of Education	22.03.26
Mrs Catherine Jones	Co-Opted	Governing Body	06.07.24
Rev'd Paul Kish	Foundation	Rochester Diocese Board of Education	
Mr Jonathan Simmons	L A	Local Authority	08.12.24
Mrs Catherine Peerless	Parent	Parents	11.06.23
Ms Emma Findlay	Staff	Staff	25.04.25
Mr Sean Randell	Co-Opted	Governing Body	27.09.25
Mr Paul Ryan	Ex-Officio	By virtue of office	
Mr Nigel Jenner	Co-Opted	Governing Body	29.11.27
Mr Stephen Chapple	Parent	Parents	29.11.27

Chair Mr S Randell, c/o St Margaret's Collier Street CE School

Vice-Chair Mrs C Jones, c/o St Margaret's Collier Street CE School

Clerk Mrs L Bentley, c/o St Margaret's Collier Street CE School



Term Dates

Academic Year 2024 – 2025

TERM 1	
<i>Monday 2 September 2024</i>	<i>Staff Development Day – no pupils</i>
Tuesday 3 September 2024	Term Starts
Thursday 24 October 2024	Term Ends
<i>Friday 25 October 2024</i>	<i>Staff Development Day – no pupils</i>
TERM 2	
<i>Monday 4 November 2024</i>	<i>Staff Development Day – no pupils</i>
Tuesday 5 th November 2024	Term Starts
Friday 20 December 2024	Term Ends
TERM 3	
Monday 6 January 2025	Term Starts
Friday 14 February 2025	Term Ends
TERM 4	
Monday 24 February 2025	Term Starts
Friday 4 April 2025	Term Ends
TERM 5	
Tuesday 22 April 2025	Term Starts
Friday 23 May 2025	Term Ends
TERM 6	
<i>Monday 2 June 2025</i>	<i>Staff Development Day – no pupils</i>
Tuesday 3 June 2025	Term Starts
Tuesday 22 July 2025	Term Ends

There will be one additional Staff Development Day