

Dear Parents,

On behalf of all the children, staff and Governors I'd like to welcome you to Fossdene Primary School.

Fossdene is a culturally rich community that works together to create a curriculum which goes beyond entitlement to extend and enrich each child's experience and appreciation of the world.

We want our children to learn a sense of personal worth in an atmosphere of trust, respect and mutual support and to build in them a life-long love of learning.

We offer a curriculum that is stimulating and challenging and encourages all children, without exception, to strive for excellence in all aspects of their lives, so they may become contributing, empowered and fulfilled members of our society.

We hope that we will be able to depend on your co-operation and support, knowing that together we can provide the very best for every child.

If you should have any questions, please do not hesitate to contact me.

I look forward to meeting you.

Yours sincerely,

Cathie Doyle
Headteacher

This prospectus brings together many aspects of the key information found on the school website in a single document to give you an overview of the school. It is updated periodically but may not have the most recent information which will always be available on the school website.

The building

Fossdene Primary School is a two form entry Community Primary School within the Royal Borough of Greenwich delivering quality education for children aged three to eleven. The school is a Grade 2 listed building.

The school benefits from a large and spacious site. In addition to the current 15 classrooms we have a Music Room, a Special Needs Room, Computer Suite, Library, Office and three spacious halls. Meals are cooked on site and provision is made for those wishing to eat packed lunches. Children who bring sandwiches share the dining hall with those who have a school dinner. School dinners are cooked freshly each day on our premises.

The site incorporates three separate playgrounds for the Nursery, Reception and Key Stage One (Years:1+2) and Key Stage Two (Years 3-6). All playgrounds are marked to provide a range of surface designs to support organised play, Numeracy skills and Physical Education activities.

Security is provided through a variety of means which include limited access door arrangements, CCTV, security fencing and perimeter gates - which are locked between 9.30AM and 3.15PM.

The school currently has 15 classes. The average class size is 30. Learning Support Assistants (LSAs) work within the school supporting children alongside the class teachers.

There are two full time qualified early years practitioners working alongside the class teachers in the Reception classes and LSAs support literacy and numeracy in all classes and throughout the day in Key Stage 1.

For school enquiries

School address

Fossdene Primary School,
Victoria Way,
Charlton,
London,
SE7 7NQ

School office: admin@fossdene.greenwich.sch.uk

School telephone: 0208 8585585

School website: www.fossdene.greenwich.sch.uk

Headteacher: Cathie Doyle

Chair of the Governing Body: Nick Edwards

Information requirements

The content of this document represents the information required by the 1988 Education Reform Act and relates to the school year 2015-2016. Changes affecting details described in the document are possible before the start of, or during the school year in question, or in relation to subsequent school years.

The School Day

The school hours are as follows:-

Nursery

Morning Session	9.00 – 12.00 noon
Afternoon Session	12.30 – 3.30 pm

Key Stage 1 (including Reception)

Morning Session	9.00 a.m. - 12.15 pm.
Afternoon Session	1.30 p.m. - 3.30 pm.

(Reception children can be collected from 3.15pm)

Key Stage 2

Morning Session	9.00 a.m. - 12.30 pm.
Afternoon Session	1.30 p.m. - 3.30 pm.

The children should not arrive before 8.45 a.m. as we cannot provide adequate supervision. All pupils in Foundation Stage and Key Stage 1 must be supervised by their parent/carer until the bell goes at 9.00am

All children in Key Stage 1 and 2 must be in school by 9.00 a.m.

Assembly

Schools are required to provide an opportunity each day for collective worship. This takes place daily as part of Assembly and is of a mainly Christian nature and usually takes the form of a period of reflection or a song led by a teacher. Visiting speakers or ministers may also lead assembly. Parents are entitled to withdraw their child from religious education

and collective worship, but the Headteacher would wish to discuss the issues involved with parents before such an arrangement is made.

Meals

School meals are provided by an external service. Meals are prepared on the premises and a Halal option is available if required. Menus are nutritionally balanced. Children can choose to have either a school dinner or packed lunch. School dinners are prepared from fresh ingredients on site each day and provide a hot, nourishing meal. Children are offered a choice of dishes with a vegetarian option. Those who bring a packed lunch are encouraged to have a balanced meal including fruit and salad or vegetables. A copy of the menu can be found on the school website.

Mid morning snack

All children are given a piece of fruit at break time. We are a healthy school and children are not expected to bring sweets, cakes or drinks into school. Water is readily available should children wish.

Attendance and Punctuality

Naturally, children are required to attend school when they are able to. In the event of your child being absent due to illness the school must be notified in order for the absence to be authorised. Absence will not be authorised by the school in the event of an insufficient reason being given (e.g. for a haircut, buying shoes etc.)

The school must be notified of the reason for absence using any ONE of the following methods:

1. A phone call to the office.
2. A visit to the office/class teacher/assistant.
3. A note to the class teacher.

Please note that for safety reasons, children must be collected by an adult if they are required to attend a medical appointment (or similar) during the school day. The school will need to be notified in advance of any such appointments.

We do not recommend that annual holidays be taken in term-time. The governing body does not authorise holidays in school time. A leave of absence request form will need to be completed for other absences, which is available from the school office. The Headteacher will decide if the absence is to be authorised or not. Notification is made by the return of the request form to parents. Naturally, you will understand that absence has a negative impact on your child's education.

ADMISSIONS

STARTING SCHOOL

Whilst the majority of children enter the school in the Nursery and Reception, some children do join the school throughout the year. Each year group has an admission limit of 60 children. Current legislation effectively limits key stage 1 classes to a maximum of 30. Our whole school class average size is about 28.

Nursery – Admission to the Nursery can be made directly to the school.

Reception classes - Application for admission into the school is made to the Royal Borough of Greenwich Education Authority.

If you are considering a place for your child to start in the school in Reception, please ensure that the child is registered as soon as possible. There is a "cut off" date in January each year, by which time, names need to be registered for places to be taken up the following September. Parents are then informed in writing whether or not their child has been offered a place. Parents then need to confirm promptly their wish for a place.

If you are considering a place for your child at Fossdene and require further information please contact the Headteacher who is happy to arrange for you to visit the school during the day and fit you into the guided tour timetable. Parents of children due to start Reception in September may also attend the annual "New Intake" meeting in July.

Parents have the right to apply for a place at individual schools, although there is no guarantee that preferences will be met. In the event of a year group being full to its admission limit the school adopts the Royal Borough of Greenwich's admissions policy. Please see the school website for further information.

PARTNERSHIP WITH PARENTS and COMMUNITY LINKS

The school recognises the great importance of parents working together in partnership with the school for the benefit of the children. We believe parents and teachers achieve better results for our children when working together. To support this work we encourage regular contact and consultations so that a full exchange of information is possible. We value the role our parents have in contributing to school improvement through completion of questionnaires, regular review of our values and aims, evaluation of activities and general feedback.

The school provides many opportunities for parents to be involved in the learning process. Please contact your child's class teacher or the school office if you wish to help in school.

Parents of children due to start in Reception the following September are invited to attend a "New Intake" presentation in July, the term before their child is due to start. At this presentation parents are informed about the organisation of the school and how they can support their child's education - particularly with helping reading at home. Parents meet the class teachers, visit classrooms and have the opportunity to ask questions.

The school issues a regular newsletter to keep parents informed of developments and forthcoming events. The most recent copy is displayed in the two school display cabinets in the playground, on the school website and spare copies are available from the office.

Friends of Fossdene

The Friends of Fossdene, our parent-teacher association, play a vital role in the life of the school. They bring us all together and raise funds through social events, giving parents, children and friends an opportunity to enjoy themselves whilst helping the school.

Reporting to parents

In the autumn and spring terms parents attend a Parents' Consultation Evening when they meet with their child's class teacher to discuss how their child has settled in, how he/she is progressing and ask any questions that they may have. Parents of children in Key Stage 1 and 2 are provided with a brief overview of their child's progress and given their child's targets.

In the summer term every parent will receive an annual written report with comments and judgments based upon continuous teacher assessment throughout the year.

Adult learning

We work in partnership with Greenwich Community College to provide opportunities for parents to engage in discussion with other parents and with professionals working in a variety of fields. Parents can attend classes that help them support their child's learning, provide parenting support, or provide an opportunity to learn a new skill and relax in the company of others.

School Nurse

The School Nurse visits the school to carry out medical checks and raise awareness of relevant medical issues.

Governing Body

Governors oversee the running of the school and meet regularly throughout the year to discuss their responsibilities linked with finance, staffing, curriculum, premises and inclusion. Parents, the local community and staff are represented within the Governing Body.

The Chair of Governors can be contacted via the school office.

A list of all governors is available from the school office or on the school website.

SCHOOL AND CLASS ORGANISATION

School year groups are based upon the age of the children. Children are allocated to a year group based upon their age as at 1st September.

At the start of the new school year parents are invited to a class meeting which outlines the content of the taught curriculum for the year group and offers suggestions on how they can support their children at home. In addition parents are issued with a copy of the class' Curriculum Newsletter for those who cannot attend the meeting.

Year Group	Key Stage	Pupil age at 1st Sept
Nursery	Foundation	3
Reception	Foundation	4
One	One	5
Two	One	6
Three	Two	7
Four	Two	8
Five	Two	9
Six	Two	10

Classes across the year group share the same curriculum schemes and the year group teachers work together for the benefit of all of the children in that year group. Class teachers are responsible for the education and pastoral care of each child within their class. They are supported by Learning Support Assistants.

As with all aspects of school life, we strive to provide equal opportunities for all pupils in their access to the National Curriculum or Foundation Stage Curriculum. We endeavour to promote a positive self image for all groups within the school's community and utilise materials that reflect this ethos. We challenge evidence of racism, sexism or any other form of intolerance or harassment (including bullying). We aim to provide an encouraging and positive atmosphere for all pupils.

The Curriculum in the Foundation Stage

Foundation Stage (Nursery and Reception)

At Fossdene we aim to nurture and build upon the natural energy, enthusiasm, curiosity and sense of humour of children. In the Foundation Stage, we offer a variety of play opportunities to include imaginative play, designing and constructing, investigating and exploring sand and water, creative activities and energetic play both inside and outside. Children also have key times to develop reading, writing and mathematical skills. Through these experiences children's language will be enriched and their understanding of the natural and built world will be extended; physical abilities and co-ordination will develop; and levels of concentration and persistence will be raised.

The Curriculum in Key Stage 1 and 2

Key Stage 1 (Years 1 and 2) Key Stage 2 (Years 3, 4, 5, 6)

All pupils are taught Mathematics, English, Science, Religious Education and Information and Communication Technology. In addition children are taught Design and Technology, History, Geography, Art, Physical Education, Music and PSHCE.

In Key Stage 2 we continue to follow the National Curriculum and in addition children are taught a modern foreign language, French. Children in Years 4 attend swimming lessons throughout the school year.

ENGLISH

English, which incorporates Reading, Writing, Speaking, Listening, Spelling and Handwriting, is taught both as a separate subject and through themes that relate to other subjects such as History or Science. For example; non-fiction writing may use a scientific theme to develop a report of a Science experiment using particular writing structures that reinforce Science knowledge and writing skills.

Emphasis is placed on Guided Reading and Guided Writing as strategies for addressing the needs of the children and focusing on skill improvement. This requires the children to develop draft versions of their work, checking and accessing reference materials such as dictionaries until they are able to produce final drafts (or best copies). They may work collaboratively as they develop towards being independent learners. Learning how to learn is very important across the whole curriculum. Opportunities for extended writing in readiness for end of Key Stage 2 SATs are incorporated within the timetable for Key Stage 1 and Key Stage 2 classes.

The school has adopted the structure of the Renewed Primary Framework for Literacy. The requirements of this national initiative are reflected within the timetabling, materials and teaching methods used across the school, which includes the use of grouped teaching for reading and writing. Naturally, there is always a place for supportive parents to assist by encouraging pupils and working with them at home - especially with reading and spelling. These are important aspects of homework for every child in the school. Each class has 'Talk homework' to develop children's skills in listening and responding. This also helps them prepare for their weekly extended writing activity.

Phonics is taught as a discrete subject on a daily basis throughout Foundation Stage and Key Stage 1 and offered to some pupils in Key Stage 2 who have not yet mastered the phonic code.

MATHEMATICS

We aim to provide our children with a wide mathematical education taught in an enjoyable, relevant and creative way. Whenever possible we use 'real life' experiences so children begin to understand the importance of applying maths skills in order to solve problems and engage them for future learning.

Maths is taught daily based on the National Curriculum Programmes of Study for all year groups. Pupils explore all four number operations and are encouraged to try different strategies to best suit their learning. There is a very strong emphasis on the development of mental arithmetic and problem solving. Pupils also explore statistics, geometry, data handling, shape and space and develop their measuring skills in a range of contexts. They are given lots of opportunity to discuss their methods and encouraged to use the appropriate mathematical vocabulary.

We want our children to know and understand mathematical concepts, skills, facts, relationships and strategies and be able to apply and communicate these in a confident way. Support from home is invaluable. Mathletics is used to support the learning of mathematical concepts at home.

Teachers differentiate their planning and delivery of lessons to cater for the range of abilities in each class. Much effort goes into continual assessment and the modification of planning to address the needs of the various ability groups within the class. This is also reflected within the provision of homework.

COMPUTING

ICT is a core subject and all classes in Key Stage 1 and 2 are taught ICT on a weekly basis. There is an ICT suite with 22 computers with access to the internet. In addition, the Nursery, Reception and all Key Stage 1 and 2 classrooms are equipped with an interactive whiteboard and a class - based computer, ensuring children's learning of other subjects is enhanced through the use of ICT. We have a bank of networked lap tops and i-Pads on each floor that can be accessed in the classroom.

MUSIC

Children take part in a variety of music making activities. There is a weekly singing assembly. The school choir achieves a high standard and performs at various concerts. All children in Year 2 and above have the opportunity to learn the recorder. All children in Years 5 and 6 learn to play a musical instrument as part of the Wider Opportunities for Music Programme. The three instruments offered are guitar, flute and African drum (Djembe). Private tuition is also available.

SCIENCE

A sequence of themes including such topics as Earth and Space, Light and Sound are developed across the Key Stages. Increasing emphasis is being placed upon the use of investigative approaches and "hands on" experiences to foster enjoyment and thus involvement and understanding. Frequently topics across the school are supported by a range of audio visual stimuli and educational visits. The statutory Science National Curriculum includes topics such as Electricity, Living things and their Habitats and Materials.

PHYSICAL EDUCATION

All pupils take part in PE throughout the school. Across the Key Stages children experience a programme of activities that includes gymnastics, games skills, dance, athletics, swimming and outdoor and adventurous activities. The focus is on children developing good sports technique through a range of physical activities and achieving their personal best.

We have two playgrounds for sports use. Throughout the school year all children in Year 4 receive free swimming tuition at the local pool. Each class is taught by a member of the pool's team of instructors. In addition to developing basic strokes and distance awards they develop knowledge of water safety and survival techniques. The children greatly enjoy this activity and are entered into a programme of achievement that results in much progress through the awarding of certificates and badges.

ART and DESIGN

Art and Design is concerned with the creative and aesthetic response to the things that we can see and touch in our world. There are two strands to art education: creation and evaluation. The creative element involves children becoming proficient in using a variety of material and equipment to represent objects realistically and imaginatively and to express their ideas and feelings. Children will become familiar with a good range of media, including pencil, paints, chalk and pastels, fabrics, clay, and other materials. They are taught art and design skills from the Foundation Stage, and are encouraged to take a real pride in all their work.

We also teach the children to develop skills in evaluating their own work, and the work of other artists, and to begin to understand the value and significance of art in society.

DESIGN and TECHNOLOGY

Design and Technology involves the creative application of the principles of science and art to solve practical problems. The children are taught to plan, design and make products and basic systems for a range of purposes, using a variety of materials and skills. As they proceed they are taught to evaluate different qualities of the product, and to test the quality of the finished product. They also learn to evaluate the impact of technology on everyday life. There is also a focus on understanding and applying the principles of nutrition through the preparation of healthy food and cooking.

HUMANITIES

In history pupils consider how the past influences the present, what life was like in the past and what influenced people's actions. Initially we focus upon the children's own history and the history of such things as toys and houses. Later we look at famous events in history, for example, the Great Fire of London and the lives of famous historical characters such as Florence Nightingale. During Key Stage Two we move to concentrating on distinct periods of history including the Romans, Tudor England, the Victorians and the Ancient Greeks. The children begin to develop a chronological framework for their knowledge and learn the significance of certain events and people including how Britain has influenced and been influenced by the wider world. Children develop an understanding of the methods of historical enquiry.

Geography encourages the children to consider the qualities of the natural and man-made world. The children learn about places, people and the environment around the world, our mutual dependence, and the need to conserve and protect our resources. Teaching focuses

first upon the immediate environment of school and home and then expands to draw comparisons between our environment and contrasting environments both in the United Kingdom and abroad. The children learn about the physical nature of the world and features such as rivers, mountains and valleys. They also study some aspects of human geography associated with settlements, transport and conservation. Sources of information such as maps, aerial photographs, books, and the Internet are used to develop the skills of interpretation and enquiry. We aim to encourage more independent study towards the end of Key Stage Two.

Much of the work in history and geography is approached through a termly or half-termly topic.

PSHE and CITIZENSHIP EDUCATION

Personal, Social and Health Education and Citizenship is taught throughout the school covering such topics as Road Safety, Water Safety, Drugs Awareness, Relationships Education, Cycle Safety and Fire Safety etc. Reproduction is taught as an aspect of National Curriculum Science. We hold an Anti-bullying week in the autumn term each year and a Healthy School Week in the summer.

In accordance with the Governors' decision, Sex and Relationship Education is taught specifically in Year 6. This aspect of the curriculum includes input delivered by the teachers and the school nurse. Parents have the right to withdraw their child from aspects of the Sex Education programme. In order to consider exercising this right the Headteacher would wish to discuss the matter directly with the parent to ensure no misunderstandings existed and to ensure appropriate arrangements were being made.

Teachers do respond appropriately in answering children's questions that arise as a matter of course through the topics taught as part of the statutory Science National Curriculum which includes topics such as Growth and Change. This is not Sex and Relationship Education, but part of the National Curriculum applied to all children and from which there is no right of withdrawal.

The Citizenship Programme helps to give children the knowledge, skills and understanding they need to become informed, active and responsible citizens. As part of this work the children elect representatives to the School Council that meets regularly to discuss school issues and make recommendations about school life.

RELIGIOUS EDUCATION

All classes are taught Religious Education. Religious Education develops children's social, cultural and religious awareness. The aim of R.E. in schools is to inform the children of religious beliefs in order to develop awareness and foster a sense of understanding and respect for world religions.

FOREIGN LANGUAGE

The majority of children speak English as an additional language at Fosdene and the school values this. In Key Stage 1 children learn to say and recognise simple greetings and songs in a range of heritage languages. In Key Stage 2 children learn French. There is a balance of spoken and written language but the focus is on practical communication.

HOMEWORK

AIMS -

- To support work covered in school and thus raise achievement.
- To promote the skills required for individual study.
- To promote each pupil's sense of personal achievement, self esteem and time management.
- To extend the learning potential of each child.
- To consolidate knowledge and skills, and allow for the extension of the more able.

All homework activities should take place within a supportive non-pressurised atmosphere - ideally not at a time when the homework clashes with the time of another favourite activity (of yours or the child's). Little and often is also better than an occasional long session that can be daunting for you and your child. Please see the homework policy for more details.

ENRICHMENT

Educational visits are an important support to the delivery of National Curriculum topics and form a lively and enjoyable part of school life. Much time and effort goes into the planning and organisation of these visits and they generate many learning situations.

All children are expected to take part in the visits arranged within the school day. Parents may be asked to make voluntary contributions. We are grateful for the support parents provide to make such visits possible. We are also very pleased to have the support of parents who often accompany educational visits to assist with supervision.

Visits may be cancelled in the event of insufficient parental contributions being received. In these circumstances contributions will be returned. Please see our Charging and Remissions policy on the school website for further details.

The school has a strong tradition of taking children on a week-long residential visit in Year 6. The focus for this visit is on outdoor and adventurous activities and challenge.

Links

Our school has strong links with the London Symphony Orchestra (LSO). This link means that our children benefit from opportunities to enjoy and create pieces alongside talented musicians and composers.

As well as making the most of the parks and places that make up our local area we have many local community members visiting our school and contributing to our children's education. For example, community liaison officers from Charlton Athletic Football Club regularly visit the school to work with the children to develop football skills and promote fair play. Our children also have many opportunities to compete in a variety of sport activities against other children from local primary schools.

CLUBS

An After School Club is offered for all children in classes Reception to Year 6, which runs from 3.30 – 5.45pm during term time. Fees and further information are available from the school office. Our Breakfast Club runs in term time from 7.45am – 9.00am.

Thanks to the efforts and commitment of the teaching staff and parents, a range of activities take place during the lunch hour and after school. The activities include football, choir, Active Kids, weaving, djembe, Athletics, street dance etc. Children in Year 6 are

also invited to attend a daily morning maths club or a weekly after school maths club. Parents are notified in advance of these activities and a consent form will be sent out.

INCLUSION and EQUALITY

Inclusion

Fossdene is an inclusive school where we take pride in valuing the individuality of each child and the contribution they make to the school. We are committed to giving our children the opportunity to succeed and reach the highest level of personal and academic achievement. All pupils, regardless of gender, race, creed, age, ability, disability or socio economic factors will have equal access to all areas of the curriculum and school life.

Equality

We aim to provide an education which is sensitive to individual needs and accessible to all children regardless of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. The school seeks to promote awareness, understanding and respect for diversity in our world. This is achieved through the celebration of special days and festivals; an engagement with awareness raising events such as national Refugee Week; and the embedding of lessons learned through the achievements of individuals from diverse backgrounds across disciplines and through history.

Behaviour

The school expects high standards of pupil behaviour. The school operates in an organised and orderly manner where respect is shown. Children are taught to keep the school standards. Adults are expected to follow school rules too.

The promotion of acceptable standards of pupil behaviour requires a close partnership between Home and School. The school will contact you in the event of behavioural concerns relating to your child. Naturally, parents may wish to contact the class teacher, Deputy Headteacher or Headteacher as appropriate. Please remember that the start of the teaching day is not a good time to discuss matters in detail with the class teacher. We are here to help. We do listen to concerns and we do take action. Naturally, the school will work to co-operate with parents at early stages of difficulty, but severe behavioural difficulties may result in a child being excluded from the school. This decision is taken by the Headteacher in accordance with the School's Behaviour Policy.

Special Educational Needs and Disabilities (SEND)

At Fossdene Primary School we aim to develop the potential of all of the pupils in our care. Within the range of children in any school there are those that are significantly different from the average and they are deemed to have special needs. Children with special needs are those that show significant difficulty under the following characteristics:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional or Mental Health difficulties
- Sensory and/or Physical difficulties

Children with special educational needs are catered for within their own class and, where useful, may be withdrawn for short periods to work with a specialist adult, individually or in a small group. Similarly, children who are identified as gifted or talented, demonstrating a particular aptitude in a curriculum area, will be given opportunity to extend their learning in class, and may have opportunity to work on challenges outside the classroom. All children have equal access to the curriculum.

Children are given medical checks (including eyesight, hearing and weight) in their Reception year and in year 6. These are conducted in school by the School Nurse and parents are invited to attend and discuss outcomes with the nurse. In some cases these checks can reveal the cause of an educational problem. Please see the SEND policy on the school website for further details.

SCHOOL UNIFORM AND DRESS CODE

We expect that all children will wear school uniform, as we believe that uniform contributes positively to the ethos and standards of the school.

Children may wear a watch (which is removed for P.E.), but are not allowed to wear jewellery (rings, earrings, necklaces etc.) for safety reasons. Children with pierced ears may wear ear studs or "sleepers". Children with recognised and specific religious dress items (such as bracelets and headdress) may be allowed to wear these items after requests for such have been approved by the Headteacher. For safety reasons children are not allowed to wear loose hair strings or loose hair beads etc.

Children are not expected to attend school in P.E. kit, track suits, flimsy tops, shorts, T shirts, trainers or dangerously high heels. They should have their shoulders covered at all times. It is not appropriate for children to have shaved markings in their hair.

Children need to wear P.E. kit for all P.E. lessons and a costume for swimming (not long shorts). Indoor P.E. lessons may be performed barefoot, but outdoor lessons will require children to wear suitable water resistant trainers. Long hair should be tied back for all sports activities. Children may wear track suits on top of P.E. kit for outdoor use. Watches should not be taken to the pool.

P.E. kit should be brought in at the start of the school week and stay in school all week. It may be taken home at the end of the week, usually on a Friday, for washing as necessary.

All parents are expected to support us in achieving high standards of presentation and safety. The Staff remind children of the need to bring a P.E./Swimming kit. Each class teacher prompts children in their class in the event of failure to adhere to the school dress code. The Headteacher may follow up such issues with parents in order to support the school's aims in relation to ethos, hygiene standards and safety.

Our uniform consists of the following –

- Green school sweatshirt
- White polo shirt
- Black trousers or a school skirt

Our P.E. kit consists of the following -

- T-shirt
- Shorts
- Plimsolls / trainers (Indoor P.E. may be performed barefoot.)

A track suit may be worn on top of a P.E. kit for outdoor P.E. lessons during the colder months.

CLOTHING AND LOST PROPERTY

We recommend that all items of clothing and personal property (such as pencil cases etc.) are clearly labelled with the child's name. The Staff act in good faith in order to assist in making property reasonably secure. Children must not bring into school items that are potentially dangerous, of particular sentimental or financial value, are of rarity or of a

fragile nature (e.g. mobile phones). Loss or damage to such items can be distressing. The school will advise on how to protect personal possessions and it can assist in locating lost property. However, the school has no responsibility to replace or reimburse parents for items lost on school premises.

SAFETY and SECURITY

In the interests of safety we ask you to ensure that your child does not bring into school anything that may put themselves or others at risk (e.g. medicines). The school will decide what is unsuitable by applying rules of practicality and common sense. Children are not allowed to wear jewellery as it is dangerous within the school environment due to the risks of cuts and entanglements etc. Children may wear small ear studs if needed. Long hair should be tied back for all P.E. activities. The school is protected by a range of security devices including a closed circuit television camera system. External doors are locked throughout the school day. Entry should be made via the main front door (please ring the bell). Your co-operation is appreciated. The Governing Body endorses the LA Child Protection procedures and the school is committed to protecting and safeguarding the welfare of the children in its care.

KEY STAGE 2 SATs

Each summer term Year 6 children take statutory Standardised Assessment Tests (SATs). These SATs are administered in accordance with strict guidelines and supplement other teacher assessments to provide a nation wide evaluation of pupil progress and standards in schools.

The end of Key Stage 2 tests, taken in Year 6 are not marked by our school staff, but by external markers. Teacher assessments and SATs give a guide to school standards and a guide to standards in English and Mathematics.

Naturally, results will vary from year to year due to variations in the relative strength of each cohort of children being tested and changes in the actual tests. Annual pupil reports show the levels of achievement for individual Year 6 children.

National Curriculum SATs

Our Year 6 children took the National Standard Attainment Tests (SATs) in May 2015. The table below shows the percentage of pupils who attained each level. The school scores can be compared to the national levels. Level 4 is recognised as the national average level of attainment at the end of Key Stage 2.

Level 4 and above

	READING	WRITING	GRAMMAR, PUNCTUATION & SPELLING	MATHS
FOSSDENE 2015	86%	86%	70%	89%
NATIONAL 2014	89%	87%	80%	87%
Fossdene chd. who achieved level 4 in Reading, Writing and Maths	80%			
	National figure is 80% (2014)			

Level 5 and above

	READING	WRITING	GRAMMAR, PUNCTUATION & SPELLING	MATHS
FOSSDENE 2015	48%	32%	50%	25%
NATIONAL 2014	48%	36%	56%	42%

2 levels of progress from KS1 (national expectation)

	READING	WRITING	MATHS
FOSSDENE 2015	93%	93%	90%
NATIONAL 2014	91%	94%	90%

*further information can be found on the Data Dashboard link on the school's website.

SCHOOL POLICIES

Our school policies are available from the school office or on the school website. Further information about these policies can be obtained from the Headteacher. If you wish to discuss them further, please make an appointment through the school office or via the school website.

OFSTED INSPECTIONS

The school was last inspected in October 2011. The full report of the inspection can be viewed by visiting www.ofsted.gov.uk or using the link on the school's website.

COMPLAINTS

The school has good formal and informal channels of communication with parents. Queries may be dealt with by the Headteacher, Deputy Headteacher or Class Teachers. We do listen and we do act, but if we don't know that you have a problem we can't help. Class teachers are often accessible at the end of the day for a brief informal conversation on a daily basis. Staff frequently need to attend meetings or courses at the end of the day, but will make additional appointments to see parents as necessary. The Headteacher is frequently in the playground at the beginning and end of the children's school day and is thus available for a brief conversation at this time also. Equally we value good news too. Please inform staff when you appreciate their actions - it is part of our ethos of "thinking of others".

In the event of a parent having a significant concern this must be communicated to the Headteacher. This may be best managed through an initial letter or meeting and may require the arrangement of further meetings. Enquiries regarding the Headteacher's availability may be made through the school secretary by phone or by a visit to the office.

In most cases, complaints will be resolved following a meeting between the Headteacher and the parents. However, there may be cases where such concerns cannot be resolved informally, and a formal written complaint under Section 23 of the 1988 Education Act may be forwarded to the Chair of Governors. Further details are available from the school or on the school website.

