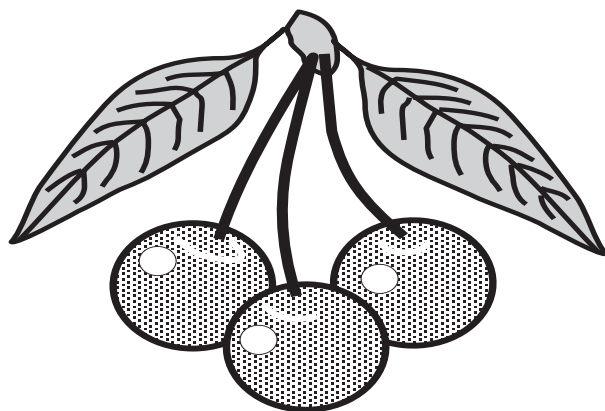


# **Dormansland Primary School/**



**Prospectus**

**2008 - 2009**

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# 1 - What makes Dormansland School special?

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At Dormansland we are proud to be able to offer a wide variety of activities which are supplementary to the statutory requirements of the National Curriculum. We feel these make us rather special. Dormansland Primary School has been officially recognised for the quality of our education through special achievements awards from the Government. The school has also received official recognition as a 'Parent Friendly School', a Healthy School and we have also gained the 'Activemark'. We are delighted and proud to have received these awards.

Swimming is seen as an essential life skill and at Dormansland children are taught to swim before they leave us. In addition, from the time they join us in Reception until they leave at Year 6, all children are taught French.

Dormansland views music as an integral part of school life. Children are encouraged to participate in recorder groups and the school choir. In addition, tuition is offered in piano, string and woodwind instruments by qualified, visiting teachers. The infants take part in an annual 'Festival of Music' organised by Tandridge Federation and the Junior school puts on a musical performance each year at the Chequer Mead Theatre in East Grinstead, giving all children the opportunity to perform in front of an audience in a real theatre.

Day visits to museums, outdoor centres, etc., form part of a programme which is designed to enhance and enliven the curriculum. Children also benefit from the opportunity to go on well-supervised, residential trips in Years 4, 5 and 6. These are linked to the outdoor and adventurous education part of the Physical Education curriculum and give the children an opportunity to develop independence and self-confidence.

The school now proudly boasts a fully equipped ICT suite, SMARTboards\* in each classroom alongside individual computers, and on line internet access for all. The school has its own website ([www.dormansland.surrey.sch.uk](http://www.dormansland.surrey.sch.uk)) which carries key information about the school as well as the latest newsletters to parents.

In addition to all this, the school is able to offer a wide range of after school clubs which support and enhance the full breadth of the curriculum. They cover such varied subjects as drama, sport, art, maths, music and ICT.

As you can see, Dormansland has a great deal to offer and we hope that you will agree with us that such a varied menu, in addition to the National Curriculum, makes us the type of school in which your child would develop into a well-rounded individual.

\*SMARTboards are giant interactive whiteboards which support whole class teaching across the curriculum using ICT skills and knowledge and offering direct access to the internet.

## 2 - Dormansland School vision statement and aims

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Our vision at Dormansland Primary School is for every child to leave us...

smiling.

S - successful

M - motivated

I - independent

L - literate

I - inventive

N - numerate

G - growing

Successful - *Proud of our achievements.*

Motivated - *Aiming high, doing our best and never giving up.*

Independent - *Being prepared to have a go and not being afraid of making mistakes.*

Literate - *Enjoying reading and writing; speaking clearly and able listen carefully to others.*

Inventive - *Enjoying doing new things.*

Numerate - *Enjoying numbers and learning how to use them in different ways.*

Growing - *Learning something new each day and being friendly and caring towards others.*

## 2 - Dormansland School's vision statement and aims

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### DORMANSLAND SCHOOL AIMS

- To provide and maintain a secure, happy and stimulating environment within a disciplined structure that will meet the educational and social needs of the children.
- To develop reasonable, caring, considerate and disciplined attitudes both within school and the wider community and be able to make informed choices. *This will be supported by the use of our behaviour policy.*
- To encourage each child to aim high.  
*Develop a well balanced education that promotes intellectual, emotional and physical growth and maximises each pupil's potential.*
- To encourage originality and creativity, the ability to question and reason and the desire to be a lifelong learner.
- To enable children to acquire a range of mathematical skills and to understand the application of mathematical ideas in a variety of situations, in the classroom, at home and in the environment.
- To enable the children to read fluently with enjoyment and understanding; to develop a legible style of writing and standards of spelling and punctuation appropriate to their age and level of development; to listen actively; and to learn how to acquire information from various sources.
- To encourage each child to appreciate the skills and talents of others through openly recognising efforts within the classroom and the wider community.
- To instil respect for religious, spiritual and moral values and develop the ability to work together.
- To value each individual equally regardless of race, gender or creed.
- To value the partnership between home and school.

As the children progress from Dormansland, they take with them the positive attitudes and skills they will need to take their place in our ever-evolving society as happy, independent and self-motivated individuals.

## 3 - The school

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Established in 1851, we are a thriving **village school** taking children from ages 4 - 11 years. We have close links with the local community, including the pre-schools and nursery.

In May 2002 we moved to our current site at the top of Clinton Hill. Our new building provides us with seven purpose built classrooms, an ICT suite and library, a multi purpose hall and catering facility, offices, a medical room and outdoor education and play facilities.

### TERM DATES FOR 2008/2009

<b>Autumn Term 2008</b>	3 <sup>rd</sup> September to 19 <sup>th</sup> December HALF TERM: 27 <sup>th</sup> - 31 <sup>st</sup> October
<b>Spring Term 2009</b>	5 <sup>th</sup> January - 3 <sup>rd</sup> April HALF TERM: 16 <sup>th</sup> - 20 <sup>th</sup> February
<b>Summer Term 2009</b>	20 <sup>th</sup> April - 22 <sup>nd</sup> July HALF TERM: 25 <sup>th</sup> May - 29 <sup>th</sup> May

School will also be closed on five staff training days as decreed by the Education Reform Act 1986. For 2008/2009, these days are:

3<sup>rd</sup> September 2008

24<sup>th</sup> October 2008

5<sup>th</sup> January 2009

22<sup>nd</sup> May 2009

22<sup>nd</sup> July 2009

## 4 - Promoting good behaviour

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School rules are kept to a minimum and provide for the safety and well-being of the children and the adults in our close school community.

In our school, everybody (including the adults!) tries to keep our Golden Rules.  
These are:

We are gentle.

We are kind and helpful.

We work hard.

We respect people and  
property.

We listen to people.

We are honest.

### **PASTORAL CARE**

The Headteacher and Deputy Headteacher exercise overall pastoral care of the children. However, in day to day matters the teacher has the best knowledge of those in her/his class and minor problems can often be dealt with informally. Difficulties of a more serious nature are referred to the Headteacher and Deputy Headteacher either by members of staff or parents/carers. In either case, appropriate discussion and contact with parents/carers takes place.

## 5 - The curriculum

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We encourage all our children to work to the best of their ability and to achieve the highest standard possible for them.

The teaching in our school complies with the requirements of the National Curriculum and, in our Reception class, of the Foundation Stage curriculum. Beyond this, however, we endeavour to provide a school day which excites, challenges and motivates each individual child. Teachers are encouraged to consider ways of organizing children's learning which promote excellence, enjoyment, perseverance, self-discipline and independent learning in our classrooms. We have designed our curriculum so that children are able to apply the skills they have learned in areas such as English, mathematics or information technology across other subjects.

We build on and allow for the influences to which children entering our school have already been exposed, and to take account of what will be expected of them in the schools to which they will transfer when they are 11.

Children are taught in single age group classes of mixed ability and are transferred strictly in accordance with their chronological age unless there are exceptional circumstances.

# 6 - Subjects we teach

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## **ENGLISH**

We aim to help children develop a love for the English language through the spoken and written word. We believe that mastery over language empowers children to communicate effectively and imaginatively, as well as allowing them to participate fully in the life around them. We do this through a daily lesson that has a high proportion of whole-class and group teaching. Teachers provide quality texts, both fiction and non-fiction, to provide exciting models for pupils to use as starting points for their own work and to motivate them in their reading. Beginner readers are taught phonics to help them to make quick early progress. Wherever possible we link our work in English to other subjects in the curriculum and we encourage children to use and apply their learning in these subjects. Children use ICT in English lessons where it enhances their learning, such as in drafting their work or using multimedia to study how words and images are combined to convey meaning.

## **MATHEMATICS**

At Dormansland School we have high expectations for children's learning and practical use of mathematics. Through using a thoroughly planned teaching programme for numeracy with clear learning objectives, children are able to calculate accurately both mentally and with pencil and paper, drawing on a range of strategies. Children need to have a rapid recall of number bonds, times tables, doubles and halves and know for themselves that their answers are reasonable. We encourage parental support in achieving these aims. We firmly believe that children should be taught to work out calculations in their heads whenever possible, and learn to use written methods when the calculation is too difficult to solve mentally.

## **SCIENCE**

Our overall aim is to develop children with enquiring minds and a scientific approach to solving problems. Children are encouraged to explore the natural world and to develop the skills and processes of science including observation, investigation, prediction and deduction. This is fostered through a scheme of work which encourages children to experience scientific enquiry for themselves and to delight in their findings. Each February, we hold a science and design technology week to which we invite science experts and parents/carers to work alongside the pupils.

## **INFORMATION, COMMUNICATION AND TECHNOLOGY (ICT)**

We are proud of the ICT facilities we have at Dormansland. Each classroom has an interactive whiteboard and computers which are directly linked both to the internet and to our own school network. Our ICT suite is equipped with 16 networked computers and an interactive whiteboard. Access to the internet is carefully monitored to ensure that children are protected from inappropriate material. We have a school web site ([www.dormansland.surrey.sch.uk](http://www.dormansland.surrey.sch.uk)) which is updated regularly. We teach ICT as a discrete subject as well as encouraging our children to use and develop their ICT skills across all other subjects. Our aim is to provide your children with the skills to live in the 21<sup>st</sup> century and we are constantly updating our facilities to ensure that they have access to the best available.

# 6 - Subjects we teach

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## **ART**

We follow the programmes of study in the National Curriculum, supported by our own scheme of work. Children are able to experience various techniques such as painting, collage, sewing and clay work, as well as learning about the work of other artists. We hold a special 'Art' week each summer to maximize expert input for the pupils. We also use visits to enhance knowledge and skills.

## **DESIGN TECHNOLOGY**

Children enjoy researching, designing and constructing their own products. We cover the areas of textiles, cookery, mechanisms and structures, undertaking one project each term. Each February we hold a Science and Design Technology week, when children have the opportunity to spend a greater length of time on this subject. Safety is naturally of key importance in this area and children are taught to handle tools and materials carefully.

## **HISTORY AND GEOGRAPHY**

History is about people, how they lived at different times, what happened, all the changes that have taken and are taking place, and the reasons why. It is important that children have an understanding of the physical world and the human society in which they are growing up. Geography bridges the divide between science and the humanities and has an important contribution to make to each curriculum area.

History and geography are taught as separate subjects, but we make links between the two wherever possible. We make good use of class trips to deepen the children's understanding of these two subject areas.

## **RELIGIOUS EDUCATION**

Importance is given to the teaching of Religious Education throughout the school. We follow the Surrey Religious Education Syllabus and all teaching is non-denominational. Section 25(4) of the Education Act 1944 provides as follows: "If the parent of any pupil in attendance at any County School or any Voluntary School requests that he be wholly or partly excused from attendance at religious instruction in the school, then until the request is withdrawn, the pupil shall be excused from such attendance accordingly".

Any child withdrawn from religious education will be given English, mathematics, history or geography work to do and will be accommodated in a different class until the end of the R.E. time.

## **COLLECTIVE WORSHIP**

There is an Assembly each day which is broadly Christian in approach. Some assemblies are for infants and juniors separately. At least once a month we hold a 'Class Assembly' at which the whole school and parents/carers of children involved are present. It is our belief that assemblies are an important part of the primary school day. They provide opportunities for the shared values and beliefs of the school to be communicated and witnessed by everyone.

Parents/carers are also invited to special assemblies at Harvest and Christmas. We have local outside speakers who conduct assembly from time to time and the vicar from the local parish church visits us regularly.

# ***6 - Subjects we teach***

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## **MUSIC**

Children throughout the school are encouraged to develop their musical abilities. We provide an all-round musical education incorporating individual talents, improvisations, composition, notation, appreciation and singing. We have peripatetic music teachers for instrumental teaching. There are also choir, recorder and guitar clubs held in the school.

## **PHYSICAL EDUCATION**

At Dormansland we are following the general requirement of the National Curriculum to promote physical activity and healthy life styles, to develop positive attitudes and ensure safe practice. This is achieved by the teaching of games, gymnastics, dance, athletics and swimming. In addition to this, outdoor and adventurous activities are organised.

Parents/carers are invited to Sports Days in the summer term, where every child takes part. The school also enters a team in the Junior District Sports, competing against children from other local schools. Inter schools' competitions are also organised in football, netball, rounders, swimming and cricket. We have enjoyed the benefits of the 'top sport' and 'top play' programmes. These have included staff training and excellent resources to improve children's games skills.

## **PSHE & CITIZENSHIP**

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active, responsible citizens. We encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum.

## **FRENCH**

From Reception class, children are taught French. We focus mainly on spoken language, although the children begin to do some written work higher up the school. French is taught in a fun and interactive way using songs, puppets and games.

## **SEX AND RELATIONSHIPS EDUCATION**

In this school we have devised our own curriculum for sex and relationships education which focuses not merely on knowledge, but also on attitudes and interpersonal skills. Questions posed by the children are answered frankly and directly, taking into account the child's perceived level of understanding. In years 4, 5 and 6 we use a series of excellent videos as part of our sex education curriculum. The curriculum outline is available to any parent who is interested and we will loan the videos we use to interested parents/carers of children in Years 4, 5 and 6 so that they may discuss their content with their children.

# 7 - Assessment and homework

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## **ASSESSMENT**

Assessment aids the future planning of children's work. It helps teachers to find out what has been learned by each individual child in their class and to plan future work to build on and extend the children's knowledge, understanding and skills. Through assessment, the teacher can match the work to children's needs and learning styles and so help each child to achieve their full potential.

Each teacher keeps their own records of what the child has learned based on observation, discussion with the child, and study of work the child has produced. Children are set targets to work towards so that they know what their aims for achievement are. More formal assessments are administered by teachers and are monitored by the Headteacher and Governors. These include the Standard Assessment Tasks (SATs) and National Curriculum Tests (NCTs) which the children will undertake during the years in which they become 7 and 11 respectively, as well as other annual tests in different year groups.

## **HOMEWORK**

### **Why do we have homework?**

- Working at home helps to develop a child's self discipline and self motivated attitudes towards study.
- Certain skills can be reinforced if given further practice outside the classroom.
- It helps to emphasise the partnership of home and school working together to benefit the child.

### **How much time should be spent on homework?**

- Your child's teacher will let you know how much time they expect your child to spend on homework. All children should read at home each night.
- Homework should not be so overwhelming that it prevents/precludes individual out of school activities.

### **In what other ways can I help my child with homework?**

- Ask the children what they have to do.
- Listen to him/her read or help with spellings.
- Parents'/carers' assistance and active encouragement in practical work can be invaluable. Where appropriate, go with them to the Public Library or use the Internet to help them with research - this can be a vital part of homework.
- Do let the teacher know if there are any queries or problems concerning homework.
- Remember the more time you can give, the greater the benefit for your child.

Your concern and support will have a considerable influence on your child's progress and attitude to learning.

# 8 - Special educational needs, equal opportunities, access for the disabled and inclusion

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## **SPECIAL EDUCATIONAL NEEDS**

We believe that it is the shared responsibility of the whole school to plan and give access to the National Curriculum so that the needs of all our children are met. We aim to give equality of opportunity to all and to encourage parents/carers to understand that a child's learning is a shared partnership between school and home.

At Dormansland we seek to identify a child's particular aptitude or learning needs as early as possible. All children are assessed on a regular basis. We use both national and in-school assessments as well as observations made by staff in the classroom.

We aim to motivate and encourage all children to reach their full potential intellectually, socially and emotionally. We recognize that praise and an appreciation of each child's strengths enable children to feel valued as individuals and help to nurture a feeling of self-worth. We believe that early identification and support for pupils with special educational needs is key to the success and happiness of children at school.

We have a Special Needs Co-ordinator, Mrs Douch, whose responsibility it is to work with staff and parents/carers to ensure that the needs of all children with special educational needs are met. She works in partnership with the class teachers and teaching assistants to make sure that individual programmes of support are in place to support the specific needs of each child.

Many children with special needs have an Individual Educational Plan drawn up for them. These plans are reviewed termly, and both parents/carers and children are invited to contribute to the process. Parents/carers of children on the SEN register are informed of their child's progress through termly meetings either with their child's class teacher or with the Special Needs Co-ordinator.

## **EQUAL OPPORTUNITIES**

At Dormansland we are committed to the promotion of equal opportunities in all aspects of life. We are opposed to racist and sexist attitudes and practices and recognize that people are of equal worth whatever their race, culture, gender, ability or religion. We believe that all people must be respected as individuals.

## **INCLUSION**

We take an inclusive approach to the education of all our pupils. We value diversity as a rich resource to support the learning of all. We are intent on creating a secure, accepting, collaborating and stimulating community, in which everyone is valued, as the foundation for the highest achievements of all pupils. Our school policy and practices reflect the inclusive culture of our school.

## **IMPROVING ACCESS FOR THOSE WITH DISABILITIES**

In line with the requirements of the Disability Discrimination Act 2000, the school has an Accessibility Plan for improving access for children, parents/carers or visitors with physical or sensory disabilities. The school is fully wheelchair accessible and as improvements to the buildings and grounds are made, the needs of disabled users are taken into account. Our curriculum is aimed at developing the knowledge and skills of every child, regardless of ability or disability, and resources and staff are deployed to support these efforts.

# 9 - School uniform list

**ALL CHILDREN ARE STRONGLY ENCOURAGED TO WEAR SCHOOL UNIFORM.  
ALL PROPERTY MUST BE CLEARLY MARKED WITH THE OWNER'S NAME**

## BOYS

Navy or grey school trousers or shorts

White polo shirt (with printed logo)\*

Navy blue sweatshirt (with printed logo)\*

Grey Socks

Black shoes (black or navy blue closed toe sandals may be worn in summer. Trainers or plimsolls may be worn for outdoor PE activities only)

Book bag (with printed logo)\*

## GIRLS

Navy skirt or pinafore or navy or grey tailored trousers (in the summer, girls may wear red gingham dresses)

White polo shirt (with printed logo)\*

Navy blue sweatshirt (with printed logo)\*

No cardigans please.

White knee or ankle socks (navy tights are allowed in cold weather)

Black, flat heeled shoes with ankle strap or laces (no "pump" style shoes). Black or navy blue closed toe sandals may be worn in summer. Trainers or plimsolls may be worn for outdoor PE activities only.

Book bag (with printed logo)\*

## **PE - INDOOR AND OUTDOOR ACTIVITIES (BOYS AND GIRLS)**

Red shorts\*

T-shirt (with printed logo)\*

Plimsolls for outdoor PE (or trainers for junior children only)

Red baseball cap (with printed logo)\*

PE bag (with printed logo)\*

## **OPTIONAL**

Fleece/Fleececoat (with printed logo)\*

Red Rucksack (with printed logo)\* - for junior children only

## **ACTIVITY OVERALLS**

Throughout the school children will need an overall when doing activities which may spoil their clothes. The most effective is an old shirt worn back to front with a button or velcro fastening at the back - the sleeves should be of a suitable length.

## **JEWELLERY**

For reasons of safety and security children may not wear jewellery to school. Earrings are not permitted but plain studs may be worn, although they must be removed by the child him/herself for all physical education activities. If a watch is worn, the responsibility for its safety lies entirely with the owner.

## **SECURITY OF PRIVATE PROPERTY IN SCHOOLS**

Property, including money, is not insured by the Education Authority. Parents/carers are advised, in their own interest, to obtain insurance cover against loss of or damage to their children's property whilst on school premises or school outings.

\* Available from the school office.

# 10 - School organisation

## ORGANISATION

There are currently 200 children in the school. The school has 7 classes in total, catering for the full age range from the Foundation Stage to Key Stage 2 of the National Curriculum. Class teachers assume responsibility for the children's welfare and for the delivery of the curriculum, but planning is a shared activity.

### Foundation Stage:

Reception

### Key Stage One:

Years 1 & 2

### Key Stage Two:

Years 3, 4, 5 & 6

## MORNING ROUTINE

All children should arrive at school between 8.40 and 8.50 a.m. when members of staff are on duty. Before that time the Education Authority is not responsible for the safety of children on the school premises. It is helpful if parents/carers allow their children to walk into the playground on their own. This enables the children to begin to be self-reliant and avoids congestion in the entrances to the school.

## TOTAL WEEKLY TEACHING TIMES

<u>Age</u>	<u>Dormansland School</u>	<u>DCFS Recommendations</u>
5 - 7	22.55 hours	21 hrs
8 -11	23.8 hours	23 - 25 hrs

## SAFETY

Children must use the pedestrian gates and pathways on entering and leaving the school. The car park is out of bounds to all children at all times. Parents/carers who arrive at the gate before the end of the day are asked to ensure that any young children in their care are closely supervised so that they do not disturb classes still at work.

We know that very occasionally there are unforeseen circumstances, which prevent you from arriving on time to pick up your child. Children, whose parents/carers are delayed at the end of the day, should wait in the main entrance until their parents/carers arrive to collect them.

Parents/carers driving vehicles are asked to remember that stopping is not allowed on the zig-zag markings outside the school. This practice is extremely dangerous, especially around the times of the start and the finish of the school day. It is requested that parents/carers park so that they do not cause a hazard to pedestrians, other drivers or to our neighbours' access to their properties.

# 11 - School test results

## KEY STAGE 1 2007/2008

- These tables show detailed results for Year 2 pupils (on the roll at the time of the last national curriculum assessments) achieving each level at the end of Key Stage 1 in the 2007/2008 school year.
- National results are the latest available.
- Figures may not total 100% because of rounding.
- Number of eligible pupils in final year of Key Stage 1 was 27.

TEACHER ASSESSMENT 2008										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
<b>Speaking and Listening</b>	<b>School</b>	0	0	60				40	0	0
	<b>National 2007</b>	2	11	65				22	0	0
<b>Reading</b>	<b>School</b>	0	0		11	26	22	41	0	0
	<b>National 2007</b>	3	13		13	22	24	26	0	0
<b>Writing</b>	<b>School</b>	0	0		18	44	11	26	0	0
	<b>National 2007</b>	5	15		22	27	20	13	0	0
<b>Mathematics</b>	<b>School</b>	0	0		22	4	48	26	0	0
	<b>National 2007</b>	2	8		16	24	27	22	0	0
<b>Science</b>	<b>School</b>	0	0	33				67	0	
	<b>National 2007</b>	2	9	66				23	0	

W represents the pupils who are working towards a Level 1, but have not yet achieved the standards needed for Level 1.

# 11 - School test results

## KEY STAGE 2 2007/2008

- These tables show detailed results for Year 6 pupils (on the roll at the time of the last national curriculum assessments) achieving each level at the end of Key Stage 2 in the 2007/2008 school year.
- A comparison is made with the most recent available national results (2007).
- Figures may not total 100% because of rounding
- The number of pupils at the end of Key Stage 2: 27

TEACHER ASSESSMENT - School KS2 (2008) and National 2007											
		Percentage at each level								Pupils Disapplied	Pupils Absent
		W	1	2	3	4	5	6			
English	School	0	0	4	15	37	44	0	0	0	
	National	0	1	4	17	48	29	0	0	0	
Mathematics	School	0	0	4	7	41	48	0	0	0	
	National	0	1	4	17	45	33	0	0	0	
Science	School	0	0	0	15	22	63	0	0	0	
	National	0	0	2	12	47	38	0	0	0	

W represents the pupils who are working towards a Level 1, but have not yet achieved the standards needed for Level 1.

TEST RESULTS - School KS2 (2008) and National 2007									
		Percentage at each level						Pupils not entered <sup>2</sup>	Pupils Absent
		Below level 3 <sup>1</sup>	3	4	5				
English	School	0	15	48	37	0	0		
	National	6	13	47	33	0	1		
Reading	School	0	11	19	70	0	0		
	National	7	9	36	48	0	1		
Writing	School	4	19	63	15	0	0		
	National	5	27	48	19	0	1		
Mathematics	School	4	7	52	37	0	0		
	National	6	16	45	33	0	1		
Science	School	0	0	26	74	0	0		
	National	3	9	41	46	0	1		

<sup>1</sup> represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils not achieving a level from the tests.

<sup>2</sup> Pupils working at the level of the tests, but unable to access them, formerly referred to as disapplied.

## 12 - School governors

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Governors are appointed in different ways. Some are appointed by the Local Education Authority, four are elected by parents/carers, the school staff elects the staff governors and the headteacher can and has chosen to be a full member of the governing body. All these governors elect the community governors. All appointments are for four years and the chairman and vice-chairman are elected every two years. The present members of the governing body are:

Local Education Authority Appointee	Mrs S. Donald	
	Mrs. E. Marten	
Community Governors	Mr R. Charlton	Chairman
	Mrs. J. Chapman	Vice Chairman
Parent Governors	Mr. A. Portman	
	Mrs P. Halford	
	Mrs. R. Norman	
	Mrs. A. Robinson	
	Ms C. Steer	
Headteacher	Mrs J. Cowley	
Staff Governors	Mrs. J. Stirrat	
	Vacancy	
Clerk to the Governors	Mrs. C. Sanderson	

The governors are responsible for policy and strategy and the headteacher is responsible for the day to day running of the school. The governing body has a number of responsibilities enshrined in law. It is required to meet at least once a term and is legally responsible, amongst other things, for:

- arranging for the National Curriculum and its assessment procedures to be carried out,
- arranging for religious education to be carried out,
- deciding how to spend the school's budget,
- senior staff appointments, staff pay and grading and other aspects of staff management,
- commenting on pupil admission arrangements,
- sex education policy,
- discipline (or behaviour) policy,
- health and safety policy,
- determining the policy for charging for school activities (e.g. educational visits, additional music lessons),
- the policy for community use of the school, and
- reporting annually to parents/carers on the Special Educational Needs policy.

This list is not exhaustive! The governing body has set up committees to help it discharge its business: Finance and Premises, Curriculum, and Personnel. The governing body at Dormansland is committed to doing everything within its power to ensure that the educational opportunities offered to the children are of the highest standard. The governors are pleased that a wide range out of classroom activities is available to the children.

More information about the governing body can be obtained from the chairman, any governor or the headteacher.

# 13 - Parent/carer help in school, newsletter, home-school partnership and children's health

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## **PARENT/CARER HELPERS IN SCHOOL**

We are very grateful to our team of helpers in school who give their time and talents so readily in all sorts of ways from listening to children read, helping with cooking and craft activities to helping on school visits, so don't be shy. If you would like to know more about being a helper in school, please make an appointment with the Headteacher or Deputy Headteacher to discuss ways in which you can help.

## **NEWSLETTER**

A monthly newsletter is sent to all parents/carers giving a wide range of information about events and general points of interest. Letters concerning specific information are also sent out. We can send you newsletters by email or by pupil post. Where matters affect the whole school, the letter is taken home by the eldest child in your family attending the school. Otherwise, letters are brought home by the child directly concerned. Letters are generally sent out on a Friday only and may also be viewed on the school website, [www.dormansland.surrey.sch.uk](http://www.dormansland.surrey.sch.uk)

## **HOME-SCHOOL PARTNERSHIP**

We believe that the home-school partnership is very important in securing the best for the children in our care. Children learn better if they realise that parents/carers and teachers are talking together and supporting them. Parents/carers are welcome to come into school to discuss their child's progress. It is important that any difficulties are clarified before they become problems.

In order for quality time to be given to parents/carers we do ask that whenever possible you arrange an appointment for a time suitable for all concerned. The Headteacher is always happy to see parents/carers. Appointments can be made through the School Office. The Headteacher will always endeavour to meet with parents/carers at short notice.

## **SCHOOL NURSE AND DENTAL INSPECTIONS**

The school nurse regularly visits the school. She conducts health checks for children new to the school. Dental inspections are organised for the school on an annual basis with the agreement of parents/carers.

## **CHILD PROTECTION**

We are committed to safeguarding and promoting the welfare of children and we expect all our staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and procedures in place. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Parents and carers are welcome to read the Child Protection Policy on request. Our Child Protection Liaison officers are: Jane Cowley (Headteacher) and Hilary Douch (Deputy Headteacher).

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## 14 - Extra-curricular activities

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We are proud of the wide range of activities available to our children at lunchtime and after school. Children who take part in clubs after school need to bring written permission from parents/carers. These are some of the extra-curricular activities that we have offered during the past year:

Athletics	Art	Brainteasers	Cricket
Dance	Football	Gardening	Guitars
Homework club	Judo	Kids Fit	Knitting
Netball	Newspaper club	Recorders	Sewing
Tag Rugby	Yoga		

## 15 - Holidays in term time

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The government recognizes that there may occasionally be a need to take a family holiday during term time due to work-related circumstances beyond the family's control. **However, this inevitably disrupts the education of your child and should not be undertaken lightly.** Should you have a genuine, work-related need to take your child out of school for up to two weeks in the school year, permission should be sought from the headteacher. Absences for the following reasons will **not** be authorized:

Any absence during Year 6

Family birthdays

Long weekends

Shopping trips

Minding the house

Day trips

Birthday treats

Visiting relatives

Looking after relatives

## 16 - Emergency Procedure

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In the case of really bad weather, when the school might be closed, we ask parents/carers to listen to Radio Mercury 102.7 FM from 7am onwards.

Details of any school emergency closures will also be posted on the school website, [www.dormansland.surrey.sch.uk](http://www.dormansland.surrey.sch.uk)

If we ever need to close the school because of an unexpected event, we telephone parents/carers and never send unescorted children home.

## 17 - Incidence of unauthorised absence (period to May 2008)

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Number of pupils of compulsory age on roll: 169

Total number of sessions: 49774

Percentage of sessions missed through authorised absence: 4.0%

Percentage of sessions missed through unauthorised absence: 0.2%

## 18 - Access to information

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Government legislation allows the following information to be available, on request, for parents/carers to view in school. Parents/carers should contact the headteacher if they wish to see any of the following documents:

- Exclusion Policy
- Syllabus for Religious Education
- National Curriculum documents
- Equal Opportunities Policy
- Drugs Policy
- Ofsted Report
- Charging Policy - for educational visits and activities
- Governing body minutes
- National Curriculum Test results
- Education records
- Complaints procedure

## 19 - Complaints procedure

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The Governing Body is required to publish guidelines for parents/carers about the school's complaints procedure. If at any time a parent/carer has reason for complaint the procedure is as follows:

1. Approach their child's class teacher.
2. If the complaint is not resolved with the class teacher, make an appointment to see the headteacher or deputy headteacher.
3. Should the problem still not be resolved it may be referred to the governing body, the chairman of which can be contacted through the school.
4. If, after all reasonable attempts have been made by school staff and governors, an agreement cannot be reached then parents/carers should contact the Local Education Authority (LEA). LEA staff will refer complaints to school if they are not satisfied that stages 1, 2 and 3 have been undertaken.

These arrangements, clearly, still enable parents/carers ultimately to take matters up with the LEA, and, indeed, in serious cases of alleged malpractice the earlier stages may be foreshortened. The school's policy is that correspondence on such issues should be acknowledged within 5 working days and replied to within 15 working days.

## 20 - Charges for school activities

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Parents/carers are invited to make voluntary contributions towards the costs of their child's participation in educational visits which occur during school time. However, where the level of parental contribution does not cover the cost of the proposed outing, the school may be obliged to cancel the visit. Parents/carers who are in receipt of Job Seekers' Allowance/Income Support may apply to the school for aid in meeting these charges. Their children are still included in such visits and other parents/carers are not asked to subsidise them. A charge may be levied for the cost of material where a parent/carer has the opportunity to take ownership of the finished product, for example in art or design technology activities.

**FINANCIAL AID TO PUPILS:** For information regarding the schemes of financial aid for pupils covering travel, free school meals, or free school milk please contact the school office.

## 21 - Staff and class structure September 2008

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Headteacher	Mrs Cowley
Deputy Headteacher	Mrs Douch

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Reception	Miss Robinson
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Year 1	Mrs Douch / Miss Lauder
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Year 2	Mrs Wall
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Year 3	Mrs Stirrat / Mrs Watson
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Year 4	Mrs Davies/Mrs Miller
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Year 5	Mr Pritchard
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Year 6	Mrs Lakhani
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School Business Manager	Mrs Gibson
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School Secretary	Mrs Lowe
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Teaching Assistants	Mrs Canham, Mrs Eaton, Mrs Eveleigh, Mrs. Floyd, Mrs Gavin, Mrs Heawood, Mrs Heale, Mrs Hewitt, Mrs Hrachovec, Mrs Holme, Mrs Lochhead, Mrs Osborne- Crone, Mrs Potton, Ms Pryor
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Breakfast Club staff	Mrs. Eveleigh, Mrs Pedleham, Ms Trotman,
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Midday Supervisors	Mrs Eaton, Mrs Eveleigh, Mrs Gavin, Mrs Holme, Mrs Lochead, Mrs Osborne-Crone, Mrs Potton, Ms Pryor, Miss Stockley
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Caretaker	Mrs Scott
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## 22 - Children learn what they live

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*If a child lives with criticism he learns to condemn*

*If a child lives with hostility he learns to fight*

*If a child lives with ridicule he learns to be shy*

*If a child lives with shame he learns to feel guilty*

*If a child lives with praise he learns to appreciate*

*If a child lives with fairness he learns justice*

*If a child lives with security he learns to have faith*

*If a child lives with approval he learns to like himself*

*If a child lives with acceptance and friendship*

*He learns to love the world*

## 23 - Useful names and addresses

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School Address: Clinton Hill, Dormansland, Lingfield  
Surrey  
RH7 6PE

Telephone: 01342 832359  
Fax: 01342 836016  
e-mail: [info@dormansland.surrey.sch.uk](mailto:info@dormansland.surrey.sch.uk)  
web site: [www.dormansland.surrey.sch.uk](http://www.dormansland.surrey.sch.uk)

Headteacher: Mrs. J. Cowley

School Business Manager: Mrs. N. Gibson

School Secretary: Mrs. J. Lowe

School hours:

Infants	8.50am - 12.15pm 1.20pm - 3.15pm
Juniors	8.50am - 12.30pm 1.20pm - 3.15pm

Surrey County Council  
General Parental Enquiries: 08456 009 009

Local Education Office (SE): Omnibus, Lesbourne Road, Reigate  
Surrey RH2 7JA

Surrey County Council: County Hall, Kingston upon Thames,  
Surrey KT1 2DJ

The content of this document represents the information required in Schedule 2 of the Education (School Information) Regulations 1981 and related to the school year 2008/2009. The information was correct as at September 2008.

It should not be assumed that there will be no change affecting the arrangements described in this document before the start of, or during the school year in question, or in relation to subsequent school years.

# 24 - Privacy Notice - Data Protection Act 1998

We, Dormansland Primary School, are the Data Controller for the purposes of the Data Protection Act. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to:

- support your teaching and learning;
- monitor and report on your progress;
- provide appropriate pastoral care, and
- assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information <sup>A</sup>, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Children, Schools and Families (DCSF).

If you want to see a copy of the information we hold and share about you then please contact Mrs. Gibson, School Business Manager.

If you require more information about how the LA and/or DCSF store and use this data please go to the following websites:

- [http://sccchna1.surreycc.gov.uk/sccwebsite/sccwspages.nsf/LookupWebPagesByTITLE\\_RTTF/Publications+and+records?opendocument](http://sccchna1.surreycc.gov.uk/sccwebsite/sccwspages.nsf/LookupWebPagesByTITLE_RTTF/Publications+and+records?opendocument) , and
- <http://www.teachernet.gov.uk/doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc>

If you are unable to access these websites, please contact the LA or the DCSF as follows:

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| <ul style="list-style-type: none"><li>• Corporate Information &amp; Governance Team<br/><b>Surrey County Council</b><br/>County Hall<br/>Penrhyn Road<br/>Kingston upon Thames<br/>KT1 2DJ<br/>website: <a href="http://www.surreycc.gov.uk">www.surreycc.gov.uk</a><br/>email: <a href="mailto:foi@surreycc.gov.uk">foi@surreycc.gov.uk</a><br/>tel: 08456 009 009</li></ul> | <ul style="list-style-type: none"><li>• Public Communications Unit<br/><b>Department for Children, Schools and Families</b><br/>Sanctuary Buildings<br/>Great Smith Street<br/>London<br/>SW1P 3BT<br/>website: <a href="http://www.dcsf.gov.uk">www.dcsf.gov.uk</a><br/>email: <a href="mailto:info@dcsf.gsi.gov.uk">info@dcsf.gsi.gov.uk</a><br/>tel: 0870 000 2288</li></ul> |
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<sup>A</sup> Attendance information is not collected for pupils under 5 at Early Years Settings or Maintained Schools

# 25 - Admissions policy

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The School follows the admissions procedure agreed by Surrey LA. Children start school in the academic year in which they are five.

All Surrey schools will operate an Equal Preference System and give parents the opportunity to state three ranked school preferences.

We will use the following criteria when the school is oversubscribed:

- (i) Looked After Children
- (ii) Exceptional arrangements
- (iii) Siblings
- (iv) Children for whom the school is the nearest
- (v) Any other applicant

**NB: Home to School measurements:** For the majority of Community and Voluntary Controlled Schools, in the event of any category being oversubscribed, home to school distance will be measured by a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest school gate for pupils to use.

**NB: Waiting Lists:** For all Community and Voluntary Controlled schools waiting lists will be held for the period of one academic year (September - July), except in subsequent years in the event of more than one request for places to the school and the appropriate year group is full. The waiting lists will be prioritised using the admissions criteria as appropriate to the school(s) concerned.

Parents who are seeking to admit a child to the school are asked to telephone for an appointment in order to arrange a visit to meet the Headteacher and see us in action.

For children who are already of statutory school age, if parents feel that the school meets the needs of their child, and if the school can offer a place, then the entry formalities are simple and straightforward: just complete our school admissions form.

If the child is under statutory school age, their name is placed on a waiting list. Parents will be asked to complete a Surrey County Council admissions form in the Autumn Term of the year before their child is due to start school and places are allocated at the school by Surrey County Council's Admissions Department. Parents will hear if their child has been allocated a place in March of the year in which they are due to start school. Towards the end of the summer term prior to admission, time is set aside for new children so that they can become acquainted with one another and with their teachers. An evening is also arranged for new parents to come in and find out more about our school.