



## **SCHOOL PROSPECTUS**



## **ST. ANDREW'S C. of E. INFANT SCHOOL**

**An Academy in The Good Shepherd Trust**

Upper Church Lane, Farnham

Surrey GU9 7PW

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Assistant Head: Mrs. Catherine Floyd BSc (Hons) PGCE

Executive Head: Ms. Jayne Venables B.A. (Hons) PGCE

Dear Parents,

Thank you for your interest in St. Andrew's Infant School. This prospectus has been prepared in order to provide you with information about our school and we hope that you will find it useful.

Our school has a long and successful tradition of educating children and helping them to achieve their full potential. We aim to provide a rich and exciting curriculum that challenges children to achieve their potential.

Our website and prospectus will give you an initial feel for our school but we would encourage you to come and see our children learning at first hand on one of our open days.

If you decide to entrust your child to our care, we will do our best to ensure that his or her experiences with us are happy, fulfilling and long lasting.

Yours sincerely,

**Catherine Floyd**

**Assistant Head**

**Larry Peppin**

**Chair of Governors**

## The School

St. Andrew's Infant School is a Church of England School. It was founded in 1860 and at present caters for up to 90 boys and girls between the ages of four and seven.

In 2010 we celebrated the school's 150<sup>th</sup> anniversary. The oldest surviving School Log Book dates from 1871, when the then head teacher recorded that she began to give instruction in Arithmetic, Writing, Singing, and Marching. Today, thankfully, the curriculum is much broader and more in keeping with our modern lives.

The school is situated in the centre of Farnham, in a peaceful, secluded corner overlooking the churchyard and Parish Church of St. Andrew.



The school accommodation consists of three classrooms each with its own practical area and its own comfortable book area and a large recently refurbished and replenished library. The children are surrounded by books and actively encouraged to develop a love of reading. There is a hall which serves as a gymnasium and a music and drama room, as well as the dining area. In addition we have two rooms designated for small group teaching - the Rainbow Room and the Launch Pad – as well as a mezzanine floor - The Rocket Room - used as both the staffroom and as another teaching room.

The playground is marked out for a variety of games to be used in P.E. lessons and at playtime. We also have a play frame, trim trail and a range of games equipment for outside use

The school makes full use of its location in a rich varied environment and the Park, Castle, Town Centre and Flood Meadows are all within easy walking distance.

## ***OFSTED and SIAMS Inspections***

The school was last inspected in January 2014. The Ofsted report states that St. Andrew's is a good school with a warm, caring and nurturing ethos. The report highlighted many outstanding features including achievements and standards, the children's attitude to learning, behaviour and their personal development.

As a church school we also have a Statutory Inspection of Anglican Schools, which follows the Ofsted visit. The SIAMS report concluded that St. Andrew's is a good church school that has excellent standards and achievements in place.

## **Our Christian Vision**

Achieving excellence through a values curriculum based on [TRUST](#), [RESILIENCE](#), [JUSTICE](#) AND [FELLOWSHIP](#)

At the heart of our schools the children's well-being and safety is centred on a creative and aspirational curriculum, exposing children to the wonders of the natural world, with everyone motivated to succeed and fulfil their unique destiny.

Our nurturing school community encourages children to find joy in life, their faith and learning finding moral strength and discovering a spiritual depth.

This is achieved through our Christian Values of [Fellowship](#), [Justice](#), [Resilience](#) and [Trust](#).



### **FELLOWSHIP**

Everybody is important.

I will not think I am better than others.

A central element of being a family is interdependence: all are needed and valued and each person is important to the whole.

The same message is found in Paul's image of the Christian community as the body of Christ.

Each member of the body shares the joys and sufferings of the others and each depends upon every else.

*2 Corinthians 13:14*

*May the grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with you all.*



## JUSTICE

Justice is not about a culture which encourages everyone to insist on their own rights at the expense of others.

It is about a community that knows that everyone's well-being is bound up with that of everyone else.

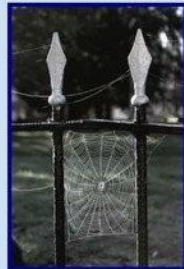
A commitment to justice leads to fierce opposition to injustice in whatever form it may be found. Justice is a pre-requisite of peace: without justice there can be no peace.

*Amos 5:24*

*Let justice roll on like a river, righteousness like a never-failing stream.*

*Proverbs 29:7*

*The righteous care about justice for the poor, but the wicked have no such concern.*



## RESILIENCE

The special gift that we have when life is difficult or challenging that helps us not to give up. Endurance and perseverance are only possible where there is hope and that hope is based on the enduring nature of God's love and faithfulness.

*Psalms 100:5*

*For the LORD is good and his love endures forever; his faithfulness continues through all generations.*

*Romans 5:2-4*

*And we rejoice in the hope of the glory of God. Not only so, but we also rejoice in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope.*



## TRUST

Trust is central to civilised society, to living together in harmony, so it is to be valued and honoured. With wisdom and discernment, we can learn to trust.  
We can build trust in our society by being reliable ourselves, by not letting people down.

*John 14:1 (Jesus' words to his disciples)*

*'Do not let your hearts be troubled. Trust in God: trust also in me'*

*Romans 15:13*

*May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.*

*Psalms 46:1-2*

*God is our refuge and strength, an ever-present help in trouble. Therefore we will not fear, though the earth give way and the mountains fall into the heart of the sea.*

## Safeguarding Children at St. Andrew's

**Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**

This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. We expect all staff (including supply staff, volunteers and governors) to ensure that they are aware of these procedures. Parents and carers are welcome to read the Policy and can be found on our website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.



## Admissions

St. Andrew's is governed by Surrey County Council's (SCC) admissions policy., St Andrews 2018. Our published admission number each year is 30. Please see St. Andrew's Admission Policy 2018 for details on admission criteria.

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children who will have a sibling at the school at the time of the child's admission
4. Children living within the catchment area of St. Andrew's Infant School. See admissions on school website for further information.
5. Any other applicants.

Applications for school places must be submitted by the January of the admission year your child is due to start. For first admissions, exceptional arrangements can only be considered for application received by the closing date.

The legal requirement is that your child starts school at the start of the term following his or her fifth birthday. In line with SCC's policy St. Andrew's admits all four year olds in September of the school year in which they are five.

All Reception children are expected to start full time from September.

## Getting to know the School

Towards the end of the summer term prior to admission, your child will be invited to some story time sessions with his/her class teacher. Your child will also be invited to spend a session in school getting to know the teacher and future classmates.

There will be an opportunity for you to meet again with the Head Teacher and teachers at an evening meeting in late June/early July to answer any questions you may have and to hear about how best you can prepare you child for starting school.

Two or three weeks into your child's first term we have a meeting about the Early Years Curriculum. This gives you the opportunity to understand what your child is doing in school.

After we have confirmed your child's place in the school, you and your family and friends will be invited to join in the social and fundraising events organised by our Parents Association.

## School Organisation

The first year of school – the school year in which your child is five - is called Reception. The subsequent years are called Year 1 and Year 2.

St Andrew's has 3 year groups arranged as follows:

**Robin Class:** 30 Reception children

**Owl Class:** 30 Year 1 children

**Kingfisher Class:** 30 Year 2 children

All the children are taught mainly by their Class Teachers, with help from Teaching Assistants.

A variety of teaching methods and styles are used to cater for individual needs. Sometimes classes are taught as a whole, often the children are taught in small groups or as individuals. The school adopts a combination of subject teaching and a topic based approach to learning with the emphasis on learning from firsthand

experience. Each child works at his or her own ability level. Topics usually include the use of the local environment and/or an educational visit further afield.

## The Curriculum

Reception children work on the **Early Years Foundation Stage Curriculum** and Years 1 and 2 are on **Key Stage 1 of the National Curriculum**.

At St. Andrew's we implement the curriculum through topic work and subjects. Teachers work together to plan the curriculum to ensure continuity and progression across the age groups.

The children are encouraged to work from first-hand experience and observation. We expect them to aim high in their personal endeavours. Steady effort, co-operation and anticipation of success, without undue stress, are the prevailing attitudes towards work in our school.

### ***THE EARLY YEARS FOUNDATION STAGE CURRICULUM***

The children's first experiences of school will help them feel secure and settled. Through purposeful play and plenty of contact with adults we will help them develop their language, grow in confidence and begin to establish positive attitudes and good habits of learning which will provide a firm foundation for their future education.

Young children do not recognise the boundaries of subjects and so the curriculum is presented and experienced in an interrelated way. There are six main areas of learning and each area has specific goals and learning outcomes. They provide the foundation for learning across the subjects of the National Curriculum and Religious Education at Key Stage 1.

**Personal, Social and Emotional Developments** – focuses on children learning how to work, play, co-operate with others and function in a group beyond the family. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for a chosen activity. They say when they do or don't need help.

**Communication and Language** – covers important aspects of language development and provide the foundation for literacy. They involve communication through talking, listening, reading and writing.

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others are say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs.

**Understanding the World** – provides a foundation for historical, geographical, scientific and technological learning. Children develop knowledge and understanding of their environment, other people and features of the natural world. They are encouraged to look closely at similarities and differences in things around them, ask questions, give explanations, experiment and try out ideas.

**Physical Development** – focuses on children’s developing control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Children know the importance of good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet.



**Expressing Arts and Design** – focuses on the development of children’s imagination and their ability to communicate and to express ideas and feelings in creative ways. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, role play and stories.

## **Literacy**

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## Mathematics

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing

## THE NEW NATIONAL CURRICULUM 2014

The Early Years Foundation Stage Curriculum gives the children a sound preparation for the National Curriculum and there is a great deal of overlap between the two.

The Key Stage 1 National Curriculum subjects are:

English	History	Computing
Mathematics	Geography	Physical Education
Science	Art	Music
Religious Education	Design and Technology	Personal Social and Health Education

Skills in the use of Information Communications Technology (ICT) are developed across the curriculum and especially in the core subjects of English, Mathematics and Science.

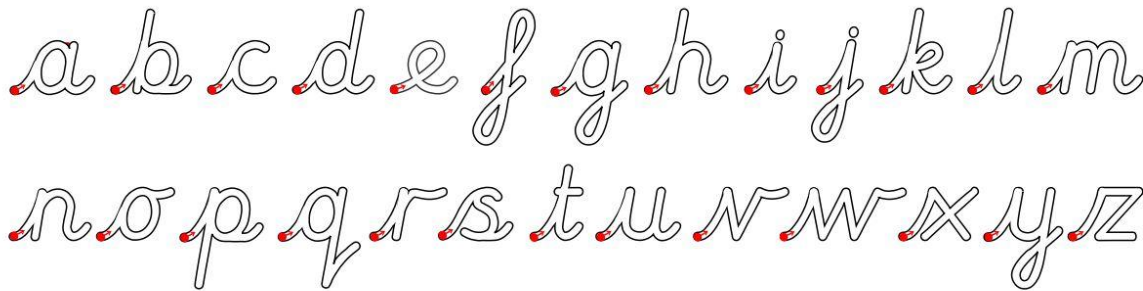
**English** - The emphasis is on Listening, Speaking, Reading, Writing, Spelling and Handwriting. Children are encouraged to listen carefully and express themselves clearly. Reading is taught using a variety of different methods. Our reading books are Book Banded, which means the children will be reading a wide range of published books at their own level. Children take home reading books and visit the school's library once a week.



Joined up writing is taught from Year 1. Handwriting and spelling are taught together. The children learn the phonic sounds of the letters for reading and the letter names for spelling. They are shown how to look for letter patterns and use them to learn spellings.

The children write for a variety of purposes, these include imaginative, descriptive and report writing. They are taught to write in an original way, gradually building up skills in grammar and spelling, and learning to structure their writing.

Style of lettering that we use at St. Andrew's:



**Mathematics** - We aim to give the children a good grounding in the basic skills of numeracy while providing plenty of opportunity to put these skills into practice regularly through investigation and problem solving situations. We offer a full range of experiences in the practical areas of mathematics including data handling, shape and space and different types of measurement. Computers are used where appropriate to reinforce and extend in all aspects of Mathematics.



The teachers plan together and use a variety of resources to provide continuity and progression from year to year. They promote children working together as a class and in small groups, developing their skills through practical experiences and discussion. The numeracy strategy provides the basic framework for our Mathematics curriculum. In addition much work originates from other subjects.

**Science** - We aim to give our children the opportunity to develop an awareness of the role and importance of Science in everyday life. Starting points for this are in the children's own experiences. They develop a knowledge and understanding of science through activities where they learn to question, predict, plan and carry out investigations.

They learn about:

- Living things, including themselves and the conditions necessary for life
- Materials and their properties
- Physical processes including electricity, forces and motion, light and sound



**Religious Education** – R.E. plays an important part in the children’s education. Religious ideas are introduced through everyday experience, exploration of the natural world and through stories, customs, celebrations and visits to St. Andrew’s Parish Church.

Our aim is to develop:

- A caring attitude and a sensitivity to the feelings and needs of others
- A positive attitude towards themselves and an awareness of a sense of mystery and wonder in life
- An interest in and respect for their world and an awareness of the interdependence of the natural order and of people
- A sense of right and wrong
- A sense of thankfulness and reverence

We follow the County Agreed Syllabus. Our teaching is non-denominational and predominantly of the Christian tradition. We encourage children to be aware of other faiths and traditions, and foster attitudes of respect and tolerance. R.E. is taught mainly through cross-curricular topics and we cover the main Church festivals. Acts of worship are held regularly and led by staff, children and visitors.

Parents have the right to withdraw their child from R.E. lessons and Acts of Worship.



**History** - Our aim is to develop an interest and awareness in the past and the ways it was different from the present. We begin with the child and their present experiences and go back from the near to the more distant past. Full use is made of our wonderful local environment.

**Geography** - Children learn to use maps, develop field work techniques and begin to build up a knowledge and understanding of places near and far. Again the local environment is used and the children have access to artefacts, pictures, photographs, computer based materials and other resources to build up geographical skills.

**Art** - Children learn to express themselves using a variety of media. They paint, draw, construct models, do collage work and pottery. They also develop skills in close observational drawing. We encourage them to take pride in their work and to aim for high standards in presentation. Using artists in residence, pictures and artefacts we help the children develop an understanding of the work of artists and crafts people and apply that knowledge to their work.



**Design and Technology** -The purpose of Design and Technology is to enable the children to be inventive in designing practical solutions to problems and to learn to use appropriate tools and materials with increasing skill.

**Information and Communication Technology** - Children use a range of digital equipment including computers, programmable toys, listening stations, microscopes and video. The children learn to communicate and handle information by learning word-processing, data-handling and graphics. Every class has multi-media computers, several laptops, an electronic white board and controlled access to the internet. Our resources are increased every year.

**Music** -There is a strong tradition of music in the school. Lessons involve singing and the playing of percussion instruments and recorders. Children are encouraged to listen carefully to music and to respond to what they hear. They also write their own simple tunes. The aim is for enjoyment and active participation. The children put on performances for parents and friends.

**Personal Social and Health Education** – Children are helped to develop their own set of values within a moral framework. They are encouraged to value family life and be aware of their responsibilities and the relationships that exist within their families. In the course of topic work and R.E. our children learn about human and animal families, parts and functions of the body, appropriate behaviour, keeping themselves healthy and safe, friendship, helping others, sharing and co-operation, taking responsibility, awareness of their own and other people's feelings and tolerance. Our policy on Sex Education is in line with the County's guidelines.



**Physical Education** -The school provides a balanced programme of Physical Education to meet the children's physical needs. Lessons include games, drama, gymnastics and work with small apparatus such as balls, bats, ropes and hoops. Our aim is to ensure success and enjoyment while helping to develop a healthy lifestyle, and a positive attitude to physical and recreational activities that will continue throughout life. During the summer months the children have access to a nearby field in the Farnham Library gardens for games.

**Educational visits** - From time to time educational visits are organised to develop and extend our cross-curricular topic work. They are carefully chosen and form an important part of the curriculum.



## Special Educational Needs

Some children are identified as having special education needs for physical, academic or emotional reasons. Problems are usually first identified by you, as parents, or by class teachers.

Discussions with parents and ongoing assessment help teachers draw up programmes for the children as individuals and to identify those requiring extra support.

Where necessary, additional support is given to small groups of children by a Higher Level Teaching Assistant in the specially equipped Rainbow Room.

Teachers keep parents up to date about their children's progress and parents may sometimes be given activities to do at home.

In some cases, and with parental consent, outside agencies can be approached for help and advice. These include the Educational Psychologist, the Speech and Language Unit and the Learning and Language Support Service.

Copies of the school's Policy on Meeting Special Educational Needs and Disability Equality Scheme are available on our website.

## Parents

### OUR HOME – SCHOOL PARTNERSHIP

It is part of our school's philosophy that teachers and parents work together in partnership. Open evenings, which are held each term, are times when you can discuss your child's progress with the teacher and together plan the next stage in his or her education. Otherwise you are always welcome to talk with the teachers after school. If you have a particular concern appointments can be made to see the Head Teacher.

At the end of each year you will receive a written report that forms your child's record of achievement and keeps you up to date on your child's progress through the National Curriculum.

If your child should experience a problem in school you will be notified and your co-operation sought in dealing with it. You are also invited to assemblies celebrating special occasions and to information evenings run by the teachers where you can learn more about the curriculum.

Good communication is vital if we are to work in true partnership. To facilitate this, regular school and PTA newsletters are sent home. As in all schools when your child has started you will be invited to sign the home/school agreement which briefly sums up the partnership.

## PARENTS HELPING IN THE SCHOOL

Our parents are welcomed into school, to help in many ways such as:

- Helping in the library and hearing children read.
- Helping with cooking, sewing, computer, art and craft or other activities.
- Coming on educational trips.
- Accompanying a group to the allotment.

In line with safeguarding regulations, DBS checks are required and available via school.



## HOMEWORK

Our children are encouraged to take home reading and library books. When you read with your child it is important that it is in a relaxed atmosphere, when you have time to enjoy the book together. At first the book should be read to your child and the pictures discussed. Later he or she will begin to recognise words and start to read with you. As your child becomes a more confident reader he or she will be able to read to you.

A small amount of other work is also sent home. This includes learning spelling and multiplication tables, practising handwriting or researching a topic.



## Practical details

### SCHOOL HOURS

**School hours are from 8.50am to 3.00 pm.**

There is a 15 minute morning break at 10.40am and the lunch break is from 12.00 am – 1.00pm.

Children may enter their classrooms from 8.40am, ready to start work at 8.50am.

There are 21.5 teaching hours per week, excluding breaks and the collective Act of Worship.

To ensure the children's safety, each class leaves by a different exit after school. Children are handed over once teachers have established eye contact with the adults collecting them.

### ABSENCES

We are concerned for the well-being of all our children and regular and punctual attendance is vital for good progress. If your child is absent for any reason it is important to notify the school as soon as possible on that day.

If you need to take time out of school in term time, unless there are exceptional circumstances absences will be recorded as unauthorised.

## DISCIPLINE

At St. Andrew's we aim to develop self esteem and self-discipline in all our children. We expect them to behave well, be considerate of others and to take care of their own and other people's property. Good behaviour is rewarded with stars and certificates. It may be necessary, in case of misconduct, to impose an appropriate punishment but we prefer to put the emphasis on praising good behaviour.

Ofsted said that St. Andrew's is a caring school with good provision for personal development. Pupils are taught the difference between right and wrong and expected to act accordingly.

## HEALTH IN SCHOOL

Children have access to drinking water in their classrooms throughout the day and have a fruit snack for the mid-morning break. We also supply milk which is free of charge for children who are four.

During your child's second full time term he or she will be seen by the School Nurse for a routine medical examination. Parents are invited to be present.

Should your child become ill or have an accident during the school day you will be contacted. In the case of a serious accident, a member of staff would accompany your child to hospital and you would be informed as soon as possible.

**Medicine** – If your child needs to take any medicine during school hours please hand it in at the office, clearly labelled. **We require your written permission to give medicine to your child.**



**THERE IS A NO SMOKING POLICY THROUGHOUT THE SCHOOL AND GROUNDS.**

## **VISITORS TO THE SCHOOL**

Every year we invite a Puppeteers Company to the school and there are occasional visits from specialists such as artists, authors or storytellers. These enjoyable occasions also form a valuable part of the education process.

## **CHARGES**

Educational visits, visiting artists, authors and puppeteers companies are educationally worthwhile but they all cost money. The Education Act 1988 states that all education must be provided free of charge but parents may contribute financially through voluntary contributions. Without voluntary contributions they cannot take place because the extra costs are not in our funding. Where to contribute would cause hardship, the school will be pleased to give assistance.

## **SCHOOL DINNERS**

We encourage healthy eating. Children have a hot dinner, cooked at school, or bring a packed lunch.

Notice of one week is required before changing lunch arrangements.





### **ST. ANDREW'S SCHOOL P.T.A.**

Our school is fortunate in the support that we are given by our parents and friends. All parents belong to the Association which exists to organise social and fundraising events. Money raised buys many much needed 'extras', most recently computers, playground and classroom equipment.

### **CLUBS AND EXTENDED SCHOOL SERVICES**

We offer a wide range of after school clubs and breakfast and after school care facilities at Potters Gate School. An adult accompanies the children there after school. After school clubs are offered everyday at our school.



## In Conclusion

We at St. Andrew's hope you have found this information helpful. If you wish to arrange a visit, telephone or email for an appointment and we will be delighted to show you around.

We look forward to meeting you and your child in the near future.

This prospectus has been produced in accordance with the requirements of *The Education (School Information) (England) Regulations 2002 (SI 2002/2897)*, as amended by *The Education (School Information)(England) (Amendment) Regulations 2005 (SI 2005/2152)*.

The contents of this document relate to the current school year. It should not be assumed that there will be no changes 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.