



Inspiring a love for lifelong learning

INTRODUCTION

We hope that you find the information provided in our prospectus useful and if you have any further questions, please do not hesitate to ring: **01784 250305** or e.mail: **info@ashford-park.surrey.sch.uk**

Ashford Park opened in 1990, after Hengrove School and Woodthorpe School amalgamated and we will be celebrating our 30 year anniversary in 2020. Our well-maintained buildings are set in beautiful grounds, which the children actively use to support their learning. The school is very well equipped with modern furniture and excellent resources in all classrooms. All staff ensure that the classrooms are attractive and stimulating places for the children, where lifelong learning is encouraged and supported. In addition the school offers cycle and scooter racks, a pond area and bird hide, a reading yurt, fitness equipment, a trim trail and the Jubilee Garden for children to use all year round.

There is a smooth flow of learning throughout our school, we have structured our learning environment, to allow for an Early Years Foundation Stage / KS1 unit, Year 2, 3 and 4 building and Year 5 and 6 junior units.

We have a number of school animals, which help to provide a supporting, nurturing and caring environment.

School ducks



Ziggy, therapy dog



Blue and Daisy, therapy rabbits



ADMISSION CRITERIA FOR SEPTEMBER 2019

Children are admitted up to our admission number of 90 each academic year. Admission arrangements are as follows:

Admission criteria for community and voluntary controlled schools in Surrey.

The admission criteria for the majority of Surrey's community and voluntary controlled schools are set out below. Where a community or voluntary controlled school's admission criteria are different, the criteria are listed separately at the back of the section for each borough/district.

1. Looked after and previously looked after children

2. Exceptional social/medical need

3. Children who will have a sibling at the school or at an infant/junior school which operates shared sibling priority on the date of admission – a sibling will be considered to be a brother or sister of the same parents (whether living at the same address or not), or a half brother or sister, step brother or sister or an adopted or fostered brother or sister living as part of the same family unit at the same address

4. Children for whom the school is the nearest to their home address - the nearest school will be the school closest to the home address that has a Published Admission Number to admit pupils of the appropriate age range and which admits local children. The nearest school may be either inside or outside the county boundary.

5. Any other children, prioritised according to the distance they live from the school.

Unless otherwise stated, distance will be used when any category is oversubscribed and will be measured by straight line from the address point of the pupil's house to the nearest official school gate for pupils to use. Where two or more children share priority for a place, Surrey County Council will use random allocation to determine which child should be given priority.

Allocation of places for September 2019

The 2018 published admission number (PAN) for this school was 90. The PAN is the number of pupils the school intends to admit.

The total number of primary school places offered for September 2018 was 90.

SCHOOL UNIFORM

We take pride in all of our children wearing school uniform which encourages a sense of belonging and develops skills for **lifelong learning** and **employment**. School uniform is available for purchase from TESCO on-line and "School Uniform Direct" at 23, High Street, Staines, TW18 4QY Tel no: 01784 454517. Items other than ties and school badges can be purchased from local shops or department stores.

WINTER UNIFORM (After October half-term)

Red school jumper or cardigan.

White shirt or blouse with school tie.

(Reception children are asked to wear a white polo shirt with no tie.)

Mid-grey skirt, mid-grey pinafore dress or mid-grey school trousers.

Black school shoes (trainers and boots are **not** acceptable.)

Grey or white plain socks.

Grey or red tights.

SUMMER UNIFORM (After Easter)

Red school jumper or cardigan.

White shirt or blouse with school tie or white polo shirt.

Mid-grey skirt, mid-grey trousers, mid-grey shorts or red and white summer dress.
(No cargo or sport style shorts).

White or black sandals (No open toed sandals, kitten heels or "Vans").

Grey or white plain socks.

PE KIT

Red round neck T-shirt

Navy shorts

Plimsolls/trainers (suitable for outdoor use)

Plain dark track suit (Navy or black), with **NO** logos.

The Ashford Park red bookbag is required in school every day. Please do not allow your child to bring a rucksack to school, as we have nowhere to store them.

It is the school's expectation that parents and children support our school uniform policy. Children must not wear nail varnish, style hair with gel, have tram lines (severe haircuts), or dye their hair. Hair that is at shoulder length or longer, must be tied back at all times with a plain band in school colours – grey, white, red or black. This helps to prevent the spread of head lice and provides additional safety during physical activity. Jewellery such as earrings are actively discouraged and cannot be worn for PE. PLEASE save the wearing of jewellery and special hair styles for the holidays. The summer holiday provides a 6 week opportunity for ear piercing, which then allows your child to carefully remove their earrings for PE and physical activity at the start of the academic year. THANK YOU.

How Can Parents Get Involved in School Life?

Parents are invited to help in school in a variety of activities and are welcome to volunteer to accompany school learning experiences into the local and national community.

If you are a parent with coaching skills, in any sport and could spare some time, we would also be pleased to hear from you.

All parent volunteers supporting in the school on a regular basis will need to undergo a DBS check and take part in an induction session before working with the children, whilst other adults volunteering on a one off basis, will need to undergo a risk assessment. This is to ensure the **safeguarding** of all children in our care.

Our school website has some useful links to enable our parents/carers to be positively engaged with school life, for example, guidance for supporting in school, how to support on school trips and a useful code of conduct.

<https://www.ashford-park.surrey.sch.uk/page/?title=Safeguarding+and+School+Policies&pid=19>

Helping at Home

Parents can help their child just by taking an interest in school activities. Enjoy reading together, playing number games and gathering information to help with Home Learning. Working in partnership really shows a commitment to your child's learning and we thank you for your support. We have a number of on-line programmes to help with home learning and offer a homework club after school on Thursday, for children who do not have access to the internet.

PTA/ Friends of APPS

Ashford Park has a thriving Parent Teacher Association (PTA), which meets regularly to organise social and fundraising events. We are all automatically members of the

PTA, and through all our hard work we can contribute to the life of the school by raising large sums of money to enhance the resources available to the children.

Partnership with Parents/carers

Parents/carers are welcome at our school. We have many events where you can come in and discuss learning with your child as well as speak to school staff. We have regular class celebration of learning assemblies where children share the outcomes of their learning with their families. Parents/carers are also welcome at other times to request mutually convenient appointments to meet with the class teachers through the school office. We hold PTA coffee mornings for new Reception parents to provide the opportunity of meeting other parents/carers already at the school. We also hold events to support parents in helping their children with home learning e.g. EYFS Phonics / Reading Meet the Teacher drop in sessions. At other times we open up an invitation to all parents/carers when consulting on and evaluating School Improvement Plan Priorities to ensure that our entire school community opinions on school improvement is valued and represented. Whenever possible we endeavour to provide a crèche facility for parents who wish to attend school meetings but have been unable to arrange appropriate childcare. In addition to the above there are termly Parent/carer consultation sessions as well as parent/carer workshops to support you in being actively involved in your child's education positively in partnership with the school.

Parent Governors

Governors are a team made up of Staff, elected Parents/Carers and Associated Governors of the Community. Our governors have their own e.mail address: governors@ashford-park.surrey.sch.uk

Governors have responsibilities for the School Improvement Plan, Personnel, Policies, Complaints and Budget. Governors as a group, act as a critical friend who monitor and oversee the work of the school. Should you wish to contact the governors, the normal procedure would be by writing to the Clerk of Governors, Mrs Jill Sanders, c/o of the school.

Our school governors monitor school improvement priorities through visiting the school with a specific focus, in addition to termly formal meetings. They also sit on sub committees such as Finance, Resources and Children & Learning.

Governors are elected for a certain period of time and volunteers are sought for parent governors. Look out for the letters coming through Parent Mail and in your child's book bag.

Attendance (MAC = Making Attendance Count)

Children of statutory school age (term after they are 5), are expected to attend school regularly and punctually. It is the government expectation that children are in school for 100% of the term time. Poor attendance always results in a lack of achievement at school and may raise safeguarding concerns.

What to do if your child is absent

Please ring the school office by 10am to report your child's absence. An absence note should always follow on the day of return to school. Children should only be away from school if they have had sickness or diarrhoea, or similar childhood illnesses.

Exceptional leave of absence during term time (see attendance policy)

All holidays and occasional days off, taken during term time, will be recorded as unauthorised, unless permission has been granted by the headteacher for exceptional circumstances. Please ensure that, where possible, dental appointments etc. are taken after school hours.

<https://www.ashford-park.surrey.sch.uk/attachments/download.asp?file=1777&type=pdf>

Curriculum and Learning

EYFS / Key Stage 1 and 2 Curriculum

We aim to provide a broad and well-balanced curriculum, which meets the needs of each child according to their age, ability and aptitude. Through curriculum mapping and thorough planning we cover all aspects of the National Curriculum 2014. We were visited by Her Majesty's Inspector (HMI), Matthew Newberry on 2nd May 2017, to conduct an Ofsted survey on our curriculum design and delivery. Mr Newberry fed back to our school community that we are a very caring school, where there is clear leadership and management of a broad and balanced curriculum and the school provides a stimulating learning environment.

Enrichment Activities

At Ashford Park we are passionate that learning will take place where possible through first hand experiences and we provide many opportunities for this to happen. School visits include trips into the local community, as well as further afield to visit galleries, museums and residential opportunities during the junior years to support curricular enjoyment and experiences. Throughout the year we invite theatre groups and visiting professionals to enrich our children's learning experiences.

If any parent/carer finds difficulty in making the necessary contribution to an activity, they are invited to see the head teacher in confidence, as the school may be able to offer assistance in line with our Charging and Remissions Policy.

English

Reading and writing are essential life skills. In English lessons we promote the importance of language and literature in our lives. Reading is given a high profile and we encourage children to choose and share books from our structured reading scheme and our well-stocked school library containing rich and engaging literature. Children are given many opportunities to use their reading skills across the curriculum.

We give due emphasis to presentation, grammar, handwriting and spelling in all subject areas.

Throughout their time in school, children are given many opportunities to develop and use their skills in communication and we are often asked to contribute to university research projects to further develop speaking and listening skills.

Mathematics

We aim to promote Mathematics as a useful tool for everyday life. It is important for tackling practical tasks and real-life problems. Mathematics is given a high profile; children are encouraged to master, problem solve, broaden and reason. We place an emphasis on developing number skills and on developing the children's oral and mental ability with Mathematics. Mathematics is taught daily in all year groups, and staff ensure that all needs are met. Children are encouraged to record and explain their work in a variety of ways, which clarifies their thinking and communicates this to others.

Relationships Education

Formal Relationships Education forms an integral part of our Personal, Social, Health and Economic Education (PSHEE) curriculum. It is taught within year groups through videos, discussion and workbooks, and throughout the science curriculum. In addition, children's questions outside of these lessons are answered sensitively and appropriately, according to the age and maturity of the child. Children are encouraged to discuss such questions with their parents/carers.

Our Relationships Education Programme was developed in consultation with staff, parents, and governors. All material is available for parents to review before the programme is taught; a letter will go out to parents inviting them to such a review at the appropriate time. Any parent who wishes to withdraw their child from Relationships Education has the right to do so, and should inform the class teacher of this decision.

Religious Education (RE)

In RE, our children are taught about the main religions of the world, in order to promote tolerance and understanding of each other and to foster respect for the beliefs of others. RE is not used as a platform to promote one world religion above any other. At Ashford Park, we use the Surrey Agreed Syllabus (2017), to support our teaching.

NB: This subject is non-denominational in character, but parents may exercise their right to withdraw their child from RE lessons. Any parent who wishes their child to be withdrawn from RE lessons should contact the Headteacher. Children withdrawn from RE lessons will work in another class for the duration of the lesson.

Assembly

Assemblies in our school are based around our values based curriculum both in school and in the wider community. Sometimes assemblies will contain a theme which is more religious in character to prepare the children for life in school and in the wider community. We are obliged to have a daily act of worship which is broadly Christian-based, and our assemblies do reflect this. Occasionally, assemblies will be taken by ministers from local churches, and we also welcome visiting friends from the rich diversity of faith respected throughout the United Kingdom. Spiritual, moral, social and cultural learning, along with personal development, behaviour and welfare are taught through the 'Jigsaw' programme within everyday learning experiences. Please be advised that, as in our RE lessons, we do not actively promote one religion over any other. NB: Parents have the right to withdraw their child from assembly and should contact the Headteacher if this is the case. Children who do not attend assembly will work in another area of the school, supervised by a member of staff.

Music and Drama

Our children have the opportunity to sing as a choir and to take part annually with the Spelthorne Music Festival, usually held in March of each year. Our choir greatly enjoy singing with and to the local community, as well as welcoming our guests to the extremely popular PTA Christmas fair, held in late November. Year 2 have the opportunity to learn the recorder and there is also a Junior Shakespeare production in the summer term. Surrey Arts provide private music tuition held at our school, for the children to learn instruments such as the piano, violin and guitar.

Modern Foreign Languages

We employ a specialist teacher to teach French to all Junior aged children, bringing French culture to life. Our teaching is through dance, songs and drama workshops, as well as French taught lessons. Our Cornerstones curriculum also enables the children to experience languages from around the world.

Physical Activity

Each year, all children experience elements of the areas of activity within the PE curriculum: games, gymnastics, dance, athletics, and outdoor & adventurous activities. Our staff are trained to teach PE through the 'REAL PE' curriculum programme. In each area, within a general framework to ensure progression, children are encouraged to respond to challenges, express their ideas, and to develop and improve their skills and techniques. The children are taught skills in planning, performing and evaluating, with a strong emphasis placed upon co-operation, fair play and good sportsmanship. Children are also taught to recognise the importance of rules

and safety procedures. It is our aim to promote participation in, and enjoyment of, physical activity and to achieve a healthy and active outlook on life. We have been successful in achieving the Healthy Schools Initiative, and our children take part in the Surrey Cycling Bikeability and Pedals initiatives, and the Walk to School initiative.

We believe that it is of the utmost importance that every child learns to swim as early as possible. All Year 3 children are given the opportunity to learn to swim.

Through our active curriculum, we were delighted to receive the GOLD Sports Mark in July 2018, and as we have our own school minibuses, our children are provided with numerous opportunities to experience a significant number of sporting events across Surrey.

Fully Inclusive School

Ashford Park is an inclusive school and supports children with a variety of needs. We implement the Special Educational Needs Code of Practice and work in close partnership with parents to achieve the best for all of our children.

Our class teachers have the main responsibility for ensuring that the special educational needs of the children within their class are met; however all staff have regular meetings with the Special Educational Needs Disability Co-ordinator (SENDCo), to discuss pupil needs through provision mapping and attend where necessary locality team meetings where individual pupil support is discussed.

Acorn Centre

We have a Learning and Additional Needs/ COIN centre, called the Acorn Centre, as a fully inclusive part of our school community. Currently we have 25 children who receive part of their lifelong learning in our specialist centre. Due to the popularity of our SEN provision and expertise, there is an ever increasing need for specialist primary places, therefore the Acorn Centre has undergone extensive building works to expand our centre, to enable specialist infant/EYFS & KS1 teaching provision. Specialist teachers and teaching assistants support children who have complex special needs and/or disabilities enabling the children to make secure physical and academic progress in a safe setting, whilst developing social skills alongside other children in the school. This purpose built centre provides specialist support within a mainstream setting for identified children with a statement of special educational needs / Education and Health Care Plan from the Early Years (age 4-5 years), KS1 (age 5-7 years) and KS2 (7-11 years).

Accessibility

Our school is a single storey school. All areas of the building may be accessed by wheelchairs.

Pastoral Care and Behaviour for Learning

This is undertaken by all our staff, working together as part of the school community in partnership with you, our parent/carer community.

Living with others, in work and play, is a skill for life, therefore, working together is very important. We encourage self-discipline whenever possible and our expectations are high.

Some children do at times misbehave – like all of us they are only human! As a school we have written our learning and teaching, pedagogy and behaviour for learning policies, to support all in the consistent approach to supporting children who may demonstrate behaviour difficulties. Persistent misbehaviour is discussed with parents/carers and if necessary other professional services may be involved. Please be reminded that primary school is a place for children to learn and this includes learning to behave. Our children are supported further with their learning choices through 'Kidscape'.

We are proud to be a THRIVE school, with 4 Thrive Licensed practitioners who support our children to develop healthy, happy and confident children who are then ready for learning.

Whilst attending the school we hope to extend the responsibilities available to the children in order that they may gain in confidence and have a feeling of self-worth, such as Head Girl, Head Boy, Prefects, Sports Leaders, House Captains, Friendly Faces and membership of the School Council.

Extended Services

KOOSA Kids run a breakfast and afterschool club, plus half term and school holiday clubs and are an external company.

KOOSA Kids Breakfast Club is open to all pupils who attend the school. The club runs daily for an hour before school providing children with breakfast and a calm but fun start to the day.

KOOSA Kids after school club runs until 6.00p.m each school evening, and also offers holiday club provision.

Helping your Child

It is important to remember that children do not just learn at school, you are your child's most enduring educator.

Throughout school life it is important that there is a close, respectful and professional partnership between us all so that all of our expectations can be realised. Everyone is interested in the children. We are happy at their successes both in and out of school and supportive at difficult times and we wish to work in partnership with you throughout your child's time with us at Ashford Park Primary School.

Finding out about School Life

We produce a weekly newsletter that informs parents/carers of school happenings. In our entrance hall there are booklets and information that may of interest to you, plus school notice boards at all prominent entrance and exit points. We have a school website www.ashford-park.surrey.sch.uk, a Twitter account @ashford_park and a specific e.mail address for any further communications: parents@ashford-park.surrey.sch.uk. We regularly enable parental engagement by sharing your child's experiences through a variety of celebrations including Marvellous Me and through letters and certificates posted to your home address.

Please endeavour to book a mutually convenient appointment time to see our school in action, and to talk to the children and staff about what it is truly like to learn at Ashford Park Primary School.