



SHIPBOURNE SCHOOL

PROSPECTUS

**SHIPBOURNE SCHOOL
SHIPBOURNE
TONBRIDGE
KENT
TN11 9PB**

Tel: 01732 810344

Fax: 01732 811355

E-mail: office@shipbourne.kent.sch.uk

Website: www.shipbourne.kent.sch.uk

Staff:

Mrs K Dodd	-	Headteacher
Mrs T Daters	-	Senior Teacher/KS2 (Part-time)
Mrs T Pattanshetti	-	KS1/KS2 Teacher (Part-time)
Miss C Singers	-	KS1 Teacher (Part-time)
Mrs C Reynolds	-	KS1 Teacher (Part-time)
Mrs A Holmes	-	KS2 Teacher (Part-time)
Mrs R Bass	-	SENCO/ Inclusion Manager (Part-time)
Mrs B Leafe	-	Teaching Assistant
Mrs L Penfold	-	Teaching Assistant
Miss G Spatchett	-	Teaching Assistant (individual support)
Mrs C Headon	-	School Administrator
Mrs C Hines	-	Midday Meal Supervisor

Chair of the Governors

Mrs N Gardiner

c/o Shipbourne School

Stumble Hill

Shipbourne

Tonbridge

Kent TN11 9PB

OFFICERS OF KENT LEA

**INTERIM CORPORATE DIRECTOR FOR
EDUCATION LEARNING & SKILLS**

Andy Roberts
Sessions House
County Hall
Maidstone
Kent ME14 1XQ

Tel: 01622 671411

AREA EDUCATION OFFICER

David Adams
Kroner House
Eurogate Business Park
Ashford
Kent TN24 8XU

Tel: 01233 639677

The details given are correct at the time of publication but changes may affect these particulars before the start of or during the academic year.

THE SCHOOL AND ITS FACILITIES

Shipbourne County Primary School is a village day school, which dates back to 1852. It consists of three classes, one Reception/Year 1, one Year 2 and Year 3 and one Year 4, Year 5 and Year 6 class, each with a wide age and ability range and with approximately 60 children on roll.

The interior and exterior of the school have been modernised providing an enjoyable learning environment, including the addition of a third classroom.

THE CURRICULUM

The aim of the school is to give each child a broad education based on sound concepts in reading, written work and maths according to each child's ability.

The content of the curriculum is in accordance with that of the National Curriculum 2014 and the Kent Curriculum Statements. Thus over a year a child covers a wide range of subjects and experiences: - English, Numeracy, ICT, Science, R.E based on the Revised Kent Syllabus and Foundation Subjects including History, Geography, PE , Art and Design Technology, French and Music. PSHE and Citizenship are taught through a cross curricula approach.

Our school curriculum is enriched with a variety of activities outdoors and off-site. We aim to provide children with opportunities to experience the real world and make their learning relevant and enjoyable.

CHARGING POLICY

The school has a policy of not charging for the materials used for curriculum activities such as cookery and craft. Charges may apply for school trips. No child can be excluded from educational activities on financial grounds and parents are invited to contact the school if they experience financial difficulties.

ADDITIONAL EDUCATIONAL NEEDS

The staff are in touch with the Cluster support service on a regular basis in order to monitor children who may need support. Children who have additional educational needs are allocated an individual education plan where necessary. The targets provided for these children are regularly reviewed and discussed with the parents.

TINLEY CLASS

Each child spends two years in the Tinley class, where we follow Early Years Foundation Stage Curriculum in Reception and transition into the National Curriculum in Year 1. Our approach is partly topic and partly subject based, with a strong emphasis placed on the basic skills of literacy, including phonics and numeracy.

Work in English and Mathematics follows closely the Government guidelines on literacy and numeracy. We use the Numeracy Scheme as a resource and place strong emphasis on practical activities throughout the Infant Stage.

Reading in Class 1 – Tinley Class

In Reception and Key Stage 1, Reading is taught initially by the teaching of phonics. All children take part in a daily phonics session using the Letters and Sounds Scheme, together with actions from the Jolly Phonics programme, to aid the children's learning of the letter sounds. The children are taught to associate sounds with corresponding letters of the alphabet and then use this knowledge to blend sounds together to read simple words. As well as reading and saying these sounds, they also learn how to write them. Reading activities are also part of each day's learning and it is taught and practised in the following ways:

- Shared reading – class or group read a big book or text on the Interactive white board with an adult
- Guided Reading – a group of children of similar abilities read a book with an adult. Both the decoding of words and talking about the text happen in this activity. Each child reads in this way once a week.

Initially, Reception children take home 'Story Sacks', which are designed to be shared with an adult. The sacks contain a book and other prompts to introduce children to the joys of reading. As children become more confident in their reading they move on to the Book Band scheme which consists of a variety of levelled books from *Storyworld*, *Floppy's Phonics*, *Oxford Reading Tree* and *Collins Big Cats*.

Individual reading books, which are taken home, are used to practice skills which have been learnt in school. This also provides parents with the opportunity to be active participants in their child's learning.

Books are changed on a regular basis with the expectation that each child will read at home with an adult on a daily basis.

Children have a home/school book which is used by both school staff and parents to record progress with reading.

The aim of the topic-based curriculum is first to capture the imagination and enthusiasm of the child and then to develop skills and understanding in so doing. Science, History and Geography are taught largely through topics. Ample opportunities are provided for practical activities, allowing the child to enjoy Art, ICT, Music, Physical Education and Drama to the full. We place a strong emphasis on the environment, taking great pride in our school and the village and when the opportunity arises visit the local area.

Our aim in the Tinley class is to provide a welcoming, caring, secure and organised working environment, so that each child may develop fully, well prepared for Year 2 and beyond.

HAMPTON CLASS

When a child enters Hampton class, he or she is usually a reasonably fluent reader and is ready for our enquiring approach to learning. Each term an over-riding theme is followed. Maths skills are developed including basic number investigation. Children will continue to develop their spelling skills moving on from phonics to other literacy based approaches. Reading and writing will be developed in conjunction with the National Curriculum.

A widening knowledge of books and their authors is actively encouraged through book reading and book talk. It is expected that children will do a major part of this reading at home.

The children work towards assessment at the end of Key Stage 1.

FAIRLAWNE CLASS

Years 4, 5 and 6 are taught together and each term has a particular themed approach.

The Maths National Curriculum is followed with an emphasis on investigation to embed learning. As they develop, children will learn how to actively improve their own learning by setting their next steps.

At the end of Year 6, children take the National tests of Spelling, Punctuation and Grammar, Maths and Reading. Writing is assessed by the school and externally moderated.

RELIGIOUS EDUCATION

The general aims and content of religious education within the school are in accordance with those of the New Kent Agreed Syllabus. This provides a broad and balanced R.E. curriculum; promotes the spiritual and moral growth of pupils and develops an appreciation of Christianity and of other principal religions.

The school is not affiliated to any denomination and if parents should wish to withdraw their child from religious activities they should contact the Head Teacher and alternative arrangements will be made.

Assemblies are held daily as a whole school or in class. Occasionally we invite the local vicar to take assemblies and High Hopes organisation which is a local charity. We also invite the children to take part in services at the church on a regular basis.

SEX EDUCATION

General sex education is carried out in conjunction with the project work. Year 6 join with other school in the collaboration for a workshop aimed at explaining the changes they will go through with puberty to equip them as they prepare to leave for secondary education.

SCHOOL RULES

In order to maintain a pleasant working atmosphere, reasonable behaviour and good manners are expected. Our rules are based primarily on the code of consideration for others and on reasons of safety. These are discussed fully with the children so that they understand why such behaviour is essential.

SCHOOL VALUES

Nurturing life-long learners

Shipbourne School is a family. It is a place of nurture and understanding, strength and resolve where children can achieve their dreams, and conquer their fears, with the support of those about them.

Our aim is to offer a broad and varied curriculum in a happy environment which fosters cheerful, well motivated and interested children who have not only confidence in their own ability, but also a considerate awareness of their peers.

- to provide a sound educational foundation relevant to our technological society.
- to create in each child a thirst for knowledge, a joy in learning and a sense of achievement across the curriculum.
- to inspire children to have ambition to succeed in the skills of literacy and numeracy and to stimulate their curiosity and imagination in all areas of the curriculum.

Self respect

Honesty

Independence

Passion

Belief

Opportunity

Understanding

Resilience

Nurture

Enrichment

THE SCHOOL AND HOME

So that each child reaches his or her full potential, it is essential that school and home work together, bearing in mind that both have the child's welfare at heart. It is for this reason that we welcome parents to write, telephone us or make an appointment to see us so that we are aware of any problems which the child may be experiencing.

All children are given homework.

Reception pupils take home story sacks in Terms 1 and 2 as well as phonics practise.

KS1 pupils; -

1. take reading books home daily.
2. have a weekly spelling challenge and phonic consolidation. Year 2 onwards have times tables to learn.
3. often have a numeracy activity or learning relating to numeracy topic.
4. occasionally have a homework task in connection to their topic.

KS2 pupils are given: -

1. reading homework.
2. times tables to learn.
3. spellings to learn
4. set pieces of Maths and English.
5. topic projects.

The amount of time expected to be spent will be according to the age and ability of the child.

ADDITIONAL ACTIVITIES

We strive to provide varied after school clubs such as Running/Summer sports, gardening, science and various crafts. These are reviewed on a termly basis.

PUPILS' PROGRESS AND DEVELOPMENT

Early Years Profile

Parents of new entrants are visited at home by the Classteacher and Teaching Assistant to discuss their child with their new class teacher. Records are completed with the help of parents and their children and this is a start of an individual profile that is developed as the child progresses through the school.

Reporting to parents

Consultation interviews are held twice a year in KS1 and KS2 for parents to discuss their child's progress and development at the school. At these meetings, targets for improvement are discussed and current attainment is shared. In the summer term we hold an open afternoon/evening and a full written report is issued.

PUBLIC EXAMS

During the first year of their school life each child's achievements and progress are recorded using the Foundation Stage Profile. In 2015 they will also complete a baseline profile.

At the end of Key Stage 1 assessment takes place and Year 6 children take the KS2 tests during their summer term.

Year 6 pupils may also take part in the Kent age 11 assessment procedure. Children's classroom achievements in Maths and English are taken into account when placement is under consideration. Parents have the choice of whether or not they wish their children to participate in this procedure. At the age of 11, children then move on to the secondary school most suited to their abilities.

The Authority produces a booklet outlining the opportunities in secondary education in the West Kent Area. Copies of this booklet, 'Admission to Secondary School', are available at Primary Schools and online.

EQUAL OPPORTUNITIES

Our school's mission statement talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

SCHOOL UNIFORM

Winter

Girls

White polo shirt*
Burgundy cardigan*
or Burgundy sweatshirt*
Grey skirt or grey tunic
Grey Trousers
Black tights or
White socks

Boys

White polo shirt with a collar*
Grey tailored trousers
Grey socks
Burgundy Sweatshirt*

Summer

Girls

Simple summer dresses in
red/white check
White socks
Sun hat

Boys

Long or short tailored trousers
White polo shirt*
Grey socks
Sun hat

Garments carrying the Shipbourne logo* are available from school.
All other items are widely available.

Sensible footwear is encouraged – black shoes (winter/summer)

In addition each child will need in a named PE bag:

PE shorts (black)
PE shoes (plimsolls)
Trainers (Yr 2 - 6)
Spare socks
PE shirt (white T-shirt)*
A black jogging suit or something
similar for winter.

For swimming; Girls; all in one costume Boys; swimming trunks, not shorts.

ALL THESE ARTICLES MUST BE NAMED

Please ensure that hair longer than shoulder length is tied back at all times and plain bands only are worn.

No jewellery should be worn. Plain studs only for pierced ears. No nail varnish or make up.

ABSENCE FROM SCHOOL

An early notification of a child's absence e.g. a pre-school telephone call is greatly appreciated and we request that parents let the office know of absence by 9.30 am. Our attendance record is exemplary, occasional absences are discouraged, as children should feel that attending school has first priority.

TRUANCY

Truancy rates are formally recorded in school, regularly reported to the Governing body and submitted to the Department of Education

BEHAVIOUR AND DISCIPLINE

A school should be a pleasant place in which to spend several hours each day; thus the behaviour of everyone should be sociable and well disciplined. To this end it is expected that the children should be made aware of good manners and should be expected to observe them and behave courteously towards their peers and all adults, whether teaching or non-teaching staff or visitors to the school.

Children should also be made aware that certain codes of conduct are not acceptable, thus any incidences of bullying, vandalism, stealing or lying are dealt with so that everyone is conscious that such behaviour is actively discouraged.

Should it be necessary parents are invited into the school to discuss unacceptable behaviour.

From the outset of their time at school the children are made aware of the School Rules. It is explained that these are all related either to their own or others' safety or to the practice of good manners.

Importance is placed on self-discipline and therefore children need to be given the freedom to practise this but know the boundaries within which they should behave. However, when these boundaries are not observed the children should be told why such behaviour is unacceptable.

Sanctions should be appropriate, e.g. the withdrawal of privileges or writing letters of apology and should be taken seriously.

School Behaviour (including Anti-bullying) and Equal Opportunities Policies are available on our website www.shipbourne.kent.sch.uk.

PTA

We are most proud of our thriving Parents/Teacher Association and warmly invite all new parents to join us. Over the years we have worked towards raising funds from which we have been able to provide extra facilities such as educational visits to places of interest, audio-visual equipment, classroom equipment and more recently our forest climber.

USEFUL INFORMATION

School Hours

KS1 8.55 a.m. – 12.10 p.m.	1.10 p.m. - 3.05 p.m.
KS2 8.55 a.m. – 12.10 p.m.	1.10 p.m. - 3.15 p.m.

We encourage children to be ready to start the day from 8.55 but discourage their arrival before 8.40. Parents are expected to be at school by the time school ends and to thereafter take full responsibility for their child, ensuring that all school rules are observed while the children are on the premises. We lock the school gate at 3.30 pm.

Please note that the Back Lane entrance is locked between 9 am – 3 pm and visitors are requested to use the Stumble Hill entrance between these times.

Term Dates

These are available in the summer term for the following academic year and are on our website www.shipbourne.kent.sch.uk.

School Lunches

We are able to offer children a choice of two possibilities at lunchtime: school meals and packed lunches. Please decide at the beginning of each half term which choice you will be making. All Reception and KS1 children are eligible for a free school lunch.

Dinner Money

Dinner money is required in advance and may be paid weekly or half termly by cash or by on-line payments to the catering company. Please note cheques are not accepted by the catering company.

COMPLAINTS

There is a procedure for dealing with complaints against the school. This can be found in the policies section of the school website www.shipbourne.kent.sch.uk.