

# SHIPBOURNE SCHOOL PROSPECTUS



2018-2019

*WELCOME TO SHIPBOURNE PRIMARY SCHOOL “Nurturing Lifelong Learners”.*

*We all hope that your child will enjoy our school and find their learning experiences both challenging and fulfilling. This prospectus is designed to help both you and your child learn about the school and our community. At Shipbourne Primary School, we believe in working in partnership with parents and carers, and with our local community. We believe that education and learning is enhanced when there is a strong positive relationship between the home and school. We are always happy to see parents, and I would encourage you to become as actively involved as you are able to in your child’s homework, termly services, coffee mornings, PTA events and our regular open classroom events. Our school is constantly changing and evolving, and we are excited about the development of our curriculum as we extend PE provision and develop art, design and the humanities alongside our ever expanding enrichment opportunities both in school and beyond.*

*Yours sincerely*

*Mrs Terri Daters*

*Interim Head teacher (September 2018)*



## Our Mission

### *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.

## Our Values

**S**elf respect

**H**onesty

**I**ndependence

**P**assion

**B**elief

**O**pportunity

**U**nderstanding

**R**esilience

**N**urture

**E**nrichment



## Our Staff

Mrs T Daters	-	Interim Headteacher
Mrs A Holmes	-	Senior Teacher/KS2 (Part-time)
Mrs T Pattanshetti	-	KS1/KS2 Teacher (Part-time)
Miss C Singers	-	KS1Teacher (Part-time)
Mrs C Reynolds	-	KS1 Teacher (Part-time)
Mrs R Bass	-	SENCO/ Inclusion Manager/ Senior Teacher (Part-time)
Mrs B Leafe	-	Teaching Assistant
Mrs L Penfold	-	Teaching Assistant
Mrs C Headon	-	School Administrator
Mrs C Hines	-	Midday Meal Supervisor
Mrs N Gardiner	-	Chair of Governors

### **Officers of Kent LEA:**

Matt Dunkley	-	Corporate Director Children, Young People and Education
Jared Nehra	-	West Kent Are Education Officer

\*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.



## **Our Unique School**

Shipbourne School is situated in the beautiful countryside of Kent, nestling at the bottom of Stumble Hill in Shipbourne village. It is a small school which has served the community since 1852.

We have the capacity for approximately 60 pupils. Our children come from the immediate vicinity and further afield from villages, such as Hadlow and Plaxtol, as well as Tonbridge.

The school is currently organised into three classes – Tinley (Reception/ Year 1), Hampton (Year 2/3) and Fairlawne (Year 4/5/6). Our unique setting and school structure allow for focused teaching to meet the ability and personality of the child; staff get to know the pupils quickly and tailor their lessons to facilitate effective learning for all. We take great pride in our nurturing environment and everyone is treated as part of a family: all lives are enriched through sharing and collaborating as we prepare the children for an exciting future in which they can be both independent and aware of the feelings and needs of others.

The school has a very active PTA which supports the school in a range of ways to raise money to help us meet the changing demands of life in the 21st century, whilst still retaining the intimate nature of our small school.

## **Shipbourne Standards**

We promote high standards of behaviour from everyone. We value good manners and courtesy, and encourage our children to develop good social skills. From time to time, children make mistakes and we work sensitively to correct those mistakes by talking with children about their behaviour and the impact it may have upon others. If those mistakes become more persistent, we do not hesitate to inform you as parents so that we can work positively together. In order to maintain a pleasant learning atmosphere, each teacher develops a Class Charter annually with the children, and we revisit our Values and Standards on a regular basis. Our Standards are based primarily on consideration for others, and ensure the safety of the children. The Standards are discussed fully with the children so that they understand why such behaviour is essential.

## **Transition Opportunities**

In order for you to get to know the school, we hold a number of school tours from September to January, prior to the application closing date. You are welcome to ask any questions and visit more than once if required. Once offered a place and before a child starts with us, they will have the opportunity to visit their new class and teacher on a number of occasions during June and July, initially with parents but then independently. Every child is also assigned a year 6 Buddy, who they will meet during one of the transition meetings and enjoy a Teddy Bears' picnic with. An evening meeting is held for parents where expectations will be outlined, and any concerns addressed. Class Teachers also visit every child's nursery setting to receive valuable information and meet the child in a familiar setting.

During the first week of formal schooling, the timetable is shorter, with children leaving before lunch for a few days. The timetable is then extended to include lunchtimes. After



about a week, children are expected to stay for a full day. During this first week, the Class Teacher and Teaching Assistant endeavour to make home visits, a valuable opportunity for discussions to take place and to get to know each child in very familiar surroundings. Throughout their first year, a child's year 6 Buddy will be an important part of their time at Shipbourne School. Each Buddy will accompany their child in to class for the first few weeks, helping them to register and unpack. They will also stay close by during playtimes, sitting with them to help them with lunch and understanding all the new routines. These friendships are invaluable during the first months a child starts school and close relationships form quickly.

As each academic year passes, children are given the opportunity to work with their next class during transition afternoons. Parents are also invited to a meeting in September at which Class Teachers will outline the plans and expectations for the coming year, addressing any questions or concerns as appropriate.

When a child reaches year 5, opportunities for parents to discuss secondary choices with Class Teachers, and if necessary the Head Teacher, are given. During Year 6, a number of visits to local schools provide each child with an opportunity to prepare for their move. These include using the library at a local secondary school and workshops about staying safe. We also carry out visits by bus to the local town and develop skills of collaboration and independence through a residential stay and class drama performance. This timetable of events is constantly reviewed and adjusted as required for each cohort, with specific provision for those who need it the most

## **The Curriculum**

The aim of our school curriculum 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 our curriculum is in accordance with that of the National Curriculum 2014. Thus, over a year, a child covers a wide range of subjects and experiences: English, Maths, ICT, Science, R.E based on the Revised Kent Syllabus and Foundation Subjects including History, Geography, PE, Art and Design Technology, French and Music. PHSE and Citizenship are taught through a cross curricula approach, with our school values being central to everything we do. In addition to the school curriculum, children also have the opportunity to receive private piano lessons during the school day.

Our school curriculum is enriched with a variety of activities, outdoors and off-site. We constantly strive to provide children with opportunities to experience the real world and make their learning relevant and enjoyable. Collaboration is encouraged in all learning and the children are taught how to assess their own and others' work in order to make improvements and set targets. Teacher feedback forms an important part of every child's learning journey.

All yearly plans and subject curriculums can be viewed on our school website. These are updated regularly according to need.

## **SPORTS PROVISION**

Our PE curriculum is taught predominantly by a local Sports' Academy that visits twice a week, working alongside school staff to extend skills across a range of sports and disciplines.



We use government Sports Funding to extend provision in a variety of ways, an up-to-date analysis of which can be found on our website. Children in year 2 to 3 visit Carroty Wood for weekly swimming lessons, and our older children take part in the annual local schools' swimming gala. We also have a very active and successful netball team who play regular matches against local teams. Both Hampton and Fairlawne Class also take part in annual events held at Tonbridge School, and a week-long outdoor residential trip for year 5 and 6 takes place every two years. This year we plan to extend our use of the outdoor environment, developing team co-operation and problem solving during regular whole school 'outdoor' afternoons.

## **TINLEY CLASS**

Each child spends two years in Tinley class, where we follow the Early Years Foundation Stage Curriculum in Reception and transition into the National Curriculum in Year 1. Our aim in Tinley class is to provide a welcoming, caring, secure and organised working environment, so that each child may develop fully, and be well prepared for Year 2 and beyond. Our approach is a blend of topic and subject-based learning, with a strong emphasis placed on the basic skills of literacy, including phonics, and numeracy. We place great importance on practical, hands-on experiences and children are free to use our outdoor space whenever possible.

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 individual 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 through one to one reading, guided reading and shared reading.

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 a banded scheme which consists of a variety of levelled books. Individual reading books, which are taken home, are used to practise skills that 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, recording their progress in personal reading records.

Early Numeracy is developed by giving children a variety of opportunities to count, initially to ten, in a variety of real-life scenarios. Understanding of shape and space is developed alongside opportunities to measure and collect and order information from their environment. As children progress, addition and subtraction are taught, and problem-solving skills are developed through a range of small group and independent activities. The use of apparatus and equipment is central to mathematics and helps children to visualise and apply their learning.

Science, History and Geography are taught largely through topics. The aim of this topic-based curriculum is to capture the imagination and enthusiasm of the child, an effective foundation for learning. Ample opportunities are provided for practical activities, allowing the child to enjoy Art, DT, Computing, Music, RE, PE and Drama to the full. We place a strong emphasis on



the environment and outside space, taking great pride in our school and the local area, planning enrichment opportunities whenever possible.

## **HAMPTON CLASS**

When a child enters Hampton class, they will have some fluency in Reading, Writing and Maths. The curriculum blends together the National Curriculum from the end of Key Stage 1 and the beginning of Key Stage 2, ensuring children from both year 2 and year 3 move forward in their learning. A child's Literacy skills will be developed by extending their exposure to a range of class texts, which are used to enthuse the imagination and provide starting points for writing. A widening knowledge of books and their authors is actively encouraged through reading and discussion, with daily guided reading sessions being an important part of the timetable. Phonics skills are developed, with spelling teaching continuing once phonic knowledge is secure. Children are taught spelling rules, and editing skills are developed as proficiency in writing becomes more secure. Handwriting is also an important part of writing ability, and children are expected to be able to use joined handwriting fluently by the time they leave Hampton Class.

As Maths fluency strengthens, we develop reasoning and problem-solving skills, enabling each child to apply their knowledge in a range of contexts. Both English and Maths are incorporated across the curriculum, alongside Computing. Science, History and Geography are taught through key topics, with enrichment activities and off-site visits forming an important part of provision. Art, DT, PE, Music, RE, PHSE and French also play an important part in the timetable and are taught predominantly in the afternoon, both within topics and as separate subjects, as most appropriate.

Home learning continues to play an important role and develops as a child moves through Hampton Class. Daily home reading is encouraged and spelling and times tables practice is also expected in order to support school learning.

## **FAIRLAWNE CLASS**

Fairlawne class is made up of children from year 4 to year 6, learning together in a caring, enthusiastic and supportive environment. When a child enters Fairlawne class, they will be a reasonably fluent reader, ready to develop independent learning skills. In order to meet the requirements of the National Curriculum 2014 and ensure good progress, all learning is differentiated to the age, individual needs and ability of the child, with a range of teaching and learning approaches being employed.

In English, writing tasks are predominantly linked to a class book or topic, providing a meaningful and on-going context for the writing; this also helps to develop each child's reading comprehension and skills of inference and deduction. The text selected is often linked to our current Geography or History topic. This cross curricular approach helps to develop the child's understanding of more than one area of the curriculum, whilst providing good breadth and depth. Children are also taught spelling and handwriting skills within each English lesson, with phonics support given to those children who need it. Daily guided reading is also an important part of the timetable, as is daily home reading which all children are encouraged to complete.

In Maths we endeavour to develop Numeracy skills within a real-life problem-solving context. By year 6, all children should have sound mental maths skills and be proficient in using



standard written methods for calculations. Home learning and support with homework tasks will help every child become more confident in this. As for English, children are set meaningful targets in every lesson, enabling them to move forward in their learning and to take responsibility for their progress.

During the afternoon, a varied timetable covers Science, Geography, History, Art, DT, RE, PE, Computing, PHSE, Music and French. A variety of topics are covered each year, enabling a broad and balanced coverage of the National Curriculum during the three years a child is in the class. As a child progresses into the later years, they are encouraged to seek answers to their own questions, utilising independent research skills and developing a thirst for knowledge.

All children work towards assessment at the end of Key Stage 1 and 2. By the time children have progressed through their seven years of Primary Education, they should feel confident in themselves and their abilities to move on to their Secondary Schools.

## **Religious Education**

The general aims and content of Religious Education within the school are in accordance with those of the New Kent Agreed Syllabus 2018. 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, in the context of key questions.

The school is not affiliated to any denomination, and if parents 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. The local vicar visits fortnightly to take assemblies, and we hold termly services in the local church, to which all parents and carers are invited.

## **Relationships and Sex Education**

Relationships and Sex Education (RSE) is taught predominantly within Science and Personal Health and Social Education (PHSE). Year 5 and 6 also work specifically on a tailor-made programme explaining the changes they will go through during puberty, and the forming of new relationships to equip them as they prepare to leave for secondary education.

## **Enrichment Activities**

We strive to provide varied after school clubs such as Multisports, Art, Choir, Cookery, Computers and Gardening. These are reviewed on a termly basis and are available on a first-come first-served basis.

As part of the curriculum, we join together as a whole school on a termly basis to learn more about the work of key artists, composers and poets. We spend assemblies listening to music from the termly composer and learn more about their lives and work. During termly Creative Days, we explore a range of styles and mediums, as well as developing collaborative work across all Key Stages. The BBC Ten Pieces forms an important part of this learning.



## **The School and Home Partnership**

So that each child reaches his or her full potential, it is essential that school and home work together. 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.

Homework is an important way for children to collaborate with adults at home in order to develop their learning. It also enables parents to gain a deeper understanding of what their child can do and where they need support.

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

KS1 pupils: -

1. take reading books home daily.
2. have a weekly spelling challenge and phonics consolidation.

Year 2 onwards also have times tables to learn.

Additionally, they may have

1. a numeracy activity or learning relating to a maths topic;
2. a comprehension exercise;
3. a task in connection to their topic.

KS2 pupils are given a combination of: -

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 completing tasks will be according to the age and ability of the child and will be clearly communicated to both children and parents.

## **School Council**

We have an active School Council consisting of children from year 1 to 6. At the beginning of the school year, every child is invited to stand for election, with those who wish to be put forward presenting a manifesto to their class. Votes are then cast and the Council formed. Candidates meet every two weeks and work on a variety of projects, as they feel appropriate, ranging from improving the environment, Eco projects and charity fundraising. This year we would like to raise the profile of the School Council even further by meeting with councils



from other schools and members of the local community, and also by showcasing in school and on our website more about what has been achieved.

## **Pupil Progress and Development**

### **Early Years Profile**

Parents of new entrants are visited at home by the Class Teacher and Teaching Assistant to discuss their child. Records are completed with the help of parents and their children, and this is the start of an individual profile that is developed as the child progresses through the school. Progress will be shared with parents on a regular basis.

### **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 and a full written report is issued.

### **Statutory Assessment**

During the first year of their school life, each child's achievements and progress are recorded using the Foundation Stage Profile. At the end of the year, work will be moderated to decide whether each child has reached a Good Level of Development (GLD).

At the end of year 1, children will complete statutory phonics screening.

At the end of Key Stage 1 and Key Stage 2 (years 2 and 6) statutory assessment tests (SATS) take place.

Children in year 6 may also be entered for the Kent Selection Test. Parents will have the opportunity to consult with their child's Class Teacher in order to make an informed decision.

At the age of 11, children then move on to the secondary school most suited to their abilities.

The Local 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 of 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 for all children. The achievements, attitudes and well-being of all of our children matter. We will ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.



## **Safeguarding and Child Protection**

Shipbourne School is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Shipbourne School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children, with their best interests at the centre of our work.

Shipbourne School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect, and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles are:

- That schools are an important part of the wider safeguarding system for children;
- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern;
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- All children have a right to be heard and to have their wishes and feelings taken into account ;
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies;

All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance. In school, we will always have at least two fully trained Designated Safeguarding Leads who will consult with local children’s services when necessary. We will always endeavour to share our concerns with parents so that we can work together to ensure all children receive the very best of care so that may fulfil their potential safely and securely.

## **Additional Educational Needs**

Some children may require additional support or intervention to progress their learning. This can be provided through early screening, additional support or booster provision, and small group or one-to-one teaching opportunities. We aim to include all children in their class lessons. However, sometimes it may be deemed necessary to provide intervention beyond the classroom or to carry out formal assessment of individual need to ensure that the appropriate programmes of learning are provided.

If this is required for your child, this will be discussed with you, and you will be regularly updated, ensuring that good communication takes place. A small number of children may

require a statutory assessment of their needs. This will be carried out by an Educational Psychologist in close liaison with the School and any other agencies required.

## **Pupil Premium**

Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. Schools receive funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years. From April 2018, free school meals and Pupil Premium will only be allocated to pupils with a family income under £7,400 (net) per year. If you think your child may be eligible for FSM, which is separate to Universal Free School Meals for children in Early Years and Key Stage 1, then please do not hesitate to contact the School Office for help in applying for this.

We publish a Pupil Premium Strategy annually on our website. This document details our current areas of focus and gives an impact analysis of the prior year's spending. Schools can choose how to spend their Pupil Premium money, as they are best placed to identify what would be of most benefit to the children who are eligible.

Common ways in which schools spend their Pupil Premium fund include:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra Teaching Assistants to work with classes.
- Running catch-up sessions before or after school, for example for children who need extra help with maths or literacy.
- Running a school breakfast club to improve attendance.
- Providing extra tuition for able children.
- Providing music lessons for children whose families would be unable to pay for them.
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Funding English classes for children who speak another language at home.
- Investing in resources that boost children's learning, such as laptops or tablets.

## **BREAKFAST CLUB**

Before school provision is available from 8am with a full and varied breakfast menu. We ask parents to book ahead and a small charge is made in order to cover food and staffing costs.

## **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.

## **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. All absences should then be followed up by a letter when a child returns to school. Our



attendance record is exemplary and all absences, unless absolutely necessary, are discouraged, as children should feel that attending school has first priority.

Attendance rates are formally recorded in school, regularly reported to the Governing Board, and submitted to the local authority and Department for Education. Where persistent and unauthorised absence becomes a concern, parents will be formally contacted by letter and a referral may be made.

## **SCHOOL POLICIES**

All relevant policies and procedure can be found on our website. These are regularly reviewed by the Head Teacher and Governing Body.

## **SCHOOL UNIFORM**

### **Winter - Girls**

White polo shirt with a collar\*  
Burgundy cardigan or sweatshirt\*  
Grey tailored trousers, grey skirt or grey tunic  
Grey or black tights or grey or white socks

### **Winter – Boys**

White polo shirt with a collar\*  
Burgundy sweatshirt\*  
Grey tailored trousers  
Grey or black socks

### **Summer - Girls**

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

### **Summer – Boys**

White polo shirt with a collar\*  
Grey tailored shorts  
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 a named PE bag containing:**

Black or navy PE shorts

Black plimsolls

Trainers (Yr 2 - 6)



Spare socks

White plain T-shirt

Black or navy blue jogging trousers and jacket or sweater during colder weather

**For swimming:**

Girls - all in one costume

Boys - swimming trunks (not long baggy shorts)

**ALL OF 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.

Jewellery (except small studs for pierced ears), make-up and nail varnish is not permitted.

**PTA**

We are very proud of our thriving Parent 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 and ICT equipment, classroom and playground equipment, and enrichment visits, as well as making improvements to our school building and environment.

**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.

The school gate is open from 8.40am and parents are welcome, but not obliged, to stay until the bell rings at 8.55am. Parents are expected to be at school by the time school ends, and thereafter to 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](http://www.shipbourne.kent.sch.uk)).

**School Lunches:**

We are able to offer children a choice of two possibilities at lunchtime: school meals and home-packed lunches. The term's menu is sent home, and children requiring a school meal are asked to choose from main, vegetarian or jacket potato on a daily basis. 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 cheque to the catering company via the school office.

**School Address:**

SHIPBOURNE PRIMARY SCHOOL

STUMBLE HILL

SHIPBOURNE

KENT TN11 9PB

Tel: 01732 810344

Fax: 01732 811355

E-mail: [office@shipbourne.kent.sch.uk](mailto:office@shipbourne.kent.sch.uk)

Website: [www.shipbourne.kent.sch.uk](http://www.shipbourne.kent.sch.uk)

*Every year offers new opportunities and we are excited and privileged to be sharing such an important stage of your child's life with you. We hope that our prospectus has helped you to understand life at Shipbourne School, but our door is always open if you have any queries or points to discuss further. The information in this prospectus is up to date but, of course, we will give you further information as changes occur. I would encourage you to read our regular newsletters and to visit our school website ([www.shipbourne.kent.sch.uk](http://www.shipbourne.kent.sch.uk)) for regular photos, curriculum details and changes to dates, events and other important information.*

*We want your child's time at our school to be happy, exciting and educational. We believe that learning should be fun and that by encouraging respect for each other and valuing the opportunities available, we all grow and learn together.*

