

Dear Parents

Welcome to our prospectus. We hope it will provide you with all the information you require about our school. We recognise that choosing a school for your child is an important decision. We hope the contents of this prospectus will help make that decision easier for you.

At Walsh Memorial Church of England Infant School we create a safe and happy environment where children are excited about their learning and are self-motivated to reach their highest possible potential. In December 2013 we were inspected by Ofsted and were delighted and humbled to be awarded the highest grade of outstanding across the school.

We believe that this excellent result was due to having a wonderful team of teachers and support staff that are dedicated to making your child's time with us as rewarding as possible. Ofsted agreed that staff **'were caring and know their pupils well'** Ofsted 2013.

Our Governing Body monitor, challenge and guide us at regular intervals and Ofsted found them **'highly competent and vigilant'**.

Our work ensures that by the time the children leave our school they achieve **'well above average standards in reading, writing and mathematics'**. Ofsted 2013. The schools achievement remains above national average in all areas.

We work hard to establish and maintain secure home school links and are pleased with the good relationship with our parents. We regularly hold open mornings and have a small Parents Focus group who meet with us to support our self-evaluation to further develop our school. Parents' views are often sought to ensure we are achieving the best we can.

We believe music is very important to every child's development and our school can often be heard singing at numerous performances to which you will be invited. All children in Year Two learn the recorder. We hope our love of music is a gift we share with the children that will last their entire lives

We work closely with other schools in our local area and together with the West Surrey Foundation provide an outstanding education for your children. Our curriculum is designed to meet the needs of learners in our locality and reflects our church school ethos. An outline is available for you to view on our website.

The school year 2017-2018 is a very exciting time for us at Walsh Memorial C.E. Infant School as we welcome three new experienced members of staff following the promotion or retirement of previous staff.

Our wish to continue to be a self-improving school is important to us, despite our great Ofsted. We are currently looking at the way we teach and assess in maths and looking at interesting and innovative ways of planning exciting lessons to develop spelling. In the Early Years Foundation stage we are continuing to look for more opportunities for parents to support children with their reading and writing skills. Children in Year Two will be taking the new government standardised tests in Summer 2018 and previous test papers indicate that children will need to understand some English terminology such as noun, verb, and adjective so we are developing the teaching of grammar and punctuation. We are hoping to gain our Gold Healthy School Award as we wish to develop our own knowledge of children's mental health and how best to support all children in school. We welcome professional support from any parent on any of these areas.

The school has a very dedicated Parent Teacher Association (PTA) who work tremendously hard to provide extra resources for the children. They purchased a wide range of new books, an online home learning resource and some much needed storage. This year they are helping us develop our computing curriculum by purchasing a second set of ipads and replacing our much loved reading scheme.

I welcome the opportunity to meet you and would be honoured to share my school with you to see the children busy in their work. **Ofsted found 'that all lessons provide good levels of challenge requiring the pupils to think hard'**. Ofsted 2013

I would be delighted to answer any questions you may have. In the meantime please do not hesitate to contact me if you would like to make an appointment to come and visit the school.

Yours sincerely
Mrs Suzanne Cawson Headteacher

Our Mission Statement

Working with God to
Achieve
Learn be
Safe and
Happy

Aims of our School

We promote physical, mental and spiritual well-being for everyone.

We create a caring and secure atmosphere, reflecting the Christian ethos of the school, and encourage good relationships and respect for others.

We aim for quality and excellence in all that we do; we take a broad view of education and enable all children to progress in many different ways.

We provide a happy, interesting and attractive learning environment where all children can be successful and develop positive attitudes to school.

We ensure equal opportunities for everyone.

We provide a carefully planned curriculum to develop children's confidence, independence and enthusiasm and meet each child's individual needs.

We enable our children to master basic skills that will stimulate an on-going enthusiasm for learning.

We encourage our children to experience a sense of wonder at the beauty and creativity of the world around them.

We maintain high but realistic expectations of all our children and adults and high standards in all that we do.

We foster an active partnership between home and school and positive links with the local community and the Church

Our History

Walsh Memorial Church of England Infant School is a co-educational Voluntary Controlled school founded in 1835.

The present school building was begun in 1915 to replace the old 1835 Ash National School and was extended in 1965 and again in 2003. The name of the school was changed in 1919 to Walsh Memorial in memory of The Reverend Albert Octavius Walsh, the Rector of Ash, who was mainly responsible for raising the funds and ensuring that the 'new' school was built. In the early years the school catered for a wide age range - Infants, Juniors and Seniors and later was a Primary School for children aged 5-11 years.

In 1973 the school was re-organised as a First School for children aged 5-8 years. In September 1993 the school became an Infant School for 180 pupils, aged 4 - 7 years.

The inside of the building is in good condition and we strive to ensure it is well maintained. We are constantly developing the grounds as funds arise.

There have been seven Headteachers at the school:-

Mr W.D. Reed (1899-1932),
Mr Cole (1932-1952),
Mr Durbin (1952-1980),
Miss J. Morgan (1980-1988),
Mrs. K. Waters (1989-2000),
Mrs. J.C. Davies (2000-2007)
and Mrs. S. Cawson (2007 onwards).

Starting School

The community and voluntary controlled infant and primary schools in Surrey have a single intake into Reception. All children whose date of birth falls between 1 September 2013 and 31 August 2014 will be eligible to apply for a full time place in Reception at a Surrey school for September 2018. Applicants can defer their child's entry to Reception until later in the school year, but this will not be agreed beyond the beginning of the term after the child's fifth birthday, nor beyond the beginning of the final term of the academic year for which the offer was made. Applicants may also arrange for their child to start part time until their child reaches statutory school age.

At Walsh Memorial we accept children at the beginning of the school year in which they have their fifth birthday. Children who turn five during the autumn term will attend full time from September. Spring and summer born children are also

offered full time school after induction. Any parent wishing to defer entry must make an appointment with the Headteacher to discuss their plans.

The admissions authority for Walsh Memorial C.E. Infants is the Local Education Authority. When a Voluntary Controlled School is oversubscribed the following admissions criteria are used to allocate places:

Admission arrangements for Surrey County Council's community and voluntary controlled schools 2018/19

Admission criteria for schools in Surrey

In order of priority:-

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 Walsh Junior school which operates shared sibling priority on the date of admission
4. Children for whom the school is the nearest to their home address.
5. 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.

First priority: Looked after and previously looked after children

Within the admission arrangements for all Community and Voluntary Controlled schools looked after and previously looked after children will receive the top priority for a place. Looked after and previously looked after children will be considered to be:

- children who are registered as being in the care of a Local Authority in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home at the time an application for a school is made; and
- children who have left care through adoption (in accordance with Section 46 of the Adoption and Children Act 2002), a residence order (in accordance with Section 8 of the Children Act 1989) or special guardianship order (in accordance with Section 14A of the Children Act 1989).

Places will be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

Second priority: Exceptional Social/medical need

Occasionally there will be a very small number of children for whom exceptional social or medical circumstances apply which will warrant a placement at a particular school. The exceptional social or medical circumstances might relate to either the child or the parent/carer. Supporting evidence from a professional is required such as a doctor and/or consultant for medical cases or a social worker, health visitor, housing officer, the police or probation officer for other social circumstances. This evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

Common medical conditions and allergies can usually be supported in all mainstream schools, therefore priority under a school's exceptional medical criterion would not normally be given for these. Some mainstream schools have units attached which provide specialist provision for children with either a Statement of Special Educational Needs or an Education, Health and Care Plan which names the school. The facilities in these units are not normally available to children in the mainstream school and as such priority under a school's exceptional social or medical criterion would not normally be agreed for a mainstream place on the basis of a specialist unit being attached to the school. In addition, routine child minding arrangements would not normally be considered to be an exceptional social reason for placement at a particular school.

We reserve the right to refer medical evidence to our designated medical officer, where necessary, to assist us in making a decision about medical priority for a school place.

Places may be allocated under this criterion when places are first offered at a school and the local authority may also ask schools to admit over their published admission number at other times under this criterion.

Third priority: Children who will have a sibling at the school or at an infant/junior school which is on a shared/adjoining site at the time of the child's admission

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, living as part of the same family unit at the same address.

A child will be given sibling priority if they have a sibling on roll at the school concerned and that sibling is still expected to be on roll at that school at the time of the child's admission.

For the initial intake to an infant/junior school, a child will also be given sibling priority

Fourth priority: Children for whom the school is the nearest to their home address.

The nearest school within the admission arrangements for Community and Voluntary Controlled schools is defined as the school closest to the home address with a published admission number for pupils of the appropriate age-range, as measured by a straight line and which admits local children. The nearest school may be inside or outside the county boundary. Under this criterion all Surrey Community and Voluntary Controlled schools are considered to admit local children.

Within the admission arrangements for Community and Voluntary Controlled schools the child's home address excludes any business, relative's or childminder's address and must be the child's normal place of residence. In the case of formal equal shared custody it will be up to the parents to agree which address to use. In other cases it is where the child spends most of the time. All distances will be measured by the computerised Geographical Information System maintained by Surrey's Admissions and Transport team.

The address to be used for the initial allocation of places to Reception, Year 3 and Year 7 will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's Coordinated Scheme if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date. Parents have a responsibility to notify Surrey County Council of any change of address.

If within this category there are more applicants than places available, any remaining places will be offered to applicants who meet this criterion on the basis of proximity of the child's home address to the school (please see criterion v).

Fifth priority: Any other children

Nearest school

For the normal intake to a school, the nearest school will be defined as the school closest to the home address with a published admission number for children of the appropriate age-range, as measured by a straight line and which has admitted children without regard to faith or boarding in the initial allocation of places in 2014, 2015 and 2016. Exceptions to this would be:

- where a faith school has changed its admission arrangements and that change has meant that they would be expected to offer places to children who do not demonstrate a commitment to faith in future; and
- where a new school has opened or an existing school has opened a new phase of education since 2014 and that school does not admit all children with regard to faith.

The nearest school may be inside or outside the county boundary. Under this criterion all Surrey community and voluntary controlled schools will be considered.

Any applicant remaining on the waiting list after 1 September 2018 will be considered to be an application for in year admission. After this date, when assessing nearest school, all schools with the appropriate year group will be taken in to account.

Home address

Within the admission arrangements for community and voluntary controlled schools the child's home address excludes any business, relative's or childminder's address and must be the child's normal place of residence. Where the child is subject to a child arrangements order and that order stipulates that the child will live with one parent/carer more than the other, the address to be used will be the one where the child is expected to live for the majority of the time. For other children, the address to be used will be the address where the child lives the majority of the time. In other cases, where the child spends an equal time between their parents/carers, it will be up to the parent/carers to agree which address to use. Where a child spends their time equally between their parents/carers and they cannot agree on who should make the application, we will accept an application from the parent/carer who is registered for child benefit. If neither parent is registered for child benefit we will accept the application from the parent/carer whose address is registered with the child's current school or nursery.

We will not generally accept a temporary address if the main carer of the child still possesses a property that has previously been used as a home address, nor will we accept a temporary address if we believe it has been used solely or mainly to obtain a school place when an alternative address is still available to that child. All distances will be measured by the computerised Geographical Information System maintained by Surrey's admissions team.

The address to be used for the initial allocation of places to Reception, Year 3 and Year 7 will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's coordinated scheme if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the

relevant date. Applicants have a responsibility to notify Surrey County Council of any change of address.

Tie breaker and the admission of twins, triplets, other multiple births or siblings born in the same academic year

Where two or more children share a priority for a place, e.g. where two children live equidistant from a school and only one place remains, Surrey County Council will use random allocation to determine which child should be given priority. In the case of multiple births, where children have equal priority for a place, Surrey County Council will use random allocation to determine which child should be given priority. If after the allocation one or more places can be offered but there are not sufficient places for all of them, wherever it is logistically possible, each child will be offered a place. Where it is not logistically possible to offer each child a place the child(ren) ranked the highest will retain their offer and the applicant will be advised of their right of appeal and informed about waiting lists.

Waiting lists

Where there are more children than places available, waiting lists will operate for each year group according to the oversubscription criteria for each school without regard to the date the application was received or when a child's name was added to the waiting list.

Waiting lists for the initial intake to each community and voluntary controlled school will be maintained until the last day of the Summer term 2019 when they will be cancelled. Applicants who wish a child to remain on the waiting list after this date must apply for in-year admission through Surrey County Council.

In-year admissions

The following applications will be treated as in-year admissions during 2018-19:

- applications for admission to Reception which are received after 1 September 2018;
- for any school which has a published admission number (PAN) for Year 3, applications for admission to Year 3 which are received after 1 September 2018;
- applications for admission to Year 7 which are received after 1 September 2018;
- all other applications for admission to Years 1 to 6 and 8 to 11.

Applications for Surrey's community and voluntary controlled schools must be made to the local authority on Surrey's common application form. Where there are more applications than places available, each application will be ranked in accordance with the published oversubscription criteria for each school.

Our Learning Environment

Walsh is an Eco friendly and soon to be a Healthy School, with pupils and staff committed to caring for the environment and living healthily. Attractive grounds look across to the Hog's Back. A large grassed area incorporates a meadow, minibeast area, a wildlife area and there is a playground with seating and climbing and play activities for use during breaks. The Early Years classrooms have a large outdoor learning area which is used throughout the day. The classrooms provide a stimulating learning environment with plenty of space for children to work in small groups with additional support.

Our large hall enables us to invite visiting theatres, hold indoor sports activities and whole school events which help develop the children's range of experiences.

We have a dedicated ICT suite where whole classes can work together to develop computing skills and cross curriculum learning. Each classroom has new interactive TV's; the clarity ensures whole class learning is accessible to all.

The school has been modernised in keeping with the characteristics of the original building. The Governors provide a safe, secure environment for all pupils and staff whilst creating a welcoming atmosphere.

Our local area is also rich with learning experiences and opportunities and we make use of them by visiting our Church, library, walking around the local area and visiting a local history museum.

Our School Day

9.00 a.m. until 12 noon

1.00 p.m. until 3.00 p.m.

Children come into school from 8.45 a.m. Year 1 and 2 pupils are encouraged to come into school independently.

Morning

Gates open 8.45 - 9.00 a.m.

Registration 9.00 - 9.05 a.m.

Teaching Period 9.05 - 10.30 a.m.

Collective Worship 10.30 -10.45 a.m.

Children's Break 10.45 - 11.00 a.m.

Teaching Period 11.00 - 12.00 noon

Lunch 12.00 - 1.00 p.m.

Afternoon

Registration 1.00 p.m.

Teaching period 1.05 - 3.00 p.m.

Children enter school through the playground and are the parents' responsibility until they enter the school through the library door. Parents are welcome to wait in the playground at the beginning and end of the school day.

Classroom Organisation

There are six classes.

Early Years - School Year in which a pupil becomes 5 years old.

Gold Class

Silver Class

Year 1 (Key Stage 1) - School Year in which a pupil becomes 6 years old.

Diamond Class

Ruby Class

Year 2 (Key Stage 1) - School Year in which a pupil becomes 7 years old.

Emerald Class

Sapphire Class

Children may be taught as a whole class, in groups, in pairs or individually by a Teacher, Higher Level Teaching Assistant, Teaching Assistant or Special Needs Assistant, in or outside the classroom. They may be taught by a teacher other than their own class teacher for certain subjects.

Our School Curriculum

We provide a broad, balanced and enriching curriculum which is interesting and enjoyable for the children. All children have equal access to the curriculum in line with our Equal Opportunities Policy and is carefully planned to ensure progression and continuity for every child.

Pupils below statutory school age follow the Statutory Framework for Early Years Foundation Stage (EYFS). The three prime areas are:-

- Communication and language
- Physical Development
- Personal, Social and Emotional Development

We will also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

All pupils of statutory school age follow the school's newly designed curriculum for children aged 5 – 7 years old. This is known as Key Stage One. A copy of our curriculum is on our website.

Planning documents are available at school for parents to read. We want children to acquire knowledge, skills, concepts and attitudes in an enjoyable and meaningful way. An important part of our work is the development of positive social relationships. We aim for children to learn to co-operate with each other, to recognise the needs of others and to understand differences in temperament, ideas and culture.

We provide a copy of the curriculum called a Curriculum Map termly with ideas on how to support your child at home as well as providing weekly information on the newsletter under the Parental Guidance section. We welcome requests for topics to be covered.

We hold parent workshops to support your child in various curriculum areas. Parent requests for workshops are also accepted.

Curriculum Subjects

ENGLISH

English covers many areas: Spoken language, Reading, Writing, Spelling, Vocabulary, Grammar and Punctuation and includes drama and social skills. English skills are also taught through other subjects, e.g. History or RE.

Children are introduced to books as soon as they enter school. We want them to develop a love of reading as well as to achieve excellent reading skills. Our main reading scheme is Oxford Reading Tree supported by a wide variety of other schemes, to provide an individualised reading programme for the children. The scheme is organised in the common book banded levels. Children take books home to share and read with parents. All children use the School Library and there is a lending library in each year group and for pre-school children. Parents help run these.

We teach phonics from the start to help children develop confidence with word attack skills and to support spelling using the Government's Programme Letters and Sounds. We also have a spelling scheme of work and run regular workshops to enable parents to help their children.

Children are taught to write for a range of purposes, e.g. invitations, letters, lists, in sentences with correct punctuation and learn the importance of correct spelling. The school teaches the 'Look Cover Write Check' method of learning spellings. We follow a structured Handwriting Scheme and when children have mastered correct letter formation they are taught how to join the letters. Parent Workshops are provided to help support children at home.

MATHEMATICS

The school follows the National Curriculum for number, measurement, geometry and in Year two statistics, using Numicon and Longman resource programmes. Children are taught to use the four rules of addition, subtraction, multiplication and division, as appropriate and to learn from practical mathematical activities e.g. measurement, weight, capacity, time, money. We teach children to use and apply their mathematical knowledge and to build confidence and develop their problem-solving, fluency and investigation skills. Extra opportunities are created to encourage children to use their mathematical skills e.g. book shop, selling ice cream to the children, collecting and counting tokens and shape walks. The PTA have recently purchased us a support IT programme for mathematics and each child has a unique log in which can be accessed at home and at school.

SCIENCE

Children develop an understanding of Science through planned topics, e.g. Sound, Forces, Living Things, Change. Experiences are structured so that knowledge, understanding, skills and attitudes develop through first-hand experiences and problem-solving activities. There are investigation tables in all classes to support the topic being experienced. Children learn a range of scientific skills, including asking relevant questions, seeking answers, observing, investigating, predicting and recording their findings. Some school educational off site visits are science based.

DESIGN AND TECHNOLOGY

DT skills are developed progressively. The design process is taught and children learn to make a range of finished products in accordance with their designs e.g. pop up card or moving vehicle. First basic skills are taught, e.g. scissor control, then children use a range of equipment such as saws and hole drills with different materials, e.g. wood, felt, DT includes construction equipment.

COMPUTING

In KS1, children learn about computer programming. Children learn that computers and other devices operate by following a series of clear instructions and, using Espresso Coding, (and Scratch in Year 2), they are taught to create and debug simple programs.

Children learn to use technology to create, edit and save their work. They learn a range of progressively challenging skills and use a variety of programs to support and enhance their learning across the curriculum. They begin to recognise common uses of information technology outside of school such as mobile phones satnavs and gaming devices.

Safe use of the internet is taught through an E-safety scheme of work called Hector's World. The children learn that it important to keep their personal information private when online.

In Year R, children learn mouse control and basic keyboard skills using programs such as Tizzy's Tools. They are taught to program Beebots and other devices by inputting instructions.

PHYSICAL EDUCATION, INCLUDING SPORT

PE includes the teaching of Gymnastics, Dance, Games and Athletics. The children become increasingly skilled and confident in their agility, balance and coordination, individually and with others. They take part in competitive (both against themselves and others) and co-operative activities. The children are taught about the benefits of living a healthy lifestyle.

At lunchtimes and playtimes the children take part in activities using a variety of equipment and a Play Leader is employed to lead games at lunchtime. As part of the Government's Sports and PE funding the children are given the opportunity to experience different sports led by experts. In the Summer Term, all our children take part in our Sports Day which is a mixture of competitive races and group sporting experiences.

HISTORY

Children are taught how the past is different from the present to build an awareness of past events and people. We teach chronology by sequencing and ordering events and using language relevant to the passage of time. Children learn some of the ways we find out about the past. Topics include Castles, Famous People, Grandparents and Life at the Time the School was built. Topics sometimes conclude with a full cross curriculum day where the children and adults dress up and take part in a wide range of activities e.g. Victorian day or Castle Day.

GEOGRAPHY

Pupils are taught a range of Geographical skills, using maps, globes and atlases. They learn about countries of the world, continents, oceans, hot and cold areas, capital cities, seasons and weather patterns. Pupils will learn about their locality including their own homes, school and surrounding areas of the United Kingdom and a small area in a contrasting non-European country. Children will compare the differences and similarities and differences between physical and human features.

MUSIC

Our Music scheme is exciting and stimulating. It explores different genres of music from Baroque to Hip Hop through a wide range of songs, instrumental pieces and dance movements. Children are given opportunities to gain and refine their musical skills through performing, composing, singing, listening and responding to music. The school has a good selection of musical instruments appropriate for young children.

All Year Two children learn the recorder in weekly lessons and perform at school and local events. There are whole school concerts throughout the year to

celebrate special events such as Harvest, Christmas and Mother's Day. All children are given the opportunity to join the after school choir club

ART AND DESIGN

Children develop a range of artistic skills through curriculum work and specialist whole school art days throughout the year. They experiment with and develop their proficiency in using a range of tools, techniques and materials. They are also encouraged to develop their creativity, self-expression and independent thinking; which promotes high level of enjoyment and self-confidence.

Within the art curriculum, children are introduced to the work of a variety of famous artists and given the opportunity to work with visiting artists.

Children's artwork supports and enriches other areas of the curriculum and is regularly displayed in our school art gallery.

RELIGIOUS EDUCATION

We follow Surrey's Agreed Syllabus for Religious Education which is non-denominational. Children are introduced to Christianity through stories, customs and celebrations, special places, people and artefacts. A carefully planned scheme of work includes teaching about aspects of two other religions, Judaism and Islam. The experiences of our children are enhanced by religious artefacts, visitors and regular visits to our parish church.

Collective Worship

Walsh Memorial C of E Infant School is a Church of England School. A Christian Act of Worship takes place daily for the whole school. We may refer to other religions and special festivals. It is a time for reflection, for celebrating God's wonderful world and all that is worthwhile and central to the life of the school.

All Children visit St. Peter's Church, Ash, regularly during the year and the Rector also leads some assemblies. Collective Worship covers many aspects of Personal and Social, Spiritual, Moral and Cultural Education and Citizenship at Key Stage 1 where we think of people less fortunate than ourselves.

We invite parents to special assemblies e.g. Harvest, Christmas.

We recognise parents' rights to withdraw their children from Religious Education and/or Collective Worship, if they so wish.

Special Needs

The school's S.E.N.D Policy conforms to the new Code of Practice and is available in school for parents to read. The school complies with the requirements of The Special Educational Needs and Disability Discrimination Act

2005 regarding access and inclusion. The school has a Special Educational Needs Co-ordinator (SENDCo). Teachers and SENDCo start by working with the family to create the One Page Profile and from these Individual Education Plans for pupils, with specific, achievable targets are created. The Educational Psychologist or other outside agency may be involved. Parents are fully consulted and their permission sought for any outside intervention. The SENDCo gives teaching support to children with special needs, including those with ECHP plans. Pupils may be supported in the classroom by a Special Needs Assistant in accordance with the recommendations of their EHCP plan.

The school also plans staffing and resources carefully to meet the special needs of more able pupils. We have a wide variety of resources to help you support your child at home.

Assessment

Teachers assess pupils continuously throughout their time at school and carefully track and monitor their work to ensure they plan appropriate work to meet each child's needs.

At the end of Early Years children's attainments are assessed by Early Years Profile and the results reported to parents. Teachers assess children's progress in the Early Years in accordance with the 6 Areas of Learning in the Foundation Stage.

In Years 1 and 2 teachers assess each child's attainment and progress in English, Mathematics and Science each half-term, and in other subjects at the end of each unit of work and report to parents throughout the school year. Parents receive a written annual report in the summer term detailing progress in all subjects.

Children in Year One take part in the National Phonics Screening at the end of Year One.

End of Key Stage 1 assessments take place for all children during Year 2, the academic year in which pupils reach the age of seven.

Sex Education

It is a legal requirement under revised National Curriculum 1999 that all schools, including primary, have A Sex and Relationship Education Policy and Programme. At Walsh Memorial CofE Infant School we do not consider it to be appropriate to treat Sex and Relationships as a separate topic on the timetable. However, because it is such an important part of a child's Personal, Social and

Health Education (PSHE) we incorporate it within the general PSHE and Citizenship Curriculum and the science curriculum with a programme specifically tailored to the needs, maturity and understanding of the children.

Parents' rights to withdraw their child from Sex Education are recognised. This is unlikely to occur as no formal Sex Education takes place.

Children's questions are answered honestly, as they arise, without explicit information being given. Parents are kept fully informed. A topic such as 'Ourselves' will use correct names for parts of the body. The school policy for Sex Education is available for parents to read in school.

Parent Communications

A weekly newsletter Walsh Memorial News is sent home via e-mail on a Friday containing all the information on the events happening in school. Occasionally letters of a more urgent or important nature will be sent home during the week. We also support local groups by sending home flyers on a Wednesday which we hope you will find useful and informative.

Parental Involvement

We encourage parental support in school and many events depend on parent help e.g. Christmas Craft Club. Parents are welcome to help in school in a variety of ways. Please leave your name at the school office if you can spare a morning, afternoon or even an hour to help, regularly or occasionally. A DBS is obtained for volunteer helpers. We rely on the support and involvement of parents in our Home/School Partnership and their help is appreciated.

All parents belong to the Parent Teacher Association with an active committee to organise events. Some PTA events involve the whole family and others are fund-raising ventures. Details are circulated in school and PTA newsletters. The PTA has provided many extra resources for the school over the years and helped with many 'extra' activities which enhance the curriculum.

There are Open Evenings each term when parents can discuss their child's progress and work with the class teacher. However should you have any concerns regarding your child please make a mutually convenient appointment with your child's class teacher at any other time. Walsh has an 'open door' policy and a Home/School Agreement as we believe your child's education is very much a partnership between home and school.

Responding to Parents Concerns

Governors have adopted Surrey's model policy on Responding to Parents' Concerns. A copy is available in school for parents to read.

A copy of this document is also available
www.surreycc.gov.uk

Photographs Taken By Parents

Any photograph of groups of pupils taken by parents should be for private and personal use only and NOT put onto a social networking site. Individual photographs of your own child may be used as you feel fit.

Behaviour

The school atmosphere is happy and purposeful. There is a high expectation of co-operative behaviour with good work and good behaviour encouraged by all staff. We do this through responding positively to examples of kindness, special effort, courtesy, excellence in work and help in routine tasks.

Anti-social behaviour is dealt with by removing privileges and expecting verbal or written apologies. Parents are always involved if the behaviour of an individual child causes concern. We expect the children of Walsh Memorial to respect the rights, views and property of their peers and adults and as staff we lead by example.

Copies of the school's policy on Behaviour and Bullying can be obtained from the office. We prepare children for the later responsibilities of adulthood and good citizenship. We encourage children to think for themselves and hope they are self motivated enough to behave sensibly.

Lunch

The school is part of the Universal Free School Meal initiative and all children are provided with a healthy balanced diet. We strongly hope all children will have a school dinner.

During lunch breaks children are in the care of Midday Supervisors who are under the direction of the Senior Midday Supervisor.

Milk scheme, water and fruit

A milk scheme is in operation in school. Please ask in the School Office for details. Children are entitled to free milk until their fifth birthday. Children are encouraged to bring a named, plastic, full water bottle each day. Water is also available from the water fountains.

The school receives free fruit or vegetables each day from the government five a day scheme. This is given to the children at morning play and no other snack is required.

Educational Visits

Visits and visitors provide a variety of exciting experiences for the children e.g. music recitals, professional theatre groups, Birdworld, Milestones Museum. We invite parents in writing to make a voluntary contribution towards the cost of any visits in accordance with the school's Charging Policy. No child is omitted from a visit on account of non-payment, however if sufficient parents do not contribute towards the cost a visit may, unfortunately, have to be cancelled. If a child is absent on the day of an educational visit the school is unable to refund voluntary donations unless they receive a refund for the absent child's entrance fee. The school's Charging Policy is available in school for parents to see.

Homework

All children are encouraged to read to an adult or older sibling daily. In Years One and Two children also have spellings to learn and on occasions some research on the topic being covered in class. Children in Year Two have Numeracy homework. Learning at home is a fun extension to the school day and seen as opportunity for whole family learning. Project and family homework is rewarded with a certificate.

Medical Matters

When children suffer from asthma, diabetes or long term illness and regular medication is necessary, Surrey County Council requires that:

- we have written specifications for administering medicines
- the child's name and dosage are on the medicine.

The school rules state that:

- only prescription medicine is administered in school
- an adult must bring any medicine to the School Office
- no medicine may be sent in a child's lunch box or bag
- no member of staff may administer any medicine without prior consultation between the Headteacher and the parents.

An up-to-date contact telephone number is essential for use in an emergency.

The Governors have a school policy called Illness and Administration of Medicines, a copy of which is available in school to read.

When medicals take place on school premises they are arranged by the Health Authority. Letters giving details are sent to parents at appropriate times by our school nurse.

Every effort is made to include children with medical needs in all activities in school.

Absences

If your child is away from school please let us know by telephone.

If you do not let us know a school form will be sent home at the end of the week for you to complete.

You only need to let us know once, not every day unless your child is away for more than a week thank you.

The school records all absences and has strict target figures to meet for attendance.

Absences because of illness, hospital treatment, or visits to the doctor do not count as holiday absences but broken weeks do affect your child's education.

The school is required by law to adhere to the requirements of the National Curriculum and even a week's absence can disrupt your child's education. Regular, punctual attendance is essential. 80% attendance means that one day a week has been missed over a year. This will impact on your child's educational progress. All late arrivals are noted in the school's electronic register. Walsh's teaching day begins at 9 a.m. and you are late after 9.05am.

Holidays in term time are strongly discouraged and research shows that holidays in term time have a greater impact on younger children than older children!

The Governors of the school have adopted the West Surrey Foundation attendance policy which is available from the school office which states:-

'No parent/carer can demand leave of absence during term-time for their child as a right and authorisation cannot be given retrospectively. Permission for absence during term time is at the school's discretion and will only be granted in exceptional circumstances.'

From September 2011 families who take children on holiday during term time may be issued with a penalty notice and fined by Surrey County Council. More details are available from the school office.

Jewellery

Jewellery is not encouraged in school. **Only small, stud earrings are allowed** and we accept no responsibility for lost earrings. Surrey County Council Regulation requires that earrings must be removed before P.E. lessons.

If you wish to have your child's ears pierced please try to arrange this at the beginning of the summer holidays as they will be unable to do PE until the earrings can be removed (usually 6 weeks).

As our children are very young, the best solution is not to wear earrings to school. We ask for your co-operation in this matter.

Our School Year

Academic year 2017/2018

2017 / 2018	First day of term	Last day of term
Autumn Term	Monday 4th of September 2017	Friday 20th of October 2017
Autumn Term	Monday 30th of October 2017	Thursday 21st of December 2017
Spring Term	Thursday 4th of January 2018	Friday 9th of February 2018
Spring Term	Monday 19th of February 2018	Thursday 29th of March 2018
Summer Term	Monday 16th of April 2018	Friday 25th of May 2018
Summer Term	Monday 4th of June 2018	Monday 23rd of July 2018

Our School Uniform

Our School Uniform can be purchased from:-

Brenda's Schoolwear
130 Frimley Road
Camberley
GU15 2QN

Telephone number 01276 469697

The school uniform colour is navy blue.

Jumpers/Cardigans – navy with logo
Polo Shirts - white
Trousers/skirts/pinafores - grey
Socks grey and white

Fleece – (Optional) reversible with logo

P.E. KIT

T Shirt – White with logo
Shorts – navy
Plimsolls – black
Drawstring bag with logo

SUMMER UNIFORM

Dresses- **light** blue check
Shirts - polos white
Beanie hats available

Sensible footwear, please! - no open toe sandals, high heels or boots.

We request all children with long hair keep it tied back at school.

ALL CLOTHING AND FOOTWEAR MUST BE NAMED – PLEASE!

WATER BOTTLES are available from the School Office

The provision of equal opportunities in education is an objective for Surrey County Council. The organisation and curriculum of Walsh Memorial are arranged to ensure that no disadvantage shall accrue to any individual on the grounds of race, colour, ethnic or national origin, religion, sex or disability.

Please inform us if any member of your family is registered disabled as we would like to ensure they have easy access to our building and reserved seating when they visit for sports days, performances or special assemblies.

Safeguarding Children

The school adheres to statutory requirements by following Surrey's Safeguarding Procedures which is available to see on request. The Headteacher is the Designated Safeguarding Lead (DSL) for the school; there are three other Deputy SLOs among the teaching staff. If we have a concern about a child we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant or further harm we will seek advice at the Surrey Contact Centre.

If you have any serious concerns regarding the welfare of any child you know please contact the Surrey Contact Centre on 0300 200 1006 and ask for Social Services

Book Club

To help promote the love of books we have a book club savings scheme. The children are encouraged to be savers by bringing in a small amount of money each week to save towards our annual Book Fair.

Transfer to Junior School

At the beginning of Year 2 all parents are encouraged to visit the Surrey County Council website where parents can designate their choice of Junior School online. Transfer to Walsh C.E. Junior School is **not** automatic but children attending Walsh Memorial CofE Infant School are currently on the admissions priority for the Junior School so should get a place.

Our School

HEADTEACHER:	Mrs S Cawson	BEd (Hons) MA NQSI
DEPUTY HEADTEACHER:	Mrs H Wall	BA (Hons) Primary QTS
SENDCO:	Mrs V Retallack	BA PGCE
TEACHERS FULL TIME:		
	Mrs V Brett	BEd (Hons)
	Miss L Avenell	BEd (Hons)
	Miss D Pullen	BEd (Hons)
PART-TIME:	Mrs K Foster	LLb(Hons) QTS
	Mrs B Hemmings	BEd.
	Mrs M Pusey	BEd (Hons)
HLTA's	Mrs G Johnson	Mrs L. McKenna
TEACHING ASSISTANTS:		
	Mrs L Currie	Mrs S Rosier
	Mrs N Vaughan	Mrs D Wellfare
	Mrs J. White	Mrs S Cooper
	Mrs S Thorpe	Mrs W Christmas
	Mrs L Lawrence	
BURSAR:		Mrs S Reilly
SENIOR SCHOOL ASSISTANT:		Mrs S Thorn
FINANCE ASSISTANT:		Mrs J Tinkler
CLERK TO GOVERNORS:		Mrs S Thorpe
MIDDAY SUPERVISORS:		
Senior	Mrs D Helwig	
	Ms R Bentley	Mrs E Darch
	Mrs J Dean	Mrs L Hitchcock
	Mrs A Saville	Mrs E Taylor
CARETAKER:	Mrs S Churchman	
CLEANER:	Mrs K Knight	

Governors

Mr. J.R. Dodd - Vice Chair
Rev K Bristow – Foundation
Mrs. S. Cawson – Headteacher
Mrs C Hilliar - Foundation
Ms L Houghton – Co-opted
Mrs G Jefferson - Parent
Mrs K Killick - Parent
Mrs C Sharp – Foundation
Mr M Stinson – Co-opted
Mrs S Whitehead – Chair of Governors Co-opted
Parent Vacancy

Clerk Mrs S Thorpe

Governors are responsible for the strategic direction of the school. They oversee financial arrangements, development of the premises and curriculum provision. There are many opportunities offered during the year to meet governors and discuss issues with them, e.g. .pre-school visits, special events when they will be very pleased to talk about our school

General Information

Executive Director's Office
County Hall
Kingston-upon-Thames
Surrey
KT1 2DJ

Tel No: 020 8541 9560

School Education Welfare Service
South West Area Office
Grosvenor House
London Square
Cross Lanes
Guildford
Surrey GU1 1FA

Tel No: 01483 517868

Governor responsible for parents' concerns:

Mrs S Whitehead via the school office or chair@walsh-memorial.surrey.sch.uk