



"Love to Learn"



MALCOLM SARGENT PRIMARY SCHOOL



PROSPECTUS

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A MESSAGE FROM THE CHAIR OF GOVERNORS...

We are extremely fortunate here at Malcolm Sargent Primary School to be part of a thriving community based in an historic market town on the edge of some of the loveliest countryside in Britain. I was initially associated with the school as a parent and subsequently joined the Governing Body in 1996, becoming Chairman in January 2000. The Governors, who represent a cross-section of the community, possess an excellent mix of business and commercial skills enabling the school to enjoy a wide range of management expertise. Most importantly, though, they are committed to the continued improvement and development of an already successful school. All the Governors give generously of their time and knowledge to keep Malcolm Sargent Primary School one of the most respected and well-resourced primary schools in the County.

Mr Ken Swanson

...AND FROM THE PRINCIPAL

I am delighted to present this school prospectus but feel, inevitably, that it can offer only a glimpse into the style and ethos of the school. If you are interested in your child starting with us, please make an appointment to come and look around the school for yourself and ask the many questions that no doubt you will have.

We are very proud of our school and the educational opportunities that we provide to our pupils preparing them with the skills and attitudes that will help them become successful into the future.

As a highly respected and successful school, we decided to convert to academy status in December 2011 in order to maximise resources available for our pupils. This has helped us in our determination to further improve our educational provision and facilities for the good of all our pupils. In the last few years we have a refurbished kitchen (to provide high-quality on-site meals) and built a new assembly space to enhance our music and drama provision. Together with our community partners we have established a new nature trail and physical trim trail and more recently we have built two new classrooms (one for the Y6 children and one for the FS children) and re-modelled and extended our Y1 area. All this is in addition to refurbishing and re-painting other areas on the school on a rolling programme!

Our staff members work hard to create an interesting, stimulating and friendly environment, where each individual can enjoy their education, feel safe, secure and valued. We want to help develop lively, enquiring minds that will encourage lifelong learning; the ability to question and argue rationally, to work with imagination and a sense of purpose.

We aim to establish an effective and constructive partnership between home and school. Parents are always welcome to come in and see the progress that their child is making or to discuss matters of concern.

Year on year our pupils enjoy sustained academic success. We are determined to continue to complement this with high quality personal development opportunities; helping our children to become responsible, confident, articulate and self disciplined. We are dedicated to providing the stimulus for pupils to discover, and make the most of, their individual potential - attaining the very best that they are capable of.

We want our children to be surprised by just what they can achieve during their time with us!

Mr Tristan Revell

A BRIEF HISTORY OF THE SCHOOL

Malcolm Sargent Primary School caters for children between the ages of four and eleven years. It opened in 1970 with fourteen children and has occupied the present building since September 1974 with a number of extensions. Formerly grant maintained, it moved to Lincolnshire County Council Foundation status in 1999 and then to academy status in December 2011.

The name 'Malcolm Sargent' was given to the school by the founder Governors in 1970, who noted that Malcolm Sargent, the famous conductor, had been a pupil in 1905 at the school in whose temporary buildings they then occupied. We have a close association with CLIC Sargent, the charity that supports and cares for families of children with cancer (formerly the Malcolm Sargent Cancer Fund) and we regularly raise money to support this charity.

Our modern spacious single storey building is on a three acre site with the advantage of a large playing field for sporting activities, three playgrounds, including an adventure play area for the Key Stage 2 pupils and a specially designed Foundation and Key Stage 1 play area. Full facilities are in place for disabled access to the school.

A NOTE ABOUT OUR NAME

Our school name came from Sir Malcolm Sargent, the internationally renowned conductor. Brought up and educated in Stamford, he rose from humble beginnings, through hard work and determination, to become a major figure transcending the world of music. He remains an inspiration for our school.

ACORN

The school has invested in a purpose-built nursery building catering for children from birth to pre-school. The Acorn Childcare Centre Limited is headed up by Mrs Jo Goldsmith, who would be pleased to meet with parents. The contact number for the centre is 01780 766493. The centre maintains close links to the school, using our facilities for their children where appropriate, and also provides a dedicated breakfast, holiday and after-school club for our children from 0730 to 1800, for 51 weeks of every year.

ADMISSION POLICIES

ADMISSIONS IN 2017/18

Malcolm Sargent Primary School provides for the admission of all children in the September following their fourth birthday. Where we have offered a child a place at our school:

- a) that child is entitled to a full-time place in the September following their fourth birthday;
- b) the child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made whichever is the sooner; and
- c) where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age.

Parents interested in deferring admission or arranging part-time attendance must contact the school to discuss this.

The School's Governing Body is the Admissions Authority for Malcolm Sargent Primary School.

Process of Application for the Normal Intake Year (into Foundation Stage)

Arrangements for applications for places into Foundation Stage at Malcolm Sargent Primary school will be made in accordance with Lincolnshire County Council's coordinated admission arrangements. Parents resident in Lincolnshire can apply online at www.lincolnshire.gov.uk/schooladmissions. They can also apply by telephone or ask for a hard copy application form by telephoning 01522 782030. Parents resident in other areas must apply through their home local authority. Malcolm Sargent Primary School will use the Lincolnshire County Council's timetable published online for these applications and the relevant local authority will make the offers of places on their behalf as required by the School Admissions Code.

Process of Application for Mid-Year Admissions

Arrangements for applications for places mid-year will be made in accordance with Lincolnshire County Council's coordinated admissions arrangements. Parents should contact the school in the first instance for advice regardless of their home local authority. If there are spaces in the required year group the application will usually proceed immediately. If the year group is already at PAN, the parent's application may be added to the reserve list at their request. Applications are dealt with strictly in order of receipt. In the event of two applications being received simultaneously (for instance, two applications arriving in the same post) the oversubscription criteria will be applied.

Process of Application for the Admission of Children Outside their Normal Age Group

Parents may seek a place for their child outside their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. Parents wishing to make these requests must contact their home local authority for guidance on the procedure to follow. It is important for parents to note that they have the opportunity and responsibility to provide whatever evidence they wish to support their request. Malcolm Sargent Primary School will make decisions based on the circumstances of

each case and in the best interest of the child concerned. This will include taking account of:

- the parents' views;
- any available information about the child's academic, social and emotional development;
- where relevant, their medical history and the views of a medical professional;
- whether they have previously been educated out of their normal age group;
- any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely;
- the views of the head teacher.

Education Health Plans

In accordance with legislation the allocation of places for children with the following will take place first; Statement of Special Educational Needs (Education Act 1996) or Education, Health and Care Plan (Children and Families Act 2014) where the school is named. Remaining places will be allocated in accordance with this policy.

Oversubscription Criteria

Where applications for admission to any age group exceed the number of places available, the following selection criteria will be applied in the order set out below to decide which children to admit. The school's Published Admission Number (PAN) is 90.

1. Looked after children and all previously looked after children
2. Where the child has a full brother or sister currently attending the school, or half brother or sister living in the same household or children of partners living in the same household, who will still be attending when his/her brother/sister is admitted. Main residence during term time will be the nominated address for the pupil.
3. Children of staff at the school who have been employed for two years or more at the time of application or where a staff member has been recruited to fill a vacant post for which there is a demonstrable skill shortage. A member of staff being teaching or support staff.
4. Driving distance from home to school, with the applicant living nearer to the school having priority.

Final Tiebreaker

If two or more children are tied for the last place a lottery will be drawn by an independent person, not employed by the school or working in the Children's Services Directorate at the local authority.

Definition of Children in Public Care

A 'looked after child' is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989) at the time of making an application to the school. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child care arrangements order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). Child arrangement orders are defined in s.8 of the Children's Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangement orders replace residence orders and any residence order in force prior to

22 April 2014 is deemed to be a child arrangement order. Section 14A of the Children's Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or guardians).

Twins and Other Siblings from a Multiple Birth

In these cases all the children will be considered together as one application. If one or more can be admitted within the published admission number the school will go above its admission number as necessary to admit all the children, unless this would make the class too large. The government's school admissions code makes an exception to the infant class limit in this situation.

Brothers and Sisters in the Same Year Group

Where there is only one place available in the school the children will be considered together as one application. The school will go above its admission number as necessary to admit all the children, except in cases where infant class regulations prevent this from happening. If this happens we can only legally offer one place because the government's school admissions code makes no exception to the infant class size limit for siblings in the same year group. We will only be able to offer the parent a place for one child.

Published Admission Number (PAN)

The school has a PAN of 90; the infant class size limit of 30 is therefore in force for reception, Y1 and Y2. If twin A is the 90th child on application of the oversubscription criteria twin B is therefore 91st. The School Admissions Code allows Twin B to be admitted; this child is an exception to the infant class size limit until the end of key stage 1, or until a child leaves and the class falls back to 30 and the year group to 90.

If sibling A (an individual with one or more birth parents in common) is 90th on application of the criteria and sibling B (in the same cohort but not a twin) is 91st it would not be possible to admit sibling B because this would break the 90 limit without one of the exceptions to the infant class size limit given in the School Admissions Code applying. This is because the exception in the government's School Admissions Code applies only to twin or sibling from a multiple birth, not siblings in the same cohort. The cohort is the group of children who are eligible to enter the school in the same specific academic year, thus being educated at the same time.

By home we mean the address where the child lives for the majority of the school term time with a parent who has parental responsibility as defined in the Children Act 1989, or any child in the household where an adult in the household is defined as a parent for the purposes of Section 576 of the Education Act 1996. This could include a person who is not a parent but who has responsibility for her or him. It could include a child's guardians but will not usually include other relatives such as grandparents, aunts, uncles etc unless they have all the rights, duties, powers and responsibilities and authority, which by law a parent of a child has in relation to the child and their property. Where your child lives normally during the school week equally with more than one parent at different addresses, the home address for the purposes of school admissions will be that of the parent who lives closest, as measured by driving distance, to the school in question. If you have more than one home, we will take as the home address the address where you and your child normally live for the majority of the school term time.

The driving distance is as calculated by Lincolnshire County Council school admissions team from the Post Office Address Point of the home to the Post Office Address Point of the school.

Reserve List

For admission into the intake year the Governors will keep a waiting list which we call a reserve list. The list is in the order of the oversubscription criteria, as set out in this policy and as required by the school admissions code. This means that names can move down the list if someone moves into the area and is higher placed under the oversubscription criteria. The academy must not take account of the time you have been on the list. For the intake year the list is kept by the School Admissions Team until the end of August. After this the school admissions code requires that schools keep the reserve list until the end of the autumn term.

Reserve lists for other year groups are also maintained in addition to the intake year, known as mid-year admissions.

At Malcolm Sargent Primary School the reserve list for both the intake year and for mid-year admissions is kept until either a place is allocated or parents withdraw their application. Periodic checks will be made by the school to ensure that parents wish to retain their application on the reserve list.

Children of UK Service Personnel (UK Armed Forces)

For families of service personnel with a confirmed posting to the area or crown servants returning to live in the area from overseas, the Governors will:

- Allocate a place in advance of the family arriving in the area provided the application is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address to use when considering the application against the school's oversubscription criteria.
- Accept a Unit postal address or quartering address for admission purposes for a service child.

The Governors will not refuse a service child a place because the family does not currently live in the area.

Discrimination

No discrimination for admission will be made on the grounds of disability, ethnic background, academic ability or those diagnosed as having special needs.

Fair Access Protocols

Local Authorities are required to have Fair Access Protocols in order to make sure that unplaced children who live in the home local authority, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. This includes admitting children above the published admissions number to schools that are already full.

Fraudulent or Misleading Applications

As an admission authority we have the right to investigate any concerns we may have about your application and to withdraw the offer of a place if we consider there is evidence that you have made a fraudulent claim or provided misleading information, for example a false address was given which denied a place to a child with a stronger claim. We reserve the right to check any address and other information provided so we can apply the oversubscription criteria accurately and fairly.

Right of Appeal

If you are not allocated a place within any year group you have the right of appeal to an Independent Appeal Panel. Please apply in writing to the Clerk to the Governors at the school address, as soon as possible. An Independent Panel will hear your appeal and the decision of the Panel will be binding on the school and the parents/carers.

**Ken Swanson, Chairman, Governing Body, Malcolm Sargent Primary School
Approved February 2016**

ADMISSION POLICIES

ADMISSIONS IN 2018/19

Malcolm Sargent Primary School (the School) provides for the admission of all children in the September following their fourth birthday.

Where the School has offered a child a place:

- d) that child is entitled to a full-time place in the September following their fourth birthday;
- e) the child's parents can defer the date their child is admitted to the School until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made whichever is the sooner; and
- f) where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age.

Parents interested in deferring admission or arranging part-time attendance must contact the School to discuss this. Deferral requests should be made at the time of application for admission to the School.

Admissions Authority

The School's governing body is the Admissions Authority.

Process of Application for the Normal Intake Year (into Foundation Stage)

Arrangements for applications for places into Foundation Stage at the School will be made in accordance with Lincolnshire County Council's coordinated admission arrangements. Parents resident in Lincolnshire can apply online at www.lincolnshire.gov.uk/schooladmissions. They can also apply by telephone or ask for a hard copy application form by telephoning 01522 782030. Parents resident in other areas must apply through their home local authority. The School will use the Lincolnshire County Council's timetable published online for these applications and the relevant local authority will make the offers of places on their behalf as required by the School Admissions Code.

Process of Application for Mid-Year Admissions

Arrangements for applications for places mid-year will be made in accordance with Lincolnshire County Council's coordinated admissions arrangements. Parents should contact the School in the first instance for advice regardless of their home local authority. The School will only admit children up to the Published Admission Number (PAN) in each year group. If there are spaces in the required year group the application will usually proceed immediately. If the year group is already at Published Admission Number, the parent's application may be added to the reserve list at their request. Applications are dealt with strictly in order of receipt. In the event of two applications being received simultaneously (for instance, two applications arriving in the same post) the oversubscription criteria will be applied.

Process of Application for the Admission of Children Outside their Normal Age Group

Parents may seek a place for their child outside their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. Parents wishing to make these requests must contact their home local authority for guidance on

the procedure to follow. It is important for parents to note that they have the opportunity and responsibility to provide whatever evidence they wish to support their request. The School will make decisions based on the circumstances of each case and in the best interest of the child concerned. This will include taking account of:

- the parents' views;
- any available information about the child's academic, social and emotional development;
- where relevant, the child's medical history and the views of a medical professional;
- whether the child has previously been educated out of their normal age group;
- any evidence that the child may naturally have fallen into a lower age group if he/she were not born prematurely;
- the views of the head teacher.

Education Health Plans

In accordance with legislation the allocation of places for children with the following will take place first; Statement of Special Educational Needs (Education Act 1996) or Education, Health and Care Plan (Children and Families Act 2014). Remaining places will be allocated in accordance with this policy.

Oversubscription Criteria

Where applications for admission to any age group exceed the number of places available, the following selection criteria will be applied in the order set out below to decide which children to admit. The School's Published Admission Number is 90.

5. Looked after children and all previously looked after children. Previously looked after children are children who were looked after but ceased to be so because they were adopted (or became subject to a child care arrangements order or special guardianship order).
6. A brother or sister or who will be attending the school at the expected time of admission. Main residence during term time will be the nominated address for the pupil.
7. Children of staff at the School who have been employed for two years or more at the time of application or where a staff member has been recruited to fill a vacant post for which there is a demonstrable skill shortage. A member of staff being teaching or support staff.
8. Straight line distance from home to the School, with the applicant living nearer to the School having priority.

Final Tiebreaker

If two or more children are tied for the last place a lottery will be drawn by an independent person, not employed by the School or working in the Children's Services Directorate at the local authority.

Definition of Children in Public Care

A 'looked after child' is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989) at the time of making an application to the School. This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). Child arrangement orders are defined in s.8 of the Children's Act 1989, as amended by s.12

of the Children and Families Act 2014. Child arrangement orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangement order. Section 14A of the Children's Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Twins and Other Siblings from a Multiple Birth

In these cases all the children will be considered together as one application. If one or more can be admitted within the Published Admission Number the School will go above its admission number as necessary to admit all the children, unless this would make the class too large. The government's School Admissions Code makes an exception to the infant class limit in this situation.

Brothers and Sisters in the Same Year Group

Where there is only one place available in the School the children will be considered together as one application. The School will go above its Published Admission Number as necessary to admit all the children, except in cases where infant class regulations prevent this from happening. If this happens the School can only legally offer one place because the government's School Admissions Code makes no exception to the infant class size limit for siblings in the same year group. The School will only be able to offer the parent a place for one child.

Definition of Brother and Sister

A brother or sister is a child as listed below:

- a brother or sister who shares the same biological parents
- a half-brother, half-sister, step-brother or step-sister
- a legally adopted child or a child legally adopted by a biological or step-parent

All children must live at the same address.

Published Admission Number (PAN)

The School has a Published Admission Number of 90; the infant class size limit of 30 is therefore in force for the Foundation Stage, Y1 and Y2. If twin A is the 90th child on application of the oversubscription criteria, twin B is therefore 91st. The School Admissions Code allows twin B to be admitted; this child is an exception to the infant class size limit until the end of Key Stage 1, or until a child leaves and the class falls back to 30 and the year group to 90.

If sibling A (an individual with one or more birth parents in common) is 90th on application of the criteria and sibling B (in the same cohort but not a twin) is 91st, it would not be possible to admit sibling B because this would break the 90 limit without one of the exceptions to the infant class size limit given in the School Admissions Code applying. This is because the exception in the government's School Admissions Code applies only to twin or sibling from a multiple birth, not siblings in the same cohort. The cohort is the group of children who are eligible to enter the School in the same specific academic year, thus being educated at the same time.

By home the School means the address where the child lives for the majority of the school term time with a parent who has parental responsibility as defined in the Children Act 1989, or any child in the household where an adult in the household is defined as a parent for the purposes of Section 576 of the Education Act 1996. This could include a person who is not a parent but who has responsibility for her or him. It could include a

child's guardians but will not usually include other relatives such as grandparents, aunts, uncles etc unless they have all the rights, duties, powers and responsibilities and authority, which by law a parent of a child has in relation to the child and their property. Where your child lives normally during the School week equally with more than one parent at different addresses, the home address for the purposes of school admissions will be that of the parent who lives closest, as measured by straight line distance, to the School in question. If you have more than one home, the School will take as the home address the address where you and your child normally live for the majority of the school term time.

The straight line distance is as calculated electronically to three figures after the decimal point (eg 1.543 miles) by Lincolnshire County Council school admissions team from the Post Office Address Point of the home to the Post Office Address Point of the School.

Reserve List

For admission into the intake year the School will keep a waiting list which is called a reserve list. If the School has to refuse a place, your child is automatically added to the reserve list, unless you have been offered a higher preference school. This list is in the order of the oversubscription criteria as required by the School Admissions Code. This means that names can move down the list if someone moves into the area and is higher placed under the oversubscription criteria. The School must not take account of the time your child has been on the reserve list. For the Foundation Stage intake year, the reserve list is kept by the Lincolnshire County Council's admissions team until the end of August. After this the School Admissions Code requires that the School keeps the reserve list until the end of the autumn term.

Reserve lists for other year groups are also maintained in addition to the intake year, known as mid-year admissions. The reserve list for both the intake year and for mid-year admissions is kept by the School until either a place is allocated, or parents withdraw their application. Periodic checks will be made by the School to ensure that parents wish to retain their application on the reserve list.

Children of UK Service Personnel (UK Armed Forces)

For families of service personnel with a confirmed posting to the area or Crown servants returning to live in the area from overseas, the School will:

- Process an application in advance of the family arriving in the area provided the application is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address to use when considering the application against the School's oversubscription criteria.
- Accept a Unit postal address or quartering address for admission purposes for a service child.

The School will not refuse a service child a place because the family does not currently live in the area.

Discrimination

No discrimination for admission will be made on the grounds of disability, ethnic background, academic ability or those diagnosed as having special needs.

Fair Access Protocols

Local authorities are required to have Fair Access Protocols in order to make sure that unplaced children who live in the home local authority, especially the most vulnerable,

are offered a place at a suitable school as quickly as possible. This includes admitting children above the Published Admissions Number to schools that are already full.

Fraudulent or Misleading Applications

As an Admission Authority the School has the right to investigate any concerns it may have about your application and to withdraw the offer of a place if it considers there is evidence that you have made a fraudulent claim or provided misleading information, for example a false address was given which denied a place to a child with a stronger claim. The School reserves the right to check any address and other information provided so it can apply the oversubscription criteria accurately and fairly.

Right of Appeal

If you are not allocated a place within any year group you have the right of appeal to an Independent Appeal Panel. Please apply in writing to the Clerk to the Governors at the School address as soon as possible. An Independent Panel will hear your appeal and the decision of the Panel will be binding on the School and the parents/carers.

Ken Swanson, Chairman, Governing Body, Malcolm Sargent Primary School
Approved 12 October 2016

SECONDARY SCHOOLS

At the beginning of Year 6, parents have to apply for a secondary school for their child. The process of choosing the right school for your child begins in Year 5 and at Malcolm Sargent Primary School we help parents by holding information evenings and inviting in secondary schools to talk to parents.

In September 2017, our Year 6 children joined the following schools:

Casterton Business & Enterprise College	36
Bourne Grammar School	17
Stamford Endowed Schools	14
Stamford Welland Academy	14
The King's School Peterborough	0
Others	0
Total	<u>81</u>

THE TEACHING DEPARTMENTS

Early Years Foundation Stage Curriculum (Reception)

In the Early Years Foundation Stage (EYFS) we aim to provide a broad, balanced and differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning, the prime areas being:

Personal, Social and Emotional Development
Communication and Language
Physical Development

The specific areas are:

Mathematics
Literacy
Understanding the World
Expressive Art and Design

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside area. Within these areas children will participate in a variety of activities, both with an adult and independently.

The EYFS is based upon four principles:

- A unique child. We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning
- Positive relationships. We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- Enabling environments. We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning activities and experiences to extend their learning.
- Learning and development. The Foundation department is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or quiet. The department is set up in learning areas where children are able to find and locate equipment and resources independently.

The Curriculum by Year Group

Key Stage 1 – Years 1 & 2

Throughout Key Stage 1 we encourage the children to grow in independence and develop positive attitudes to all aspects of school life. Particular emphasis is given to sharing, tolerance and respect for others. Each child is accepted as an individual with different strengths, needs and interests. Contributions are valued and achievements celebrated. We have high expectations for all children.

The curriculum is carefully planned to offer a wide range of experiences. Relevant skills, concepts and knowledge are introduced in stimulating ways. Children are encouraged to discuss their work and record their findings appropriately. Great importance is placed on good home/school liaison. Parents are encouraged to participate in their children's learning both at school and home.

Lower Key Stage 2 - Years 3 & 4

We aim to guide children through Years 3 and 4 so that they become increasingly independent and confident both personally and in attitude and management of their work.

In Years 3 and 4 the children's work is regularly appraised using teacher assessments and standardised tests so that progress is monitored and any potential problems are readily identified.

As children progress through the two years in Lower Key Stage 2, the curriculum is more obviously timetabled and subject based. However, the subjects are linked with common themes. We believe that children work at their best when home-school links are well developed. Parents are therefore informed of these themes and homework requirements so that children's learning can be supported and enhanced at home.

Upper Key Stage 2 – Years 5 & 6

In Year 5 and 6 the children complete their two final primary school years. Here we try to foster a sense of independence and self-motivation, which should stand them in good stead when they transfer to secondary school. They are fortunate to have spacious, well-appointed classrooms in a purpose-built independent block, with practical areas for each pair of classrooms, and a home economics room for use by all.

Currently, Year 6 pupils begin their final year with a four-day residential trip when they experience a wide range of exciting and challenging activities, which include abseiling, climbing, canoeing, raft-building, archery, high and low level rope activities and initiative exercises to name but a few. This builds confidence and independence together a sense of team spirit at the very start of their final year with us, before secondary transition.

All Phases

We use a home-school diary to communicate between parents, teacher and children.

Across all year groups we go on various school visits to complement our exciting curriculum. Examples of previous trips have included the National Space Centre, the beach, Stibbington CEES Centre, Belton House, Rockingham Castle, Oundle Festival of Literature and Cadbury World. We regularly make use of our local environment and facilities including Burghley House and Stamford in addition to arranging for visitors to come into school to enhance the pupils' learning.

Parent Support Program

Annually, we hold parent support sessions to which all parents are invited. Examples of sessions have previously included:

- Secondary Transition Information
- Teaching Phonics
- Teaching Maths
- Teaching Times Tables
- E-Safety
- Y6/Y2 SATs information

Notification of sessions is sent to parents by Parentmail (our school to parent communication program). Parent suggestions for future sessions are also included in the timetable where possible.

Parent Communication

Day to day we use a home-school diary for the class teacher and teaching assistants to communicate with parents. Additionally letters are sent out regularly to the whole school or to specific class/year groups updating parents with events, trips and to provide general information, using our Parentmail. We also encourage parents to visit us and talk to class teachers on any day after school in addition to the termly parent-teacher consultation appointments.

CURRICULUM SUBJECTS

Reading

Alongside the effective teaching of phonics, we believe that there are many other elements in learning to read that are essential in supporting children in their journey to becoming competent readers. Each class has a book corner where books are always accessible, including books made by the children and audio books. Children have opportunities for independent reading in all areas of the classroom. Books are available in all areas of the classrooms, including the investigation area, construction area and maths area. We have well-planned guided reading sessions (called Book Study) on a regular basis. Book Study aims to teach the important elements of reading including teaching reading behaviours for example:

- the recognition that print conveys meaning.
- the left to right directionality of English text.
- the purpose of punctuation.

Using story props, sacks and boxes enhances the children's learning and enjoyment. We involve parents in understanding the importance of early reading through parent workshops.

Phonics

Our school's approach to teaching phonics is that each class has twice-daily, pacy, focussed, rigorous and sequential "letters and sounds" sessions which develop reading and spelling through phonics. The consistent and cohesive approach makes every minute of the lesson count. These daily sessions, early on in a child's acquisition of reading skills, are key to the success of children unlocking the entire primary curriculum. As it matters so much, the delivery of phonics is monitored throughout the year. The

teaching of phonics in this way also ensures that the children are prepared for phonic screening checks in Year 1.

Systematic, synthetic phonics are taught three times each day, for 15 minutes. Systematic phonics are regular, discrete, explicit phonics taught in an agreed and rational sequence. Synthetic phonics refers to the blending process, or synthesising the individual sounds in the word together. The children learn to say the letter sounds in the order that they appear in a word. It also teaches children to segment words for spelling.

The sessions are differentiated accordingly to meet the needs of all the children in the class. The structure of the “letters and sounds” teaching has a highly consistent approach across the entire school. Unsystematic phonics are taught incidentally on the basis of need, or in one to one sessions. Opportunities are given to apply the skills learnt during guided reading or literacy sessions.

Key points:

- Teachers are very clear in the articulation of phonics
- Teachers use their hands very precisely to illustrate the idea of blending and segmenting
- Mnemonics are used to help children memorise letters
- Handwriting as a kinaesthetic activity is introduced early
- Teachers are able to show total clarity about what children have learnt by the end of each phonic session
- Learning is matched to children’s attainment.

Writing

We find that children's writing develops best when they are engaged, enthused and are writing for a purpose or about something of personal significance. To enable children to become independent writers, we plan situations and activities which facilitate this and also capitalise on opportunities which arise during the day. The cursive style of writing is taught throughout the school.

Children are surrounded by print – the boxes holding equipment, signs around the classroom, books and magazines. As they meet these many different varieties of print they come to realise that the meaning is constant and that writing has distinctive structures. When children begin to produce their own forms of writing (which is called emergent writing) they demonstrate their understanding that the marks on paper have meaning, they then begin to use sounds in their writing and then sounds correctly including words and sentences that can be read.

We plan time for modelled, shared, guided and independent writing and make time to talk about what is to be done and how to do it. In the classroom children will see others write for a variety of purposes, for example, notes, cards, labels, signs and stories. We teach writing through structured Letters and Sounds sessions together with modelled writing which specific targets allow us to explicitly demonstrate the process of writing by ‘thinking aloud’ and record our thoughts. Examples of this are; planning what we intend to write, talking about directionality and the choice of words or how to spell by segmenting words. While children learn a huge amount about writing during whole-class sessions, we feel it is important that they also have frequent opportunities to write independently from the beginning of the Foundation Stage. As they experiment with mark-making, children try out the skills and knowledge they have acquired through modelled and shared experiences.

Children have access to a variety of writing materials throughout the day both inside and outside to facilitate independent writing in a range of meaningful contexts. This includes writing zones, writing boxes, large white boards inside and clip boards and paper, writing belts and stations outside. Children write lists of items required for a new play area, letters to the gnomes and fairies and also write recounts of a personal event.

English

English, communication and languages lie at the heart of our capacity to imagine, think and create and make a crucial contribution to children's development as successful learners. Their developing use of language underpins children's achievement across the curriculum and lays the foundations for active involvement in cultural life, society, work and lifelong learning.

English is a major world language and its secure and confident use opens up many possibilities. Learning and using languages enables children to engage with different cultures and societies and further develops their understanding of how languages work.

Literature in English is rich, varied and influential. It helps children to develop their imagination, see the world through the eyes of others and read and write for pleasure.

Children learn to communicate effectively in a range of media. They become increasingly fluent and accurate in expressing their thoughts and emotions, orally and in writing. They become more skilled in generating ideas, solving problems and thinking critically and creatively.

Creating and responding to all kinds of texts, including those which combine words, images and sounds, offers access to the world of knowledge and imagination and generates lasting enthusiasm and enjoyment.

Mathematics

Mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. It helps children make sense of the numbers, patterns and shapes they see in the world around them, offers ways of handling data in an increasingly digital world and makes a crucial contribution to their development as successful learners.

Children delight in using mathematics to solve a problem, especially when it leads them to an unexpected discovery or new connections. As their confidence grows, they look for patterns, use logical reasoning, suggest solutions and try out different approaches to problems.

Mathematics offers children a powerful way of communicating. They learn to explore and explain their ideas using symbols, diagrams and spoken and written language. They start to discover how mathematics has developed over time and contributes to our economy, society and culture. Studying mathematics stimulates curiosity, fosters creativity and equips children with the skills they need in life beyond school.

MyMaths

MyMaths is an online form of homework which is set once a week, and should take the child about 30 minutes to complete. Children each have a username and password which they use to log on to their own personal page. There, they will see a task or activity that their teacher has specifically set for them. These activities are interactive,

engage the children and allow them to see immediately assess their accuracy. Children should read the tutorial first by clicking on the 'revise first' button and then answer the questions. The expectation is to get a 'Green' grade; if they don't achieve this on their first attempt, they should keep trying. Children must then rate the activity using the sunshine icons to tell the teacher how they felt about it. MyMaths is full of supporting resources so that if a pupil finishes early, he or she can choose another unit to practice, or look at the materials and games in the booster pack.

Times Tables

At the Malcolm Sargent Primary School we use a counting stick to support the learning and rapid recall of times tables. The children are taught a range of strategies and methods to work out the related multiples in each times table. These strategies include doubling, halving and tripling, partition and re-combining, adding and taking away, multiplying and dividing by ten and much more. By learning times tables in this way, pupils learn a series of number patterns and relationships which can then be applied to other calculations and worded problems. The times table stick is combined with the use of mathematical vocabulary such as factors, products, square numbers/ roots, etc which allow the children to become familiar with key terminology from an early age. Times tables are tested in our Times Table Challenges.

The Arts

The arts are a source of inspiration, enjoyment and fulfilment. They provide contexts in which children learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity.

This area of learning makes a key contribution to children's personal, social and emotional development and to their growth as confident individuals. It enables them to participate in and respond to the creative and cultural life of their communities. Working as artists and designers they are encouraged to develop their own voice and to actively collaborate in order to communicate with different audiences through a variety of media and contexts.

Participating in a range of art forms – including art and design, drama, music and dance – helps children become responsive, critical and appreciative. They discover the value of discipline and practice and, in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.

Music

At Malcolm Sargent School, music and singing are large parts of school life and are taught to all classes by a specialist music teacher. The teaching of music develops the children's ability to sing, make music together and to listen to and appreciate a wide variety of music.

All the children learn how to play the recorder from Year 1 upwards in their music lessons as well as being taught a range of percussion instruments. We are a singing school and have been awarded the Sing Up Silver Award, together with many successes in local music festivals. We have access to specialist teachers who come in and teach samba drumming, trombones and ukuleles to our KS2 pupils through a rolling programme.

Not only do all children learn a musical instrument, but many of them go on to take part in many of the musical events across the year, sing in our three outstanding choirs, join

and play for our band or select extra music tuition from a broad range of peripatetic instrumental lessons provided.

Art

“Art is not just a subject to learn but an activity that you can practise with your hands, your eyes, your whole personality.”

Quentin Blake, Children’s Laureate

Art stimulates creativity and imagination. At Malcolm Sargent School we aim to teach our pupils the skills required to reach their full artistic potential. Through the art curriculum children are encouraged to see and experiment with a wide range of materials, equipment and techniques. Children learn about different kinds of art from various artists, cultures and traditions. We are fortunate to have the expertise of an in house artist who encourages children to explore their creativity and expression through art. Children's art work is always on display in school and children take pride in seeing their finished product on display. We celebrate the arts through ‘Arts Week’ all children are given opportunities to discover and interpret artwork. We then celebrate our achievements by exhibiting our work and presenting to our community.

Historical, Geographical and Social Understanding

Historical, geographical and social understanding fires children’s curiosity and imagination about who we are, where we have come from, where we live and where we might be going next. It connects Britain’s past with the present and the future, helps children make sense of our place in the world and is central to their development as informed, active and responsible citizens.

This area of learning encourages children to investigate the world around them, from the local to the global. They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organised and shaped by people's values and actions, and how communities can live and work together.

Children learn about diversity and interdependence, fairness, justice and democracy. They begin to understand how events that happened in Britain long ago or in other countries can affect our lives today and how our actions shape the future.

Understanding Physical Development, Health and Wellbeing

To enjoy healthy, active and fulfilling lives, children must learn to respond positively to challenges, be enterprising and handle risk and to develop self-confidence and physical capabilities. This area of learning lays the foundations for long-term wellbeing and contributes to children’s mental, social, emotional, economic and physical development. It is central to their development as confident individuals.

Children learn about their changing bodies and the importance of nutrition and rest for a healthy, balanced lifestyle. Through sport and other physical activities, they learn to increase body control, coordination and dexterity.

Children also learn about their responsibilities both as individuals and members of groups and teams. They learn to cooperate and to compete fairly, understanding their own and others’ roles.

As they become more confident, children develop a growing self-awareness and a commitment to self-improvement so they can make informed decisions that lead to

happy and healthy lives. They raise their aspirations, set goals and work to achieve them, seeing how this will influence their opportunities in education, leisure and in the world of work.

Scientific and Technological Understanding

Children live in an age of fast-moving science and design and technology. This area of learning is fundamental to exploring, understanding and influencing the natural and made worlds in which we live. It offers a wealth of experiences and ideas that encourage children's natural curiosity and creativity, inspiring awe and wonder. Science supports the development of technology and advances in technology lead to new scientific discoveries, shaping how we live safe and healthy lives in our rapidly changing society.

This area of learning helps children to find new ways of looking at the world and to engage with changing explanations about how the world works. They learn to value ideas and to see talking, thinking and imagining as essential elements in developing understanding and new processes.

Children tackle problems, forming questions, generating and testing ideas and designs and deciding how to seek solutions. They gather and make sense of evidence, test out hypotheses and evaluate processes and outcomes. They learn the possibilities of science, design and technology, inspiring them to become the scientists, engineers, designers and innovators of the future and how to be informed citizens responsive to the needs of others and the world in which they live.

Religious Education

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops children's knowledge and understanding of the nature of religion and belief (including Christianity, principal religions, other religious traditions and world views) in the context of a diverse society.

RE offers opportunities for personal reflection and spiritual development. It enables children to flourish individually, within their communities and as citizens in a diverse society and global community. RE has an important role in preparing children for adult life, employment and lifelong learning. It enables them to develop respect for and sensitivity to others, and enables children to challenge prejudice. In these ways it contributes to children's wellbeing and promotes ways in which communities can live and work together.

Special Educational Needs

The children at Malcolm Sargent Primary School are all individual and special but for those who require extra help or provision, our aim is to promote a happy school environment that provides positive differentiation and strives for excellence in all fields.

All the teachers at Malcolm Sargent Primary School work closely with the Special Educational Needs Coordinator (SENCO) and the team of motivated and inspirational teaching assistants to provide a good quality of education for each child, tailored to their individual needs. Mrs Cox, our Assistant Principal, leads the SENCO role and can be contacted via the school office.

Each child on our "Special Needs Register" is given an "Individual Education Plan" that details achievable targets, on a termly basis. The child is helped to work towards these

targets whilst fully integrated with the rest of their class, as well as taking part in small group and individual sessions with the teaching assistants. In addition, we have the support of the school nurse, Learning Support Services, Speech and Language Therapist and Education Psychologist who come into school to work with individual children and to provide programmes to supplement our work in school.

The aim of SEN at Malcolm Sargent Primary School is to provide a fully rounded education. Thus purely academic studies are in addition to our successful dyslexia programme and social skills groups. Children taking part in these initiatives are already reaping the benefits.

We try to identify children experiencing difficulties as early as possible in their school career. We encourage parents to be closely involved in supporting their child, and for this reason the SENCO is readily available to discuss any worries or problems; just give us a call to arrange an appointment!

Special needs however is not only about children who find learning difficult. It is also about those who need further challenge, be it in academic areas or in dance or sport. These children are known as More Able, Gifted and Talented (MAGT) and the school identify these children and provide additional activities to extend their learning or provide opportunities for them to show their talents. There is a section further on in this Prospectus specifically about MAGT children.

Malcolm Sargent Primary School's philosophy is to facilitate all children, no matter what their disability or special need, to do their best and feel confident in what they do.

Our full SEN policy is available from the school office or website.

Extra-Curricular Activities

Our onsite childcare centre, Acorn, manages and provides all after school classes. Full details of costs and activities are available on request from Acorn on 01780 766493 or from the school office. In the past, examples of clubs have been craft, board games, chess, hockey, football, drama, computer, languages, athletics, multi-skills, netball, badminton, photography, magic, cookery and mentoring.

ADDITIONAL INFORMATION

We hope that the following extracts from key school policies are useful to you, however if further information is required please do not hesitate to look at the policies section of our school website or ask at the school office for details. Our website also contains access to sources of general information about the school, including information as to annual school achievement and attainment tables, published reports of recent school inspections and school open days.

The Complaints Procedure

Wherever possible concerns expressed by parents and others about the school curriculum or any aspect of the education service will be dealt with in the first instance by informal discussion with your child's class teacher. If the concern remains unresolved please contact the office for a copy of the school's Complaints Policy or download a copy from the school's website.

Collective Worship

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly.

The aim of the collective worship policy is to provide the opportunity for pupils to:

- Worship God
- Reflect on values that are of a broadly Christian nature and on their own beliefs
- Develop a community spirit, a common ethos and shared values
- Consider spiritual and moral issues
- Respond to the worship offered.

Withdrawing Children from Religious Education, Daily Worship or Sex Education

Should parents not wish their child to participate in any of the above activities, please contact the Principal and necessary alternative arrangements will be made. The Sex and Relationships Education Policy is available from the school office on request or via the school website

More Able, Gifted and Talented Children

We aim to identify and support those children who meet the gifted and talented criteria as specified by the QCA and DfEs guidance document which states that Gifted and Talented children work at the top 5% - 10% of pupils in any school.

- We aim to provide an inclusive education where More Able Gifted and Talented (MAGT) children, are stretched and challenged in order to make progress in line or higher than that expected nationally.
- We aim to provide an exciting curriculum which meets the needs of our MAGT.
- We aim to involve and develop our MAGT children by sharing their expertise and skills and celebrating their successes and achievement.

Provision for the MAGT group of children is achieved in three ways:

1) 'Quality First' teaching in each classroom including:

- Good differentiation of activities to stretch all children through investigative, open-ended and non-ceiling expectations and activities.
 - Differentiated tasks to stretch and challenge the MAGT group by broadening and deepening the learning through higher order thinking.
 - Higher order questioning used to stretch all children and challenge the MAGT group
- 2) **Intervention work** whereby any child within the MAGT group that are not achieving in the academic subjects as expected have access to additional learning opportunities and sessions to increase the rate of their progress.
- 3) **Enriching opportunities** whereby all children identified as either More Able, Gifted or talented from either teachers or parents have access to learning opportunities in-line with their ability as and when they arise throughout the school year. Such opportunities usually take the form of extra-curricular challenge groups, trips, visits and networking events.

The leader for MAGT children is Mr Cox, the Vice-Principal. If you need any further information or wish to discuss aspects of provision for MAGT children, please contact Mr Cox via the school office.

Parents, Teachers and Friends Association (PTFA)

The PTFA, formed in December 1995, consists of Malcolm Sargent parents, carers, teachers and friends who work together to support the school. As a registered charity, the PTFA raises funds to buy equipment, beyond the reach of the school's budget, to enrich the experience of pupils.

By coordinating activities including school fayres, discos, refreshment sales, rag bag collections and more, the Malcolm Sargent PTFA raises approximately £10k every year. In recent years, this has enabled the school to buy:

- professional sound and lighting equipment for the studio
- extra books and resources for the library
- visualisers for every classroom
- trim trail for the school field
- 40 new activity and information boards for the playground walls
- increase the range of lunchtime activities for the children
- donated £1,000 to the Foundation classes to develop a designated sensory equipment area
- iPads and Apple TVs for class teachers and teaching assistances, which provide evidence of achievement of the children in that phase. Parents of certain younger year groups are also able to view this evidence online, through a secure website.
- improving the playgrounds with wooden planters and seating
- enriching the curriculum by funding trips, the life bus, a planetarium, pantomimes and other such activities for the children to learn from and enjoy

We look forward to welcoming you to the PTFA; parents/carers are automatically members. Please support your PTFA by joining the committee, contributing new fundraising ideas, or helping out at an event - together we make a better school.

Steve Gaunt, Chair, PTFA

School Health Service

Our School Nurse and members of the School Nursing Team visit the school and carry out health assessments as necessary. They can measure height, weight and screen hearing but not vision. A visit to an optician is recommended if there is any concern about a child's vision. If your child is to see the School Doctor you will be contacted and invited to attend. Throughout their school years, the children will be involved in talking about health matters in a group setting either with their teacher or members of the School Nursing Team. Further information or advice can be obtained from the School Nursing Service which is based in Bourne on 01778 394185.

Medicines in School

Medicines are not usually brought into school except for children suffering from illness such as asthma, diabetes, epilepsy or severe allergy or for children at the end of an illness which requires antibiotics. The office staff can however also help out with pain-killing and allergy medicines on an ad hoc basis. Asthma inhalers and epi-pens are kept in the child's classroom and are available at all times. For the other specific illnesses or on-going prescribed medication, special arrangements should be made with the office. Children taking antibiotics cough mixtures, eye drops etc may return to school if they are well enough, with the office staff able to dose medicine if required. This policy has the full approval of the Specialist in Community Medicine. A full copy of our Medicines in School Policy is available upon request.

Those children who suffer from asthma should have a full set of asthma forms completed by their parents and held with their inhalers in the classrooms.

Children with ongoing medical issues should have an Individual Health Care plan completed for them by their parents, with their input if appropriate, and which is held at the school office.

Children in Care

The Governing Body recognises that it is the corporate parent (any and all adults working for the Council or a school) that has responsibility and accountability for the wellbeing and future prospects of children in their care. A good corporate parent is expected to offer everything that a good parent would.

We recognise that entering care represents a significant change in a child's life. At this stage the State takes on an immense responsibility for these children by agreeing to undertake the parental role on a day to day basis. That means that all those working for the State at a local level in this school should demand no less for each child in care than they would for their own children.

- The Governing Body and School will ensure that high quality learning opportunities and education are provided for all our pupils
- We will ensure equality of access to opportunities and learning outcomes for all
- We aim to support all pupils in achieving across the five outcome areas of Every Child Matters, whatever their background or circumstances.
- We recognise that Children in Care can be especially vulnerable and are sometimes "at risk" of failure in the learning context.

Pupil Attendance and Absence

Parents have a responsibility to ensure that their children attend school each day and arrive on time. Punctuality is vital to the smooth running of the school and ensures lessons start promptly. Registration is by 09:00 for all children, although they may

arrive at school at any time between 08:40 and 09:00. Pupils arriving later than these times are marked 'late' in the register. There may be occasions when arriving late is unavoidable and we will endeavour to support any parent having difficulties with prompt attendance.

Parents should notify the school office, in advance whenever possible, if their child has a medical or dental appointment. If a child is ill please phone the office on 01780 756056 before 09:00 if possible (a messaging service is available) so the register can be marked accordingly and we know that your child is not missing. Investigation into the whereabouts of a child not accounted for will be made.

Holidays during term time cannot be authorised. Fixed penalty notices, preceded by a warning, will be issued by Lincolnshire County Council's Education Welfare Department on the instigation of the Principal for persistent unauthorised absence.

Behaviour

The aim of this policy is to establish a consistent approach to the management of the behaviour of pupils in and around the school, and to promote in the pupils themselves an intrinsic and positive attitude towards good behaviour and manners.

We believe the effective management of behaviour is crucial to the smooth running of the school if there is to be effective teaching and learning and if a child is to work to his/her full potential and that this is everyone's responsibility to instil within the children.

We have high expectations for behaviour and manners at the school.

Equal Opportunities and Community Cohesion (Including Disability Provisions and Gender Discrimination)

Malcolm Sargent Primary School welcomes parents, visitors and all those contributing to the school community. Please be aware that all members of the school community have the right to be treated with dignity and respect and all members of staff have the right to work in an environment which is free from bullying or harassment of any kind.

The school also operates a zero tolerance policy with regard to bullying and harassment and any complaints received will be treated seriously, investigated appropriately and any necessary action taken. We invite you to join us in promoting and enjoying a positive and productive working environment.

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. We also recognise our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.

We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling the legal obligations, we are guided by seven principles:

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whichever their gender

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whichever their gender

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys

School Lunches

Excellent hot school meals are provided by Sodexo, which are provided free of charge for infant children (those in Foundation Stage and Key Stage 1) under the Government initiative for Universal Infant Free School Meals. In addition to those children, any child across the school who qualifies under the Free School Meal scheme is entitled to a free hot lunch. Further details of both schemes are available from the school office. Children not partaking should bring their own packed lunch in a clearly marked, suitable container. Drinks in unbreakable flasks or cartons are recommended and not glass containers or cans. Fizzy drinks, sweets or chocolates are not allowed. Free school lunches are available for those families who apply and qualify; please contact the school office for information. Drinking water is encouraged and water fountains are located throughout the school. Water bottles, which can be refilled, are on sale from the school office.

School Milk

School milk is available for all children throughout school. This is subsidised by an amount from the European Commission and the remainder of the cost is met termly by the parents. Free milk is available for children under 5 years old and also those who are entitled to free school meals.

National Fruit & Vegetable Scheme

The Government provides an optional free portion of fresh fruit or vegetables each day to all Foundation and Key Stage 1 pupils (for example apples, bananas, pears, satsumas, peeled carrots, cucumbers, cherry tomatoes). Please let us know if you do not wish your child to be offered a piece of fruit. The scheme has not yet been extended to Key Stage 2 aged children.

School Website

The school website is extensive and contains much of the information that a parent, pupil or community member would require relating to trips, lettings, policies, forms etc.

Please access the site via www.malcolmsargentschool.co.uk and let us have your comments.

Communications to Parents

The school regularly issues letters and bulletins with information for parents about forthcoming events and trips. This information is sent home electronically via a system called Parentmail. Parents need to register for this system and details regarding this are sent automatically to new parents upon admission. If children have split families (where the parents live separately to each other) we can easily make arrangements to deal with this too.

The school actively uses Facebook to promote its achievements, successes and school events. Parents can find the official school page at Malcolm Sargent Primary School, Stamford. For those parents who do not use social media, all Facebook posts are replicated on the Gallery on the school website.

The school does not currently use any other forms of social media.

Charging Procedures

In 1989 the Government introduced legislation relating to charging for school activities. This was to ensure that education for the children during school hours would be free. However, some of the activities, which are organised by schools, do require a charge to be made.

In an effort to regularise the many variable policies which existed before the legislation came into effect, schools were instructed to produce a policy stating which activities would include a charge, which activities would require a voluntary contribution and which ones would remain free. The scheme is too lengthy and complicated to itemise in detail in this Prospectus but parents will always be given clear instructions as to their rights when letters are sent out requesting remittance. Further information is available on the website under policies (Charging & Remittance Policy).

School Fund

All monies collected by the school (apart from the main budget which comes direct from the Government's Education Funding Agency) are paid into the School Fund Account, which publishes its balance sheet annually.

School Times

	Start of Day	Lunchtime	End of Day
Foundation	09:00	11:30 --12:45	15:10
Year 1	09:00	11:45 – 12:45	15:10
Year 2	09:00	12:45 – 13:45	15:10
Year 3	09:00	11:45 – 12:45	15:20
Year 4	09:00	11:45 – 12:45	15:20
Year 5	09:00	12:45 – 13:45	15:20
Year 6	09:00	12:45 – 13:45	15:20

All year groups have breaks for approximately ten to fifteen minutes during the morning or afternoon sessions as appropriate. Depending on the timetable for the day, these breaks may be amended and so are not published here. If parents require specific details of the standard break times, please contact the school office.

School gates are opened at 08:40 and locked again at 09:00. Children may not arrive in school before 08:40. At the end of the school day gates are unlocked from 15:00 and locked again at 15:40.

Attendance and Absence Rates

The school's attendance and absence rates are published on our website. For the academic year ending July 2017, the rates were as follows:

	School 2016-2017	Local 2015-2016*	National 2015-2016*
Attendance	97.23%	96.40%	96.00%
Absence	2.77%	4.40%	4.00%
Persistent Absence	3.39%	10.40%	8.20%

* Latest figures available

Parent Pledges

The school has a series of pledges for categories of staff, pupils and parents. The Parent Pledges are:

“Love to Learn”
Our vision and pledge for excellence in Parents

<p style="text-align: center;">Engage and Inspire</p> <ul style="list-style-type: none"> • We uphold high expectations for our children's work and behaviour at home, completing homework to a high standard. • We encourage our children to take advice given and learn from mistakes. • We provide our children with varied experiences and interests to inspire them to develop their own ideas. • We encourage independence and determination in children so they develop a love for learning. • We encourage our children to take part in every opportunity the school provides. • We read with our children regularly and take opportunities to model a love for reading to our children. 	<p style="text-align: center;">Nurture and Growth</p> <ul style="list-style-type: none"> • We communicate in a positive, supportive way to school staff and build trusting relationships, letting the school know if there are concerns which might affect my children. • We provide our children with the best start to each school day: presented well, organised, on time, with good attendance and ready to learn. • We take an equal responsibility for our children's education as a part of their life-long development. • We engage with the school and other agencies well, working together to support our children's wellbeing. • We embed in our children strong British Values, such as an understanding of community spirit, how to be a good citizen, respect, equality, working together in a multicultural society and developing excellent personal and social skills. 	<p style="text-align: center;">Pride and Joy</p> <ul style="list-style-type: none"> • We take a keen interest in our children's learning and we value and celebrate their efforts and achievements. • We encourage self-confidence and pride in our child's own identity, culture and heritage. • We encourage our children to be proud of themselves, what they've learnt, their school and their community. • We show our pride as parents at being part of the school community. • We communicate our children's successes and interests outside of school so these can be celebrated within school. • We support our children to develop the resilience to manage the challenges of learning and to enjoy and embrace their education. • We model respectful behaviour and excellent manners towards the whole school community and are positive role models for our children.
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Other Information Available on Request:

- Uniform List including the School's Dress Code
- Classes and Pupil Numbers
- PTFA Committee Members
- Governing Body Members
- Code of Conduct
- Term Dates
- The Malcolm Sargent Way Booklet
- Frequently Asked Questions
- Acorn Childcare Centre Leaflet

Prospectus updated September 2017

The School reserves the right to make necessary amendments to any information given in this Prospectus without notification