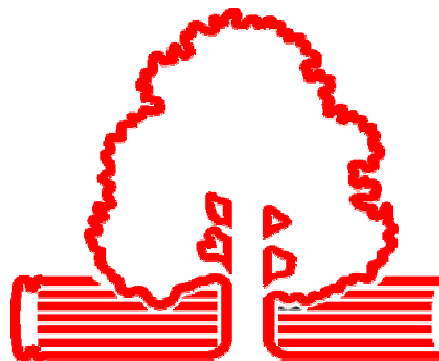


**Forest Row
Church of England (V.C.)
Primary School**



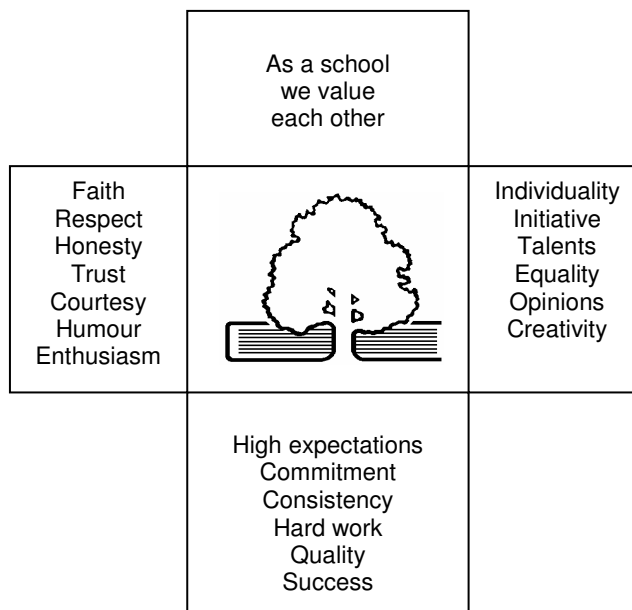
*"The Tree of Life
and the
Book of Knowledge"*

Prospectus

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1. The School's Mission Statement



Our Aims

The purpose of Forest Row Church of England (VC) Primary School is to provide a safe, happy and stimulating environment in which every individual can develop self esteem and achieve their highest potential.

Through effective teaching we aim to give the children good foundations and the skills required to become responsible members of society.

As successful learners and confident individuals, children will share fully in the life of the school as we strive towards excellence in all that we do.

Our Vision

- Our school will be recognised as a successful, thriving and forward looking school.
- We will enjoy our reputation as a dynamic organisation.
- As a team, we will seek challenge in our professional development, continuously seeking to improve, to stimulate our creativity and to extend our expertise.
- The school is recognised for its energy, enthusiasm and commitment.
- Our school's reputation will reflect the efforts of those who work here and the constructive partnership between governors, parents, the parish church, and the wider community.

2. Introduction

Forest Row village is situated on the northern edge of the Ashdown Forest, about three miles south of East Grinstead, and ten miles north of Uckfield.

A village school has existed in Forest Row since the mid nineteenth century and in the early 1970s an Infant School was built on the present site to accommodate the youngest children of the Primary age-range. In 1992 the two departments merged when the new building - primarily a Junior Department, was added to the Infant School. The village school now occupies a quiet secluded location, bordered by playing fields and trees.

Within the school building we have facilities offering the best of modern school design, combined with a strong tradition of being the village school. Classrooms are carpeted and are equipped with modern furniture. Each room has easy access to practical areas and computer stations. The school enjoys a large hall, used for a range of functions and activities, an open plan central library in addition to a large cookery area, music room and extensive open areas.

Outside, the playgrounds are attractively landscaped and to the south, face on to a natural wildlife area and recreational play equipment.

Our school comes under East Sussex Local Education Authority which operates principally from County Hall, St Anne's Crescent, Lewes. Forest Row School is a Church of England - Voluntary Controlled (V.C.) School.

We seek to provide a confident, relaxed atmosphere for happy people to make the most of their opportunities and initiative. Equal opportunities are provided for all regardless of gender, ability, background or belief. In all our teaching and school life we seek to develop trust, confidence and self-esteem.

Classroom experiences and work are varied and interesting. They are aimed at developing understanding in all areas of a broad and balanced curriculum.

Throughout the school, respect and courtesy is expected. Encouragement and praise is a feature of our approach to learning.

3. Admissions

This policy is the responsibility of the local authority, but the school welcomes contact with parents who are considering which school is best for their child. We hold Open Days each Spring and through contact with playgroups in the area, make parents aware of admission procedures.

Children are admitted from four plus to eleven years of age, with the youngest remaining part-time (usually mornings only) until the term in which they become five.

4. Contact

Staff are available at the beginning and end of each day, before or after lesson time. Appointments can also be requested. Regular opportunities will also be given to discuss, in a more formal setting, each child's work and development. The class teacher has your child's happiness at heart. We do hope that you will keep us fully informed should circumstances change which might affect them at school.

We aim to provide opportunities for parents to meet and consider specific aspects of school life and the curriculum at evening meetings, displays and exhibitions. Children, particularly at the Junior stage, are offered a range of extra-curricula activities including various sports, choir and music. We participate in local sporting and musical events, sending teams to compete in tournaments at other schools.

On festive occasions such as Harvest and Christmas, our links with the local Church are strengthened by performances at Church. A member of the clergy regularly visits the school and we are keen to be involved in village life.

Close liaison has been developed with the village playgroup from where many of our Reception children come and also between the several secondary schools to which our oldest children transfer at age eleven.

Parents and friends are welcome to help in school, in a range of activities such as cooking, reading and technology or whatever they feel they can offer. Whilst specialist skills are valued, help of a more general nature is also of valuable assistance. On the occasions when school trips are planned, parental help is vital. Within our

classrooms there are a range of Classroom Assistants and Individual Needs Assistants who work at the direction of the class teacher and with individual children and small groups.

Our school enjoys the active support of a Parent Teacher Association which not only provides the opportunity for social occasions and hospitality at school events, but generously donates to the school resources of many kinds bought with the proceeds of fund-raising.

The Governing Body is likewise active on the school's behalf. You can read more about the members and their responsibilities in a later section of this prospectus.

5. School News & Information

A school news bulletin called "The Splash" is produced once a week and is available in hard copy from the school office. It can also be downloaded from the school website at any time together with copies of previous issues. The Splash includes notices, news of activities and awards as well as a calendar of events and term dates.

Newsletters are also published periodically by class teachers, the Parent Teacher Association and the Governing Body.

The school website contains a wealth of general information about the school and local area, useful links and contact details. The site can be found at www.forestrowschool.org.

We are always 'only a phone-call away' to answer queries and offer advice and support.

6. Aims for Living and Learning

We aim to provide a secure and stimulating environment within which children can grow in confidence and self-esteem, whilst developing their intellectual, physical, spiritual and emotional potential.

Children are respected as individuals and will be encouraged, and likewise expected, to display courtesy and kindness to all those with whom they have daily contact. Praise and encouragement are hallmarks of our school.

In whatever pursuit a child is involved they will be expected to do their best and will be challenged by activities appropriate to their ability and stage of development.

7. Children's Learning

We believe that children learn best by 'practical' and 'first hand' experiences. We endeavour to ensure that this philosophy is practised across the curriculum whenever feasible. It does mean that we will invite you to support your child's learning in school on a fairly regular basis, by making donations towards the cost of school activities which we know will enhance and reinforce their learning. For example, trips to other locations, visiting theatre groups etc.

Active learning is also stimulated by books, artefacts, videos and visiting professionals. These approaches will be employed in school when appropriate. We will help children to learn by developing their basic study skills. We encourage concentration and an expectation on the children's part to achieve high personal standards. Initiative and independence are also highly valued in the child making the most of the opportunities presented to them.

8. Conduct and Discipline within School

Mutual respect, courtesy and good discipline are expectations of conduct in our school. Good behaviour is expected at all times and positively reinforced.

In the event of unacceptable behaviour, children will be talked with and positive measures taken to understand and resolve the problem. Discussion with parents or guardians can be expected should unacceptable behaviour be persistent or extreme. The necessity for good behaviour is frequently drawn to the children's attention. We will take such measures as are deemed necessary, including withdrawal of privileges, loss of play or alternative activities, to reinforce our policy of good discipline.

In short, we expect all those within the school community to show respect and regard for each other and others' possessions.

9. Good Behaviour Policy

We have published a 'Good Behaviour Policy' which offers positive and constructive advice for teachers and parents. Our school policy on bullying states:

"Every person in Forest Row Church of England (VC) School has the right to be happy in their work and play. Bullying makes people unhappy."

Somebody is being bullied when another person, or group of people:

- repeatedly pick on him or her,
- when they keep on saying nasty and spiteful things,
- or if they are hurt, intimidated or physically threatened in any way, and find it difficult to assert themselves.

Children are encouraged to support each other by reporting all instances of bullying. Bullying will always be taken seriously. We are a 'Telling' school - bullying is too important not to report.

10. Helping your Child

It is of great importance that parents support children in their learning, giving encouragement, discussing their work with them and developing a positive attitude towards it. Praise their successes, however small, and after a full day at school accept that they need time to relax and enjoy leisure activities.

11. Homework

We believe children should have time to relax and play whilst at home without undue pressure to complete or continue school-work but we do hope that they might want to further some aspect of school work, and of course extend their reading time.

Class teachers regularly expect children to practice tables and spellings with you at home and other Homework will be given on a regular basis. This is a desirable learning habit which paves the way for the homework set at later stages in their education and reinforces current learning. The Homework Policy is published separately. Copies are available on request.

12. The School Curriculum

Our school curriculum is intended to be broad and balanced, and across the Primary age-range children will receive experiences in a wide range of activities and lessons.

Whilst the curriculum must be as broad as possible, we seek within that to develop fully each child's individual potential at a given time in each area.

The curriculum of our school is based on the core subjects of the National Curriculum, which are:

- English (Literacy)
- Maths (Numeracy)
- Science

The Foundation subjects which are:

- History
- Geography
- Technology
- Music
- PE
- Art and Craft
- Religious Education (R.E.)
- Personal, Health & Social Education (including Citizenship)
- Information & Communication Technology (I.C.T.)
- Modern Foreign Language (M.F.L.)

R.E. follows the East Sussex Scheme and is in accordance with the Standing Committee for Religious Education (S.A.C.R.E.) guidelines.

We recognise throughout the school, that 'subjects' are most meaningful when they relate to first hand experiences and are not seen as isolated areas of study. An integrated, or cross-curricula 'Topic' approach is often used by staff in the planning and management of children's learning, and relates directly to the requirements of the National Curriculum. However, a 'Topic' cannot necessarily contain all the required elements that we might feel appropriate to teach at any given level. Additionally the children as individuals, groups or classes may pursue strands and subjects of learning, outside the Topic.

Children learn much as they grow up by adopting the attitudes and values of those around them. In addition to the many strands of the set curriculum we seek to develop their understanding of other matters including personal health, safety and social education.

Further details of all curriculum areas, including the National Curriculum, are available upon request.

Sport and the Arts

In the course of a year at school, a wide range of sports are experienced by all children. These include Athletics, Dance, Short Tennis, Hand and Football-style games plus Hockey and Gymnastics. We have a programme of swimming for all Junior classes and we use local pools. Our school field is used for sport and PE lessons, and also the annual Sports Day. We have used the expert coaching provided by a local hockey club.

In the Arts we aim to expose the children regularly to live theatre and music, including Puppet Shows, instrumental groups and other visiting professionals. We have hosted visits by poets and musicians to run workshops and equally have taken children to outdoor theatre, orchestral concerts, cultural sites and art galleries.

How we teach

All teachers use a variety of ways of organising their classrooms, and a range of teaching techniques. We use whole-class teaching, as well as group work, and individual teaching. Children are sometimes expected to work on their own, at others to talk and develop ideas with a partner or group. We believe that children learn best when they are fully involved and so we try to give them the chance to play an interactive part whatever organisational or teaching style is being used.

13. The Curriculum in Practice Across the Years

Reception

Children in Reception classes follow a curriculum which is based on broad areas of learning and skills, rather than precise subjects. We make no assumptions about a child's understanding before they start school, but will lead them on from wherever they are when they join us.

Years One to Six

The National Curriculum is followed throughout the school starting in Years One and Two, which comprise Key Stage 1, and continuing through Years Three to Six - Key Stage 2.

Classes are generally of single age groups but this may vary at the discretion of school management in order to best provide for the needs of the whole school.

Each class teacher takes the whole range of subjects. At other times the teaching staff, in agreement with the Headteacher, may exchange groups in classes, or share teaching sessions in order to make the best use of the wide expertise available on the staff.

Teaching generally takes place within a classroom or adjoining practical area. Use is also made of the school library, practical areas, video room and computer stations. Extra-teaching support may be made available in the timetable of a particular class as and when necessary.

Evaluating and assessing children's progress

Your child's teacher will be constantly monitoring the progress made in all aspects of development and learning and on a regular basis will discuss this with the child.

Over the years a range of assessment activities will take place, some more formal than others and you will of course be informed as to the result of these. As the children develop they will be involved more and more in the self-evaluation process and will be expected to reflect on their own performance.

Where necessary we will use recognised diagnostic tests and evaluation procedures to assist us in providing appropriate learning opportunities.

14. Curriculum Policies

Curriculum Policy Statements are constantly being evaluated and re-written to reflect what goes on in the classroom. You may request a copy of these.

15. Transfer to Secondary Schools

At age eleven plus our oldest children transfer to Secondary Schools in the area. These include Beacon School and Chailey School - both in East Sussex, to Sackville School (East Grinstead, West Sussex) and occasionally to other schools in Tunbridge Wells. We are happy to discuss your child's move into secondary education. We maintain close liaison with staff at these schools.

It is important that you are fully aware of your child's progress and development at all stages of their school life. Our consultation process currently involves:

1. informal group meetings with class teachers early in the academic year;
2. a formal consultation interview mid-year, and
3. to conclude the year we will send you a written Annual Summary Record.

You can of course at any time pop-in if you have a quick comment to make or advice to seek, and likewise ring or write to make an appointment.

16. Religious Education and School Assemblies (Collective Worship)

Religious Education (RE) occupies a significant place in the life of the school. It is included in lesson and topic planning. RE encompasses a broad range of teaching and learning experiences which are designed to encourage development in the child's understanding of religion and those of different faiths and creeds.

School Assemblies are held on a daily basis in both Infant and Junior Departments. They are broadly Christian in nature, comprising elements of worship and reflection, and activities intended to enhance spiritual awareness and feelings of togetherness and community within the school.

School Assemblies are also seen as an opportunity to celebrate successes and achievements in all areas of school life. Under Section 25 of the Education Act 1944 parents may withdraw their child from school assembly if they so wish. In this instance we would talk with you about appropriate alternative arrangements.

17. Sex Education

It is our school policy, as discussed and agreed by the Governing Body, to include Sex Education as an integral part of the curriculum.

It is a subject which will be discussed like any other, honestly and as appropriate to the child's understanding, when it arises. It is also a planned element of our Topic Scheme and as such is programmed to be especially studied at Year 3 and Year 5.

Suitable resources, principally educational programmes made by the BBC and ITV, will be used to support this topic. Sex Education is likely to be introduced and developed as part of a broader topic such as 'Myself', 'Growing' or 'Change'.

We recognise the particularly sensitive nature of Sex Education and will be pleased to discuss our approach and materials with parents in advance of working with the children.

Sex Education contains many elements of the Science curriculum. It also reflects parts of the PHSE programme of learning. Parents may withdraw their child from all or part of the Sex Education lessons except those parts which are directly part of the National Curriculum.

18. Special Needs

At some stage during their time at Forest Row School, there may be some children who need individual support because they are experiencing learning difficulties with some aspect of the curriculum.

We try to provide a suitable level of support across a wide range of learning and behavioural needs from those who have relatively mild concerns to those with more particular Statements of Special Educational Needs. We will do this in discussion with parents keeping in touch through the class teacher in termly meetings with the SENCO - Special Educational Need Co-ordinator.

We follow the national guidelines for Special Educational Needs set out in the 'Code of Practice' and have prepared a comprehensive Special Needs Policy.

Special Needs work across the school is co-ordinated by the SENCO who works closely with parents, Class Teachers, the Headteacher and outside agencies where appropriate. In collaboration with other teachers, the SENCO will determine how best to give extra time and attention where it is most needed. We seek to involve parents at all stages in the provision of Special Needs support to the children.

19. Able and Gifted Children

Able and exceptionally gifted children will be identified through normal day to day classroom reviews and assessment processes, and as part of the regular review of statistical data undertaken by the Headteacher and Senior Leadership Team. We will discuss with parents the individual needs of children concerned and where appropriate, seek guidance in providing appropriate material for these children.

20. The School's Governing Body

The School's Governors work in partnership with the Headteacher to promote effective management of the school. They have to act within a framework of national legislation and the policies of the Local Education Authority.

Governing bodies have three main roles: to provide strategic direction for the school; to act as a critical friend to the headteacher; and to ensure accountability.

The governing body "governs" the school in partnership with the headteacher. This includes setting the overall objectives and monitoring performance. Headteachers are responsible for the day to day running of the school, including the management of staff. In Forest Row, we work closely with the Headteacher to set the school's aims and policies as well as undertaking a number of other responsibilities. Amongst the more important of these are:

- Forming policy on the school's curriculum and collective worship
- Setting priorities and targets and monitoring performance
- Establishing clear guidelines for the school on a variety of issues including attendance, behaviour, equal opportunities and community use of the school
- Deciding how the school's budget is spent and monitoring expenditure
- Ensuring health and safety requirements are met
- Interviewing and appointing staff; hearing appeals and grievances
- Reviewing the adequacy of school buildings and appraising capital projects
- Encouraging good relations with parents and the local community

The Governors are elected or appointed from a variety of sources. At Forest Row School the Governors are:-

- Parents Governors (5) - elected by parents
- Foundation Governors (3) - appointed by the Parish Church
- Local Authority Governors (3) - appointed by the Local Education Authority
- Staff Governor (3) - elected by the teaching staff; the Headteacher is a
- Community Governor (2) – co-opted by the Governing Body from the community

Associate governors are co-opted by the Governing Body from time to time usually for a period of 12 months.

The full Governing Body meets at least six times per year and on other occasions as necessary. Minutes of Governors' Meetings are available for inspection at the school.

A list of currently serving Governors is available from the school office or may be viewed on the school website. They are available, if required, to discuss specific issues and may be contacted through the school.

21. The Parent Teacher Association

Forest Row School has a very active Parent Teacher Association whose main object is to advance the education of the children within the School. This is mainly attained by raising funds to purchase items/ provide facilities not covered by statutory finances. In addition, the Association aims to encourage close relations between the Staff, Governors and all connected with the School. It is also a registered Charity.

The Committee is elected at the Annual General Meeting, held each year, and is made up of nine parents and two members of the teaching staff, one of whom is the Headteacher. Parent members can be all parents/guardians of pupils attending the School, Governors, past parents, grandparents, friends of the School or support staff.

The Association usually meets once a term and discusses a variety of topics which includes a Financial Report, a review of past events, a preview of future events and 'Any Other Business'. At the first meeting of the school year the Head usually provides a 'Spending and Projects List' which gives the Committee an idea of what, and how much, is required. This list includes not only equipment for the School, e.g. computer items, sports apparatus, library books etc. but also the funding of special events such as visits from theatre groups and guest speakers.

The PTA is most keen to be involved in all aspects of school life and does not like to restrict its funding to particular areas.

22. Charging and Remission Policy

East Sussex Local Education Authority has drawn up a policy statement - in accordance with the requirements of the Education Reform Act 1988 - which relates to charging and remissions in connection with school activities.

A copy of this statement which covers what may be charged for, and the procedures for a remission of such charges is available at school.

23. Complaints Procedure

The East Sussex Education Committee has prepared a complaints procedure under Section 13 of the Education Reform Act 1988 which relates directly to the curriculum and RE. It is available for inspection at school. We do hope that should any cause for concern arise, regarding the curriculum, RE or any aspect of school, you will initially contact the class teacher and thereafter, if necessary, the Head, for informal discussion.

You may of course want to talk to one of the Governors. They can be contacted via the school office.

24. School Hours

Children should be in school at 8.55am and every effort should be made to ensure punctuality.

They should not arrive on school premises before 8.45am and should leave promptly at the end of the day - supervision is not provided before and after the school day. Please note that we do insist that parents contact us on the first day of absence to ensure that we know your child is safe. We will ring you if no parental message has been received.

Infant Department: 08.55 - 12.00 with a fifteen minute break mid morning. 13.15 - 15.15 with a mid afternoon break. Lunchtime: 12.00 - 13.15 The total session time for Key Stage One is 21¼ hours per week.	Junior Department: 08.55 - 12.15 with a fifteen minute break mid morning. 13.15 - 15.15 Lunchtime: 12.15 - 13.15 The total session time for Key Stage Two is 23¾ hours per week.
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If you wish your child to go home for lunch please advise us in writing in advance.

Supervision by teaching and/or support staff is provided during morning and afternoon breaks and at lunchtime by mid-day supervisory assistants.

25. Access to School During the Day

Should you visit us during the school day you are asked to sign the Visitors' book located in the entrance lobby.

No child may leave school unless accompanied by their parent or named adult. We ask to be advised in writing or by phone prior to this. Please never take your child from the playground without completing the Visitors' book and confirming with the class teacher.

There is parking space for visitors on-site however no vehicular activity is allowed between the hours of 8:45-9:15 and 15:00-15:30 on a school day when the school gate will be closed. Parking restrictions also apply on School Lane during these periods.

Parents/Carers are requested not to park in neighbouring roads but to take advantage of the various car parks in the village, a short walk away from the school. Cycling to school is encouraged and there are bicycle/scooter racks available on site. All children coming to school by bicycle have to wear a helmet.

26. School Holidays - Dates and Events

A Yearly School Calendar is issued at the start of each new school year and includes all holiday dates, plus In-Service Training days (when school is closed for the children), events and meetings.

There is no automatic right to take children out of school for holidays. Absences during term time are strictly monitored, recorded and reported to the County education authority. In line with County policy, the Headteacher will consider requests for such absences and has the discretion to approve these according to circumstances. However, in order to minimize the disruption to children's education, their colleagues and the class teacher, approval will only be given in exceptional instances. The Education Welfare Service will issue Warning Notices for any unauthorised absence and, where the instances are repeated, may issue a Fixed Penalty Notice.

27. Emergency School Closures

If, because of bad weather, or for any other reason, school cannot open, the news will be broadcast on local radio.

Southern Counties Radio, Heart FM and Mercury Radio will carry such news. A notice will be posted on the school website as well as the community site www.forestrow.org. The school office answerphone will also carry an appropriate message.

28. The Staff at Forest Row School

An up-to-date list of staff, governors and PTA officials is available from the school office or accessed via the school website.

29. School Uniform

The school has a uniform dress policy which by definition, is intended to ensure that all children are dressed in a uniform style in keeping with a school environment. Most of the clothing items listed below are available through the school and the uniform colours are red, white and grey. Some uniform items can be bought from other outlets but parents are advised to check that colours and styles are of the same specification as those available from the school.

<p>Boys:</p> <ul style="list-style-type: none"> • white, grey or red shirts; • grey trousers; red sweatshirts*; • grey or white socks; • black school type shoes. 	<p>Girls:</p> <ul style="list-style-type: none"> • grey skirt, trousers or pinafore; • red and white dresses for summer; • white blouses; • white socks; • red sweatshirts* and/or red cardigans; • black school type shoes.
<p>Boys Sport:</p> <ul style="list-style-type: none"> • white or red shorts; • white T-shirt*; • plimsolls; • track-suit**. 	<p>Girls Sport:</p> <ul style="list-style-type: none"> • white or red shorts; • white T-shirt*; • plimsolls ; • track-suit **.

* Red Sweatshirts and white T-shirts with the school logo are available; Year 6 pupils may wear black sweatshirts.

** A track suit is advised for use outdoors particularly in cold weather.

'Leisure-wear' T-shirts and shorts are not acceptable for sports activities in school, nor are fashion boot-style trainers.

Sports and P.E. footwear:

Plimsolls are required for P.E. and indoor use. For football or other sports games and field activities in winter and spring, football boots or older trainers are acceptable.

Please ensure that all sports kit and footwear is clearly named. Lost property boxes operate in each department.

30. Other Information

Much of the other information which will keep you fully informed about the school changes regularly and consequently is not included in this prospectus. We publish this information on loose-leaf sheets. Back copies of such information may be requested.

The following is a list of the additional information which can be requested from the school office:

- Staff List
- Names of Governors and their roles
- S.A.T.S. results
- Attendance figures
- National Curriculum information
- Holiday dates for coming years
- School Year diary

Some of these items are a legal requirement but we also publish a range of booklets on 'Learning to Read' and 'Learning to Write' and 'Starting School'.

The full range of National Curriculum documents, leaflets from the Department for Education and Skills (DfES), plus reports from the Governing Body and school policy statements for the curriculum and 'Behaviour' are available. Please do ask if you would like to see them.

If you have any questions still unanswered or would like to discuss any aspect of school and education we would be pleased to hear from you.

...and finally

We hope you have found this prospectus useful in informing you about Forest Row C of E Primary School. You can get to know us even better by visiting during a normal school day when. Please telephone the school office for an appointment.

*If children live with criticism,
They learn to condemn.*

*If children live with approval,
They learn to like themselves.*

*If children live with hostility,
They learn to fight.*

*If children live with ridicule,
They learn to be shy.*

*If children live with shame,
They learn to feel guilty.*

*If children live with tolerance,
They learn to be patient*

FOREST ROW CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

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