



## **WELCOME TO TRAFALGAR COMMUNITY INFANT SCHOOL**

**A voyage of discovery-we're sailing together to success together!**

Dear Parents and Guardians

I am delighted to welcome you to Trafalgar Community Infant School. Our school is a lively, happy place where children can thrive and learn in a positive environment. Our curriculum and classrooms are organised in a way that will motivate children and promote their enjoyment in coming to school.

By creating a caring ethos, with the emphasis on co-operation and mutual respect, we expect a high standard of social behaviour and aim for every child to maximise their learning potential.

Good communication with parents and guardians is a very important objective of our school. Although the 'Weekly Newsletter', our open afternoons, the curriculum meetings, the annual reports and other events all contribute towards the development of a healthy home-school partnership, they do not necessarily provide the overall information that you need to have about the school. Therefore the purpose of this School Prospectus is to provide a comprehensive insight into all aspects of our school and to convey details about current procedures and protocols that you need to know.

I hope that you will find it useful and informative.

Yours sincerely

Lynne Wise  
Headteacher



## CONTENTS PAGE

Welcome		The Learning Environment for the First Year	10
Aims and Objectives of the School	3	Curriculum Areas for the Foundation Stage	11
School Ethos	4	School Uniform	12
Schools Awards	5	The School Day	13
School Information	6	Home School Links	17
Admissions Information	6	School Visits	21
Pre-School Contacts	7	More Detailed Curriculum Information	22
The School Governors	8	School Procedures	27
Starting School	9		

APPENDICES -  
Most Recent End of Y2 Assessment Results  
The School Staff  
Term Dates  
The Governors for 2011/12



## AIMS & OBJECTIVES OF THE SCHOOL

As Trafalgar is a rights respecting school, we express our aims in terms of rights and responsibilities.

### **The Trafalgar Community has the right to:**

- A happy, stable, inclusive and caring environment
- An equal opportunity to achieve highly

### **The Trafalgar Community has the responsibility to:**

- Foster a desire for knowledge and a continuing interest in life long learning
- Support each other in meeting challenges with confidence
- Value and promote self respect and self discipline

### **In order to achieve this we adopt a comprehensive approach to each child's development and we pay attention to their:**

- Intellectual development in relation to achievement and enjoyment
- Physical development, well-being, healthy and safe lifestyle
- Spiritual, moral, social, emotional and cultural development that will enhance our ability to make good choices that will benefit us and our community





## SCHOOL ETHOS

Children are expected to be well behaved, polite and obedient at all times. We encourage good behaviour by acknowledging it in many ways. We also consider that the development of a positive approach towards discipline is a partnership between home and school. The vast majority of children respond well to this approach.

Children who have been noted for being helpful, considerate, hardworking, or especially obedient are nominated for a Headteacher award at assembly on Fridays. Please look impressed if your child tells you that he or she has received a Headteacher's award, a sticker, a certificate or a 'Wise Monkey!'

At the same time, we firmly believe that all forms of anti-social behaviour, including vandalism, bullying, disruption and racism, are not acceptable. Therefore should a disciplinary or behavioural problem arise, the school operates a discipline policy which enables us to deal with it. It may be that the class teacher would require your child to work during their play time, or that classroom privileges might be withdrawn. In extreme cases, the child might be rebuked by the Headteacher, or the case might even be referred to the parents/guardians when they would be informed and asked to visit the school to discuss the matter.

### School Council

We are proud of our School Council because we like to listen to the amazing ideas our children have about finding ways to make our school even better!

We believe School Council helps children to:

- **Learn to speak clearly and listen well**
- **Feel confident to make a decision and carry it out**
- **Become committed and determined to make a difference**
- **Think about ways to make school life happy and organised**
- **Talk to each other, staff and governors about things that matter**
- **Listen to and understand the opinions of others**





## SCHOOLS AWARDS

### RRR (Rights, Respect & Responsibilities)

Trafalgar Community Infant School is a Rights Respecting School. In July 2009, we achieved Level 1 of the UNICEF award designed to make children aware of their rights and their responsibilities. The school is now working towards Level 2 which focuses on children's rights and responsibilities on a more global scale.

### Healthy Schools

Trafalgar Community Infant School is a Healthy School. We have achieved the Investors in Health award and hold National Healthy School status. This reflects that we have achieved the outcomes within the four themes of the programme: Personal, Social and Health Education, Healthy Eating, Physical Activity and Emotional Health and Well-Being. We have a dedicated, enthusiastic and proactive Healthy School Task Group, which consists of teachers, teaching assistants, governors and parents. They meet regularly to review and monitor a healthy lifestyle in all aspects of school life.

### Eco-Schools

Last year we achieved a Bronze Eco Schools award and are now working towards the Silver. We have an Eco team which consists of teachers, teaching assistants, pupils, parents, governors and our business manager. We meet on a regular basis to discuss how we can move towards becoming a more Eco-friendly school. Our recent initiatives have been to implement paper recycling throughout the school and redesign our Jubilee Garden to enhance the children's learning experiences. In 2009/2010 we won the 'Horsham in Bloom' Competition, and in 2008/2009 we were Runner up.

### Creative Partnerships

This is the government's flagship creative learning programme, designed to develop the skills and aspirations of children across England.

Trafalgar's focus was to explore how movement can support the learning and development of new concepts in maths, working in partnership with a dance practitioner. The Year 1 children developed their social and emotional skills, their confidence and motor skills and the skills of persistence and resilience as well as learning new concepts in maths. The project generated a resource pack for the school to use in future with children from Reception to Year 2.

For participating in the Enquiry Schools Programme we were awarded the Creative Partnerships logo.



## SCHOOL INFORMATION

We are a larger than average infant school with 9 classes – 3 classes for each year. Each class has a maximum of 30 children.

Trafalgar Community Infant School is situated in Victory Road, approximately one mile from the centre of Horsham, close to the main park and adjacent to a recreation ground. In 1984 the school building was substantially rebuilt and modernised, and now consists of seven classrooms arranged around an inner garden which is used mainly by the Reception and Year 1 classes. Mobile classrooms are linked to the main building by a covered walkway and provide our two extra classrooms for Year 2.

The classrooms for the older children have adjacent toilets and cloakrooms, whilst the Reception classrooms have self-contained facilities. The school building is mainly situated on one level, most doors permit wheelchair access and we have toilet facilities suitable for wheelchair users. The school has a small First Aid room and Resource room.

A well appointed library area is situated near the entrance. There is a large hall which is used for our daily assembly and for lessons in physical education, dance and lunch for most children. Each classroom is well equipped and is linked to the internet. The whole school uses interactive whiteboards to support learning.

The school is fortunate in having good sized grassy areas and tarmac playgrounds containing an adventure playground and a number of stimulating play areas.

## ADMISSIONS INFORMATION

The majority of children who attend Trafalgar School come from the north western part of Horsham i.e.

- the south by Guildford Road, Bishopric, and West Street
- the east by North Street as far as the railway station
- the north east by the line of the railway

Prospective parents/guardians should obtain an application form from West Sussex County Council, Pupil Admissions Office (see contact information below) and a copy of the 'Starting School (North) Information for Parents' booklet prior to applying for a place at Trafalgar.



Filling in the form does not guarantee admission to the chosen school, even if you live in the immediate vicinity. However, it would be rare for an application to the catchment school to be refused, and would only happen if the result of the admission were to create a Reception class of over 30 infants.

Agreeing the places in this situation would not be done on a first come, first served basis, but priority would be given in accordance with the following criteria:-

1. to children with special educational or medical needs or who have relevant extraordinary family circumstances accepted by the LA.
2. to children with brothers or sisters in the school at the time of their admission.
3. other children who live in the locality.
4. those children who live out of the immediate area and are willing to travel in.

Admission to this school is co-ordinated by a team based in Horsham. Applications should be made in writing or by telephone to:

Pupil Admissions Office  
County Hall North  
Chart Way  
Horsham  
West Sussex  
RH12 1XA

Telephone: 01403 229111

## **PRE-SCHOOL CONTACTS**

All parents/guardians are welcome to attend the pre admissions tours by making an appointment before they register their child. The school's application forms request information that give basic family background and equips us to deal with the child in context. It is helpful if you complete this form comprehensively.

Our programme of induction begins when a child is registered with the school. Our 'New Parents/Guardians' meeting is held midway through the Summer term in the evening. At this meeting, you will have a chance to meet some of the school personnel, have specific information given to you about the school and have your questions answered. Please note this is an important meeting to attend.

We operate a comprehensive induction programme during the first few weeks of the Autumn term for children new to Reception. Details of this are sent to you upon receipt of confirmation of a place at this school.



## THE SCHOOL GOVERNORS

Like all schools, the Governing Body is involved in the life of the school. Governors act as critical friends to school personnel. They support the Headteacher in:

- agreeing the core purpose of the school.
- taking part in decision making about the budget and monitoring school development and progress.
- supporting the recruitment of senior personnel.
- providing some information about school for parents/guardians, although the first port of call for all parents is to speak directly with the Headteacher or Deputy Head.
- establishing and maintaining positive links with the local community.

The Governors meet twice a term as a full body and each governor sits on at least one of the three committees, which meet twice a term. The three committees are:

### **Finance & Premises**

responsible for the financial, human & physical resources of the school,

### **Personnel**

responsible for staff selection and school policy,

### **Curriculum & Development**

responsible for ensuring the school curriculum is relevant and challenging.

All Governors have particular responsibilities for involving themselves in certain aspects of the school's work, such as provision for Inclusion or the development of the premises, for example. The Governors subscribe to and attend the Local Authority's training programme designed for them.

The size and composition of the Governing Body is laid down by law and Governors are appointed or elected by specific bodies or groups. The groups are Parent Governors, Staff Governors, LA Governors, and Community Governors.

The Governors write an annual newsletter detailing what they have been focusing on over the past year. This is published on the schools website at the end of the Summer term.



## **STARTING SCHOOL**

### **How Can I Help My Child?**

The best way to prepare your child for school is to build their self confidence, self reliance and social skills. Encourage your child to do things for him or herself, for example, sharing, dressing, changing their shoes and managing well in the toilet.

### **Reception Class**

Reception children are taken on a tour of the school before they start in order to help them to become familiar with the people and the buildings.

Most children start school full time after a short induction period as it gives your child the benefit of the whole year's curriculum. Towards the middle of the Autumn term there is a gradual integration into whole school life e.g. playtimes and assemblies.

At the end of each school day there is an opportunity for you to discuss the progress of your child with the classroom staff and to discuss any problems which may have arisen.

Every child starts their 'Learning Journey' folder when starting at Trafalgar. This is a record of evidence of all their six areas of learning, and it clearly shows the aspects of learning and the objectives covered according to the relevant curriculum.

Assessments are ongoing throughout the year and parents/guardians are invited to discuss their child's progress with the teacher at the Autumn and Spring Consultation Evenings. A written report for each child is provided at the end of the Reception Year.

There are a series of meetings throughout the year for Reading and Writing. Each meeting explains our teaching methods and how you can help your child at home. We will inform you via the Weekly Newsletter of the dates for these meetings.



## THE LEARNING ENVIRONMENT FOR THE FIRST YEAR

### The classrooms and resources

The three Reception classrooms each have their own toilet area and cloakroom and safe access to an enclosed courtyard, known as 'The Garden'. Here the children learn, under supervision with a wide range of resources and mix with peers from all the Reception classes.

Within the Reception area, the following opportunities and resources are available:-

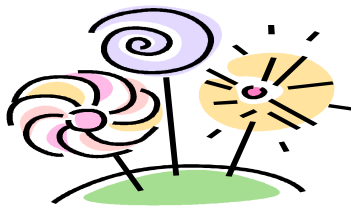
Sand and water play	Scientific activities	Wheeled toys
Early experience of writing	Book corner	Remote control toys
Music making area	Construction toys	Interactive whiteboards
Cookery	Creative play areas	Large bricks
Mathematical activities	Role play areas	ICT options

### Adult help

Your class teacher is supported by a teaching assistant. Their role is to:

- listen and talk to the children
- respond to their physical, social, emotional and intellectual needs
- extend the children's learning by helping, encouraging and supporting them
- observe and evaluate what learning is taking place
- meet together regularly to discuss and share experiences with the view to planning for future learning

If you are interested in helping out at school, we would be very pleased to hear from you. Please speak to your child's class teacher or the Headteacher.





## Learning through play

We believe play is a very important part of learning, essential to the healthy development of children. The Reception classes provide opportunities for a wide variety of play experiences both in the classroom/garden and in the playground. Your child will be given daily guidance and ideas, and time to initiate their own learning and follow their own interests. There is a balance between adult directed and child initiated learning. The Reception children are encouraged to use their imagination and are actively supported in their play by their teacher and teaching assistant through:-

- sharing play
- setting examples
- finding resources
- following up interests
- offering challenges
- encouraging the use of language and problem solving

After half term when the children have settled into full time school they join the rest of the school at playtimes and assemblies. Playtime is a split session where half the children go out to play for 15 minutes while the rest participate in reading groups. They then swap over.

## CURRICULUM AREAS FOR THE FOUNDATION STAGE

Since education is seen as an integrated learning journey the Reception classes focus on cross-curricular themes and the detailed planning addresses the general areas of learning that have been identified as appropriate for 4 and 5 year olds under the government principles entitled 'The Early Years Foundation Stage' (EYFS). These are:-

**Personal, Social and Emotional Development**, learning to co-operate and take turns, understanding acceptable behaviour, learning independence and developing self confidence

**Communication, Language and Literacy**, speaking and listening, reading, writing

**Problem solving, Reasoning and Numeracy**, learning about number, shape and space, position, patterns and relationships, comparisons and measurements

**Knowledge and Understanding of the World**, focuses on the children's environment, on other people and on features of the world

**Physical Development**, developing gross motor and fine manipulative skills, and learning about how the body works and about keeping healthy

**Creative Development**, art, craft, design, music, dance and role-play



## SCHOOL UNIFORM

We believe that the wearing of school uniform by all children gives a smart, positive image of the school as well as a sense of belonging, and we ask you to support this policy.

**Girls** grey pinafore dress, skirt or grey trousers, white blouse/collar or polo neck; school sweatshirt or sweat cardigan or dark green cardigan; green & white check/striped dress (summer); if tights are worn in the winter, they should be green, grey or black.

**Boys** grey shorts or trousers; grey or white shirt/collar or polo neck; school sweatshirt or dark green pullover; grey or black socks.

**PE Kit** green shorts with a white or school t-shirt. PE kit should be put in a drawstring bag, clearly named.

### Suitable Footwear

Both boys and girls should at all times wear black, brown or navy shoes that are of a suitable style, except for PE lessons when all children should wear black plimsolls or trainers with elastic or velcro fronts.

The following items can be purchased from the School Office –

Sweatshirts	Sweat cardigans	PE t-shirts
PE shorts	Safari caps	Gym bags
Water bottles	Book bags (each child given one when they first start at Trafalgar)	

Polar fleeces and showerproof fleeces can also be ordered from the School Office.



## THE SCHOOL DAY

Children should not be left unsupervised by parents or guardians in the playground. The school does not accept responsibility for the children until 8.50am.

8.50am	Parents/Guardians and children should be in the playground. <u>Reception children</u> are taken to their classroom by their parents. <u>Year 1 and Year 2</u> children line up in the playground and are escorted to their classroom by their class teacher. (Reception children to adopt this arrangement as year progresses.)
9.00am – 12noon	Morning session
10.30 – 11.00am	Morning break / Reading Groups Children can bring their own healthy snack or fruit/vegetable. Drinks (water/juice) should be in a leak proof container. We discourage sugary drinks.
12noon – 1.15pm	Lunchtime for Reception Enrichment sessions take place for Years 1 and 2 from 12.00 noon-12.15pm each week.
12.15 – 1.15pm	Lunchtime for Years 1 and 2 Children bring in their own packed lunch, which should include a drink (see above). Please be aware that products containing nuts could be a risk to other children with a nut allergy. Ready prepared lunch boxes can be ordered through the School Office. Details of eligibility for free school meals can be obtained through the School Office.
1.15 - 3.15pm	Afternoon session
2.30 – 2.45pm	Break for Reception children
3.15pm	End of school day Children are handed over to their parents/guardians from their classroom. All children must be collected by an adult or teenager over 16 who is known to the staff. Any change must be notified to the school office in good time.



### **Wet morning arrangements**

The school doors open at 8.45am and children can filter into their cloakrooms and classrooms any time from 8.45 – 8.55am. Children arriving in the playground before 8.45am must stay in the playground, so the incentive is not to arrive too early! If you can avoid bringing a buggy into school on these occasions, it will certainly ease the pressure of volume of human traffic in busy corridors.



We hope parents/guardians feel welcome to come into the school; however, we ask you to leave your children by 8.55am, because this encourages their independence. These arrangements help us know the whereabouts of all children, and are in the interests of health, safety and well-being.

### **Attendance**

Coming to school everyday is important for children, as they need to feel fully involved in the school community unless they are unwell or have an important medical appointment. So much happens during a school day and it is all too easy for a child to feel unsure and overwhelmed if attendance is poor. Occasionally there may be a genuine reason why a child is unable to attend school, such as bereavement. During these circumstances, we ask you to notify the school as soon as you can because these absences can be 'authorised'.

The school has the discretion to 'authorise' up to a maximum of 10 days holiday absence each year, although this is discouraged by the Local Authority and the Governing Body. When learning time is missed, it is disruptive. We ask you to avoid term-time holidays.

If taking your child on holiday during term time is unavoidable, please discuss the matter with the Headteacher, and complete an absence request form available from the School Office at least ten days before the holiday is due to start.

The law obliges the school: to record the reasons for absence and the Educational Welfare Officer (EWO) sometimes follows these up. We are pleased to receive a letter or telephone call as early as possible from you explaining why your child is absent, in order that wherever possible we can authorise the absence. Our target is to have zero percent-unauthorised absence.





If there is continuous absence or lateness, the Headteacher will liaise with the Education Welfare Service, whose role is to support you to meet the statutory obligations regarding school attendance.

### **Late Arrivals and Early Departures**

Under these circumstances please come to the School Office to let one of the staff know the reason.

We understand that sometimes it is necessary for your child to leave school early. We are always willing to co-operate with such requests, but in the interests of safety please write a brief note of explanation. Verbal requests made by children are always refused.

**Please note: Children arriving or leaving school at any time other than the beginning and end of the school day must be signed in or out at the School Office. This is for safeguarding reasons, as we need to know exactly who is on site.**

### **Personal Jewellery**

Because of the possibility of accident, loss or breakage please do not allow your child to wear any type of jewellery. Earrings should not be worn because of health and safety regulations. If your child has pierced ears and you feel you cannot comply with this regulation please ensure that only studs are worn and that **you have written a letter to the Headteacher accepting full responsibility for any accident that might occur to your child because of wearing ear studs.** All earrings **must** be removed before a child can take part in taught physical activity.

### **Hair**

Children with long hair should wear it tied back.





## **PE Lessons**

Safety regulations require boys to wear shorts and for girls to remove their tights, therefore, we suggest that all children should wear green shorts with a white or school t-shirt.

## **Personal Property and Valuables**

We can waste a great deal of time looking for lost items but you can help save time by making sure that all your child's clothes are named (this includes gloves, shoes, scarves, Wellington boots and so on). It helps your child if he/she knows where the name is on each item! Children get upset if they lose their belongings. Our policy is not to return un-named clothes, although there is a tub for 'lost and found' property. Unnamed items are sent for recycling each week, as we have limited storage space in school.

It is not appropriate for your child to bring valuables of any kind to school, as they can too easily be forgotten or mislaid. Valuable toys can be broken, and young children tend to lend or borrow items and make the most unsuitable 'swaps'. Please keep all toys safely at home unless the class teacher has asked for items to be brought into school as part of the learning theme.





## HOME SCHOOL LINKS



### Home School Agreement

This agreement is between school and home. We ask you to read it carefully, recognise and agree your responsibilities towards supporting the school. We hope you will take the time to share the essence of this agreement with your child too.

### Newsletter

A weekly newsletter is emailed to parents/guardians every Friday. This keeps you up-to-date with events, items of information and relevant dates. Please let us know of any changes to your email address to avoid you missing out on what is going on! Should you need to access your newsletter as hard copy, we keep spares in the School Office. Whatever your method, it is important that you read the newsletter each week.

### Parent Mail

#### School-to-Home Communication

Good communication between home and school is of paramount importance to us. To help us achieve this we subscribe to 'Parent Mail' which is a complete school-to-home communication service.

Parent Mail is used by over 2,500 schools across the UK to communicate with parents and guardians by both email and text message as appropriate. Parent Mail is beneficial because:

- Messages are delivered reliably;
- Messages can be sent directly to parents and guardians at the same time;
- Urgent and important messages can be distributed quickly.

In order to use Parent Mail we simply need to collect your email address and mobile numbers via a Parent Mail Data Capture Form. Please be assured that Parent Mail is registered with the Data Protection Registrar and guarantees that all information provided will be kept private and will not be passed on to any other organisation.



## **Friends of Trafalgar and Parent Helpers**

We could not be as successful as we are without the help and co-operation of parents/guardians, either as members of the Friends of Trafalgar School (FTS), as helpers in the school, or as supporters at home.

We want you to feel welcome in school. Some of you help with small groups of children on a regular basis that is beneficial. Please do not feel shy to volunteer if you have time to spare. Activities that you can help us with include painting, modelling, cookery, story telling, supporting number games and listening to children read. We also need help for off site visits when they occur. All regular helpers will need to be prepared to undergo a CRB check. Please contact the School Office for further information about this.

The Friends of Trafalgar help the school in many ways, not least in promoting strong home/school links. However the FTS' main task is to raise money for the school, and to this end they organise a varied programme of popular and extremely successful events throughout the year.

The officers of the FTS are elected annually, but all parents/guardians are welcome to join the committee meetings; these are publicised in the Trafalgar School Weekly Newsletter. An example of items purchased for the school include: laptops, the playhouse in the garden area, a climbing frame, dressing up clothes, class presents at Christmas time, Year 2 leavers teddy bears, book bags for all the new entrants and visiting speakers and entertainers to name but a few!

## **Talking to the Headteacher or the Class Teacher**

The Headteacher is available for consultation on most days, and can be seen **with prior notice** from just after 9.00am onwards.

If you have any issues, worries or queries you may have about your child's learning or behaviour, the first port of call is your child's class teacher. Should there be a need to set up an informal meeting with your class teacher, this will be at a mutually agreeable time and can be arranged by calling in after school or phoning the School Office to arrange a suitable time. If the query is complex and needs more time, the Year Group Leader will become involved after the first meeting if necessary. If the problem still isn't resolved, the Deputy Headteacher or the Headteacher will become involved.

There are two termly consultations between class teacher and parents/guardians. This takes the form of individual after school and evening appointments and an End of Year Report in July.



## Reading Support

We like children to enjoy reading and reading frequently is beneficial. We send reading books home regularly for your child to share and gain extra reading practice with you. We choose these books from reading material that is different from the reading group system. Every child has a 'home-school' communication book to help maintain a record of books read at home or other useful information. We value your help and support with this.

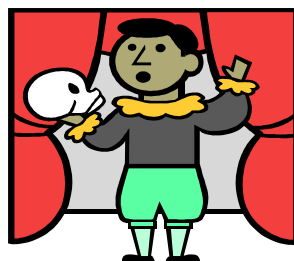


## Curriculum Themes

You will receive an overview of the theme, main skills and concept that we will teach each half term. You will be aware of what your child is learning and we hope you can give tips to your child as to how to help get the most out of their topic. Teachers try to make clear what they expect each child to do in relation to homework. We schedule regular curriculum meetings for parents/guardians, where we explain how we teach aspects of the curriculum.

## Special Occasions

We like to celebrate success and where possible and appropriate, we invite you to share special occasions. This happens particularly at Christmas time, at the end of the spring term and at the end of July. Significant dates are always publicised in the Weekly Newsletter.





## **Inclusion**

We appreciate that all children have individual 'needs' and we attempt to support these as part of the caring ethos we wish the school to have; legally a child is said to have a special need if they need a significantly different learning journey from the rest of the children. This may be due to behavioural, emotional, medical or academic reasons. Academic reasons include exceptionally able (Gifted and Talented) children as well as those with learning or behavioural difficulties.

In order to support all children to achieve, we set termly goals for each year group. Children who fall below expected targets are focused upon, and if need be, given additional support and early intervention. Initially we may monitor the child to check concerns and identify the 'problem' more precisely. If we detect your child has a problem, we will discuss this with you.

## **Pupils with Physical Disabilities**

We are aware of our obligations under the Disability Discrimination Act (1995) to ensure that pupils with disabilities are treated no less favourably than other pupils.

## **External Agencies**

The Educational Welfare Officer (EWO), The Family Link Worker and the Community School Nurse liaise with the school and help us advise and support families with educational welfare problems. We too sometimes contact these services to support us in relation to persistent, unexplained absences or concerns we have about particular children or families.

## **National Curriculum Assessments and Annual School Reports**

Teachers carefully observe the progress of each child and keep detailed records of their observations. This is called 'Teacher Assessment' and it plays a vital part in helping children to progress from the Early Years Foundation Stage (Reception) to Key Stage One (Year 1 and 2). The outcomes of teacher assessments are shared with you at parent/guardian consultation evenings.

We celebrate the children's achievements for they are also a true reflection of the hard work and commitment given by staff, governors, parents and members of the school community. At the end of the Summer term, we present a comprehensive End of Year School Report to you for your child.



## SCHOOL VISITS



We believe school trips are an important part of a child's education and the year group teachers organise one or more such visits each year. When your child joins the school, we issue a consent form for you to complete. This covers all school trips throughout the year and minimises administration but still allows for individual abstention.

On each trip, the accompanying staff and adults will include a suitably trained first aider. A medical kit is taken, which will include items to deal with travel sickness. Only coaches equipped with seat belts are hired and each child will occupy one seat and wear the seat belt at all times.

The school maintains a ratio of adults to children of 1:6. If a child has displayed a pattern of disruptive behaviour over a period, then the organiser of the trip will decide whether the parent/guardian of that child should accompany their child on the trip. A risk assessment is undertaken prior to a trip taking place.

We usually do not permit children to take spending money on school trips. Past experience has shown that young children taking money can cause problems and it can certainly detract from the educational aim of the trip! We ask parents/guardians to make a voluntary contribution towards the cost of the trip, as without this contribution it is unlikely that the trip will proceed.

### **The Extended Day**

We offer after school clubs mainly for Year 1 and 2. The following clubs give you an idea of the areas of focus: Gym, Dance, and Board Games. However, they do change from time to time. Clubs cost approximately £3 per session and are organised by outside providers and teachers/teaching assistants.



## **MORE DETAILED CURRICULUM INFORMATION**

For children in Year 1 and 2 there are six themed areas of learning:

- Understanding English, Communication and Languages
- Mathematical Understanding
- Scientific and Technological Understanding
- Historical, Geographical and Social Understanding
- Understanding Physical Development, Health and Well-being
- Understanding the Arts

We offer a broad, balanced, relevant and well matched curriculum to all children. The class teacher assesses each child's progress carefully and our aim is for each child to achieve his or her personal best.

We plan our curriculum mainly through themes, through which we teach basic skills, knowledge and understanding. We base the themes on the children's immediate environment and community. We believe this is the most effective way of implementing the curriculum for them. The community is seen as a key resource and integral to the work of our school in developing children's skills, concepts and attitudes.

We teach the children as a class or as a smaller group, and at times, individually. We also encourage them to work independently and collaboratively.

### **Understanding English, Communication and Languages**

We aim for children to read fluently, accurately and for pleasure. We encourage them to use their acquired skills for reading fiction and for obtaining information.

The school operates a 'reading group' system in which we divide the children into groups according to their reading ability and they attend a daily reading group for 15 minutes immediately after assembly. We operate a 'split break' system whereby half of the children go out to play whilst the other half attend reading group. This is then reversed, so that all children have an opportunity to both read and to enjoy their break.

In the reading group, each child takes a turn to read whilst the others follow the text in their own copy of the book. As the children read, the teacher takes opportunities to develop discussion about vocabulary, grammar and the meaning of the text; the members of the group also explore their views about the author, the illustrator, and so on. The group situation provides an opportunity for reading aloud, practising expression and inflexion and for developing the higher-order reading skills of inference, deduction and comprehension.



The children read with a teacher, a teaching assistant or a parent/guardian, all of whom are clear about their role in the reading groups. It has been found that in addition to the 'reading group' system being an efficient way of teaching young children to read and raising reading standards generally, it has other advantages, notably confidence building and enjoyment. The groups rotate regularly, so that the children have the opportunity of reading with a variety of adults; moreover, teachers no longer have to devote a considerable part of their time in the afternoon to listening to their children read and can therefore spend time giving quality teaching in other curriculum areas.

Speaking, reading and listening skills are an integral and increasingly important part of the English curriculum too and are an area that we plan and teach very carefully. We aim to develop communication skills so that children can give and receive instructions confidently and converse freely with their peers and with adults using enriched language which enables them to feel satisfied and fulfilled with verbal communication. We aim to develop children as writers using a broad and balanced curriculum as a vehicle. We teach them to write accurately, neatly and legibly for a variety of purposes using correct form, punctuation and spelling.

### **The Library**

The school library contains a wide range of fiction, non-fiction and reference books. In addition, the school borrows a considerable number of books from the County Librarian, which are exchanged three times a year. We encourage children to borrow books from the school library to take home and share with their parents/guardians. Each class also has its own library or book area which is stocked with topic-related non-fiction material as well as a range of fiction and poetry books. The school employs a part-time library assistant who ensures the library is well-resourced with good quality books.



In 2010 our library was refurbished, and we purchased two laptops that are available for you to use at allocated times. During these times, the staff in the School Office will be available to support you should you need help with searching for specific material. The purpose of this new initiative is for you to browse the school website and visit useful educational websites and to help you support your child's learning.



### **Mathematical Understanding**

We hope that children will enjoy maths and the exciting challenge it offers. Through practical first hand experience, we develop the children's knowledge, understanding and use of number, algebra, measurement, shape, space and data handling. We also hope to develop a positive attitude to maths, an ability to follow new steps in logical thinking and the confidence to apply mathematical knowledge to everyday situations.

To achieve these aims, we teach basic mathematics separately from the class topics, although we still use mathematical concepts within the topics wherever possible, notably for sorting and handling data.

### **Scientific and Technological Understanding**

We aim to provide experiences for children to learn how to observe, classify, measure, predict, experiment, communicate and explain. We hope that through the exploration of living things, materials and forces, children acquire knowledge and understanding of basic scientific ideas and develop a caring and enquiring attitude to life.

Through Design Technology children face the challenge of designing and making artefacts for their environment in response to an identified need. We encourage them to work from plans, evaluate their models critically and have fun.

Children also find out how things work by experimenting, building and discovering and so can gain in understanding, not only in Science and Technology but also in Geography and History.

### **Historical, Geographical and Social Understanding**

Children learn of other cultures, of past events, of the work that people do, of the use of money, of the environment and of animals and other living things.

### **Understanding Physical Development, Health and Well Being**

Physical activity includes gymnastics, dance and games. There are regular lessons in all three. The school hall is easily converted into a gymnasium with apparatus suitable for the needs of young children. We also use our large playground to develop games skills.

Personal, Social, Health and Citizenship Education encourages a holistic approach to the child's own life style.



We emphasise the importance of eating good food, keeping warm and clean and recognising that our bodies are precious and need looking after. Simple life cycles are taught in the science curriculum and these form the basis of our sex education programme. Teachers always answer children's questions on this subject as and when they arise, as openly and as honestly as they can, and simple books are available in the school library. We ask you to develop an honest and age appropriate response when talking to your child about sex and relationships.

### **Understanding the Arts**

We aim to develop children's creative ability by encouraging experimentation with a wide range of materials, followed by the teaching of technique. We also aim to develop their aesthetic appreciation by observing and discussing the work of great artists and through evaluation of their own work and time to experiment and learn about different techniques and skills.

Through Design Technology children are challenged to design and make artefacts for their environment in response to an identified need. They are encouraged to work from plans and critically evaluate their models and have fun.

### **Music**

This is not only part of the arts but also a practical subject to be enjoyed by all. We encourage children to take part in music-making in a variety of ways: singing, playing tuned and untuned instruments, listening and responding to extracts of different music from their own and different cultures. Singing is one of the strengths of our school and as a community we value the contribution music makes to our world.





## **Information Communication Technology (ICT)**

ICT is an essential part of all our lives. We aim for each child to have experience in the following areas: word processing, using a database, graphics packages, problem solving games to develop higher-order thinking skills and to use control technology. All classes have Interactive Whiteboards. Every class has three computers and access to the 'laptop bus' which is a workstation containing several laptops for pupil use.

We have a 'Responsible Use' Policy that clearly states how the children and adults make good use of ICT in a safe and responsible way. We hope that you will support the school by ensuring that your child develops a responsible approach to using the computer at home. This encompasses the amount of time your child spends on a computer, the sort of activities they are engaged in and clarity about how to use a computer effectively.



## **Religious Education**

We base Religious Education on the major world religions such as Christianity, Judaism, Islam and Hinduism. We encourage the children to learn tolerance towards people of other cultures through an understanding of their rituals and beliefs. We plan the work through multi-faith topics which will include Hinduism, Buddhism and Sikhism in relation to festivals, rites of passage and places of worship.

We hold our daily assemblies to help each child realise that school is an extended family to which they belong. We aim to promote a caring environment where children are sensitive to the needs of others and the world around them. We do this through selected themes, stories and poetry and by inviting members of the community into assembly. The daily assembly is our collective act of worship. We attempt to respond to the needs of children who have a religious commitment and for those whose experience of worship is based on the awe and wonder of our world.

Whilst parents/guardians have the right to withdraw their children from these daily acts of worship, we encourage them to allow their children to attend, if only as observers, in order that no child is excluded from the corporate ethos of the school. We ask children who are withdrawn from assembly to read a book during this time. We encourage local faith leaders to contribute to our assemblies and we enjoy presentations from 'Ready Assembled' who portray Bible stories through puppet shows.



## SCHOOL PROCEDURES

### Accidents or Illness at School

There is a member of the teaching assistant team with first aid training on the premises at all times during school hours. First aid boxes are regularly checked and maintained in the Medical Room.

It is essential that we have correct and up-to-date details of where to contact parents/guardians. In the event of an emergency we will contact one parent to inform them. The expectation is that parents communicate with each other about the issue. This is especially important if parents are estranged. If there is a change in the contact number please let the School Office know immediately. Please also ensure that the school has been given all information relating to any allergy for which the child may require medication and/or monitoring.

Should an injury appear to need urgent medical attention it is possible that the child might be taken to the casualty department before the parent/guardian can reach school; in this case a member of staff would accompany and stay with the child until the parent/guardian arrives. A record of all accidents is maintained in the school 'Accident Book' and the cause of every accident is always investigated. Should a child receive a bump to the head, the parent/guardian is notified and will receive a 'bump note' in case there are any delayed after-effects.

### Medication at School



We ask parents to respect the following points:

- Please do not bring your child into school if they are ill. Many illnesses are infectious and can spread easily amongst both children and staff.
- When your child has had a sickness bug, please do not bring them back into school until 24 hours after they have eaten, kept food down or ceased any bouts of diarrhoea.
- We do not administer medicines other than inhalers, epipens or life saving medication. If your child has prescribed antibiotics, please keep the child at home for 48 hours after starting the course in case there is an allergic reaction to the antibiotics and to allow the drugs to start working.



- On returning to school if your child needs medicine, you or a named person will need to bring the medicine to school and administer it at the correct time. This also applies to over the counter medicines. We recognise that many prescribed medicines are administered three times per day and the recommendation is before school, after school and at bedtime.
- If your child has headlice, please treat them before returning to school and let us know so that we can alert other parents to the occurrence of headlice.
- If your child has an inhaler, an epipen or any life-saving medication in school, **it is your responsibility** to ensure that it is kept in date.

### **Special Medical Conditions**

The school maintains a register of all children with special medical conditions such as asthma, cystic fibrosis, diabetes, anaphylaxis (extreme allergies to nuts, wasp stings, etc), epilepsy and so on. **It is your responsibility to ensure the school is aware of any such problems and if there are any changes to the conditions.** Please speak to the Senior Teaching Assistant, Mrs Julie McMillan.

The school's Senior Teaching Assistant is responsible for maintaining this register, maintaining information on these medical conditions and responding to any emergency requirement arising from them.

#### Asthma

If a child is asthmatic, even if only very slightly, the school must have written instructions from the parents/guardians regarding any care that should be given, when and how the child should use the 'puffer', whether or not the child should keep the 'puffer' on his/her person to use at any time and so on. All children who are issued with an asthma 'puffer' should keep one in school, however 'slight' their requirement.

#### Eyesight/Hearing

Children are given a routine eye test during their Reception year and a hearing screening during Year 1. If any problems are detected the Health Authority will notify the parent/guardian direct. If a child has a hearing or vision problem, it is important that the class teacher is informed so that any necessary arrangements in the classroom can be made.

#### **Headlice**

This is a problem encountered in many schools. Contrary to popular opinion, lice thrive best on clean, short hair. Lice cannot jump or fly but can travel from scalp to scalp when heads come into direct contact. The pest is easily treated so parents/guardians must not panic. The local Health Clinic, Pharmacist, Health

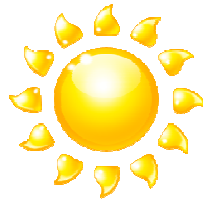


Visitor or General Practitioner will be able to advise on the treatment recommended by the Health Authority. If you would like to speak to the School Nurse, please ask at the School Office for the relevant telephone number.

Hair is no longer examined by the nurse or staff in school. It is the responsibility of the parents and guardians to examine their families' hair, which should be checked weekly for signs of head lice. If your child does catch 'nits' it would be most helpful if the parents/guardians could advise the school so that other parents/guardians can be warned to be extra vigilant. If headlice are detected in school, the relevant parent will be contacted and asked to take the child home and administer treatment before the child can return to school.

### **Sun Protection**

During hot sunny weather we recommend that you put suntan cream on your child before coming to school. If they require a top-up during the day, it will be up to the child to apply it themselves. Therefore please provide a named, easily applied protection.



### **Health & Safety**

Parents/guardians are encouraged to work towards the school's aims for health and safety in the following way by:

- ensuring children attend school in good health.
- providing prompt notes to explain absences.
- providing support for the discipline within the school and for the teacher's role.
- ensuring early contact with the school to discuss matters concerning the health and safety of their children.
- allowing their children to take increasing personal and social responsibility as they progress through school.
- accepting responsibility for the conduct of their children.
- ensuring that the school has up-to-date contact addresses and telephone numbers so that parents or guardians can be swiftly contacted in the event of an emergency.



## **School Security**

Security of pupils during the school day is of paramount importance. At 9.00am each morning the school will be locked and entry for visitors will only be possible through the main entrance door, which itself is locked and which can only be opened by means of an electronically operated system. All doors are opened at lunchtime and at 3.15pm each day as school finishes. For fire safety reasons, all external doors can be easily opened from the inside.

The school grounds are the property of West Sussex County Council; there is no public right of way through the grounds and, for the safety of the children, it is the Council's policy not to allow unauthorised use of them.

## **Travelling to School**

'Our' children arrive by many different modes of transport and to cater for these we have a bicycle/scooter shed to store them in during the school day. School can be accessed via three gates; one that leads from the recreation ground and two that can be used from Victory Road. We request that all car drivers abide by DVLA's Traffic Laws in order to keep our children safe on their journey to and from school.



## **Car Parking and Vehicular Access to School**

The school is grateful to all parents/guardians who are prepared to use the voluntary 'one-way' system. For the safety of the children as well as for the convenience of all, we hope everyone can comply. Basically, when travelling to the school by car, leave Rushams Road by way of Percy Road, Shelley Road or Greenway and approach the school along Spencers Road; and when leaving the school rejoin Rushams Road by way of Victory Road. This is a considerable help in easing the congestion in the roads surrounding the school at peak times, when parents/guardians are delivering and collecting their children.

**Parents/guardians should not park in the car park; this is for the benefit of staff and visitors or for disabled parents/guardians or children.**



## **Change of Address**

It is very important that parents/guardians notify us, in writing, of any change of address, telephone number, email address change or change of emergency contact arrangements, immediately they occur.

## **Closure of School**

School closure is inconvenient and frustrating. It is our aim to offer excellent learning experiences for your children, however, sometimes things happen that are out of our control. The following bullet points outline the protocols that are followed when the decision to close the school is made:

- The Headteacher makes the final decision as to whether the school will be closed. In order to make this decision there is always discussion with the Chair of the Governing Body and sometimes with the Local Authority. The decision to close is based on a risk assessment that all schools are duty bound to undertake and will vary from school to school because it relates to the following potential hazards:
  - The ability of staff being able to get to school in 'reasonable' time and in 'reasonably safe' conditions.
  - The capacity for the school to be able to offer a teaching day for the children (for example the school will not be open if there are not sufficient teachers to teach).
- When a decision to close the school is made, the Headteacher will contact the Local Authority via telephone and email to give the reasons. Information about Trafalgar should then be posted on the West Sussex website by the Local Authority.
- The Headteacher will contact the local radio stations to enable a broadcast to be made. The most usual ones are BBC Sussex and Heart.
- If it is possible for the Premises Officer to get to school, he will put a notice on the school gate explaining the situation or be able to man the phone.
- If the school website has no details, assume school is open i.e. 'No news is good news'.

## **Complaints Procedure**

Under Section 23 of the Education Reform Act (1988), formal complaints about the curriculum or about collective worship are dealt with by means of a designated procedure, details of which are available from the Headteacher or the Deputy Headteacher. However, most complaints can be resolved in discussion with the Headteacher and only if such informal attempts fail would the formal procedure be administered.



### **Transfer to the Junior School**

At the end of the third year in Trafalgar Community Infant School the children can transfer to a junior or primary school, most **commonly** to:

Greenway Junior School  
(Headteacher: Mr K Todd)  
Horsham  
West Sussex  
RH12 2JS

Telephone 01403 252013

Trafalgar and Greenway are two completely separate schools. We maintain links with the junior school in order to ensure continuity and progression between the two phases.

As the infant children leave us and prepare for junior school, we hope that each child has experienced a happy, well balanced education here. We aim for each child to have the best possible start that any school could provide and wish the children every success in the next phase of learning.

**“NOW VOYAGER DEPART,  
MUCH MORE FOR THEE IS YET IN STORE”**

**We look forward to working in partnership with you!**



**Local Authority (LA)**

County Hall North  
Chart Way  
Horsham  
West Sussex  
RH12 1XA

**Telephone Number of LA**

01403 229111

**Chief Executive**

Mark Hammond

**Executive Director Adults and Children**

John Dixon

**Director of Operations, Learning**

David Sword



## APPENDICES

### THE SCHOOL STAFF

**Headteacher** Mrs Lynne Wise

**Deputy Headteacher** Mrs Becky Wycherley

#### Class Teachers

Year 2 Ms Emma Bowles (Team Leader/Senior Teacher)  
Miss Rachel Tomkins  
Mrs Roz Hannan

Year 1 Mrs Becky Wycherley (Deputy Headteacher)  
Mrs Katrina Ogden  
Mrs Jo O'Reilly

Reception Mrs Rachel Amos (Team Leader/Senior Teacher)  
Mrs Jeanette Ganesh  
Mrs Kathryn Munson

#### Part Time Teaching Staff

Mrs Lisa Abbruzzese  
Mrs Margo Lyons  
Mrs Lizzie Sims  
Mrs Claire Edgal, Inclusion Manager

#### Administrative Staff

Mrs Sally Taylor, School Business Manager  
Mrs Sarah Rundle, School Secretary  
Mrs Jo Tilley, School Secretary

#### Teaching Assistants

Mrs Julie McMillan, Senior Teaching Assistant	Mrs Joan Morris
Mrs Lisa Gold	Mrs Noeline Tamplin
Mrs Kirsty Simmons	Mrs Jacqueline Tossell
Mrs Wendy Stanbridge	Mrs Kay Winterburg
Mrs Alice Edwards, Learning Support Assistant	Mrs Mariska Dubois

#### Premises Officer

Mr Iain Dunscombe

#### Cleaning Staff

Contracted to Property Valet



## TERM DATES

### School Terms and Holidays for the Academic Year 2011/2012

<b>Autumn Term 2011</b>	Friday 2 <sup>nd</sup> September – Friday 16 <sup>th</sup> December 2011 Half term is Monday 24 <sup>th</sup> – Friday 28 <sup>th</sup> October inclusive
<b>Spring Term 2012</b>	Tuesday 3 <sup>rd</sup> January – Friday 30 <sup>th</sup> March 2012 Half term is Monday 13 <sup>th</sup> – Friday 17 <sup>th</sup> February inclusive Easter break is Monday 2 <sup>nd</sup> April – Friday 13 <sup>th</sup> April inclusive
<b>Summer Term 2012</b>	Monday 16 <sup>th</sup> April – Friday 20 <sup>th</sup> July 2012 Half term is Wednesday 6 <sup>th</sup> June – Friday 8 <sup>th</sup> June inclusive. (Monday 4 <sup>th</sup> June being a bank holiday and Tuesday 5 <sup>th</sup> June the Queen's Jubilee)

There are 5 INSET days a year. This is when the school is closed for staff training. Further dates for the school closure days are announced in good time for arrangements to be made for your children.

### THE GOVERNORS FOR 2011/2012

To date our Governing Body is made up as follows:

LA Appointed Governors	Mrs Margaret Morris, Vice Chair Mrs Maureen Radbourne
Headteacher	Mrs Lynne Wise
Teaching Staff	Mrs Becky Wycherley
Non-Teaching Staff	Mrs Julie McMillan
Parent Governors	Rev David Bouskill Mr Oliver Smith Mr Daniel White Mrs Hilary Sanders
Community Governors	Mr Ken Vose, Chairperson Mr Andrew Groves 2 x Vacancies
Clerk to the Governors	Ms Diane Wilkinson