



SOUTH FARNHAM SCHOOL

PROSPECTUS

2018-2019





SOUTH FARNHAM SCHOOL

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Dear Parents,

I hope you will find this prospectus informative and useful in discovering what makes South Farnham School such a special place to be.

Education is a vitally important process and it is right that you should try to find out more about the opportunities and resources that are available for your children. I fully understand that choosing a school for your child is one of the most important decisions you will make. I hope that you will want to visit South Farnham School to see the school, talk to the children and staff and experience first-hand the excellent facilities and outstanding learning environment that we offer all our children. We are committed to providing the highest quality care and education for your child; our teachers strive to deliver outstanding lessons which will stimulate and engage your child, and ultimately, foster a life-long love of learning. Underpinning this philosophy is the importance of each child's wellbeing and our first class pastoral care which recognises that, for a child to achieve their educational potential, they must feel safe, happy and valued at school.

Ofsted ranked the school as 'Outstanding' for the fourth time in a row in June 2012 commenting that pupils are given a rich and exciting programme of activities and tasks, matched accurately to their needs.

'The curriculum is second to none in the opportunities it offers the pupils to learn, explore and develop their talents. While the key skills of literacy and numeracy are at the heart of the curriculum, there are exceptional opportunities for pupils to develop their talents in such fields as music, art, drama and sport. These very effectively promote their spiritual, moral, social and cultural development, and provide memories that will stay with the pupils for life.'

As you read through this brochure I trust that what will unfold is an indication of the philosophy of our school. You will see that our concern for children means providing them with a stable, secure and disciplined environment, where academic, personal and social potential may be achieved in preparation for the journey into the adult world.

I would very much like to meet you and would be delighted to show you around the school.

Yours sincerely

Mrs Claire Donnachie
Headteacher

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SOUTH FARNHAM SCHOOL BACKGROUND

South Farnham School stands on two sites lying, as its name suggests, south of Farnham. The infants are taught in School Lane and the juniors in Menin Way.

South Farnham is a primary school taking pupils in the age range 4 to 11. We currently have 848 children on roll. They come from a variety of local schools. Parents are able to state a preference for this school for their child irrespective of where they live unless the school is oversubscribed. Most of the children move on to Weydon School, when they leave at 11 years of age, although once again parents have the right to choose any secondary school. We maintain close contact with all local Secondary providers to preserve continuity in our children's education.

Juniors 7 - 11

South Farnham (7-11) was built to a high standard in 1938 as a girls' Grammar School and has been significantly modified for younger children in recent years. The accommodation includes 5 libraries, a music suite and 6 art rooms. There is an assembly hall, two dance/drama studios, gymnasium, cloakrooms and changing rooms. The 7 acres of play area include 3 multi-use games areas, grassed sports fields and a pavilion.

In September 2000 South Farnham became a Beacon School, which meant that following a rigorous programme of inspection, the school was asked by the government to share good practice with other schools and teachers to help to raise national standards in education. Following the end of this national initiative, South Farnham School has continued to support schools across the country and to take a leading role in national developments. In 2009 we became a National Support School and in 2011 a National Teaching School. For many years we have been one of the highest performing schools in the country and nationally recognised as a leading edge school.

Infants 4 - 7

The original Victorian school building dates from 1875. Significant extensions have been added over the last 12 years including a new hall which was completed in 2014. The school currently incorporates 9 classrooms, a library, several small rooms for group work, and a large studio used for dance, drama etc. Assemblies and activities such as P.E. and music are held in the new hall, which is also used at lunchtimes. School meals are freshly cooked on the premises.

The school has extensive grounds which include a dedicated Early Years play area, a large multi-use games area, an adventure playground, a grassed playing field and a Sensory Garden. There is also a small produce garden where the children can grow vegetables. We have an outdoor heated swimming pool, which is safely fenced off beside the multi-use games area, and this is used for lessons during the summer term.

ETHOS, VALUES AND AIMS

We aim to help our children, with the co-operation of their parents, to

- develop into happy and confident individuals with a secure foundation in learning that will last throughout their lives.
- develop lively and enquiring minds through knowledge with understanding.
- establish a command of the subjects contained in the National Curriculum.
- value and understand religious and moral beliefs and develop a respect for the views of others.
- understand something of the world in which we live with regard for our mutual dependence on others as individuals, groups and nations.
- appreciate human achievements and aspirations.

We try to do this by providing

- a school environment in which they can enjoy developing their mental and physical abilities.
- whole school and individual staff professional development which ensures the highest quality of teaching and learning.
- opportunities to work with other children and adults in a friendly atmosphere and so develop social skills in co-operating with each other.
- an environment that vigorously pursues excellence.

We have wider aims to

- play our part in raising national standards in education through sharing good practice with other schools and teachers across the country.
- take a leading role in national initiatives and be in the forefront of educational thinking.

CURRICULUM

The curriculum is balanced and broadly based. It consists of all the activities designed or encouraged in the school to develop intellectual, personal, social and physical activities in the children.

It includes not only the formal programme of lessons, but also the 'informal' programme of extra-curricular activities as well as the features which produce the school's ethos, such as equality of opportunity, the values shown in the way the school sets about its task and the way in which it is organised and managed.

The curriculum is planned by the staff and governors. The National Curriculum provides a necessary framework and ensures continuity throughout the child's school life. The curriculum detail forms the most important element in the School Improvement Plan, which in turn covers all aspects of school life.

Our teaching is child-centred in that our pupils are central to all our planning. We have high expectations of our children. They have already learned a great deal so we start with what is familiar and, using practical activities wherever possible, extend this knowledge. We aim to interest the children, even excite them, so that they want to learn and enjoy their new skills. Success is a firm foundation for future learning and we show due appreciation of their successes.

Within the class our children are grouped according to their abilities in the different fields. Our planning is detailed, inclusive and differentiated to meet all pupils' talents, skills and abilities.

Class Organisation

Each year group is organised under the direction of a Leader who, in collaboration with the Head and Deputy Head, oversees the curriculum.

Every class in each year covers a similar curriculum – but will have individual delivery depending on teacher personality and class needs. The work is aimed at covering the appropriate attainment targets which are detailed in the National Curriculum.

Curriculum Leaders

Each class teacher is able to teach a broad curriculum including the core subjects. They are supported by the use of specialist curriculum Leaders who are able to advise and work alongside colleagues within the classroom. Specialist help and advice are also available from supporting consultants, Advisory Teachers and other School Improvement Advisors.

Teaching Assistants

We employ a number of teaching assistants to help and support the work of the class teacher. Teaching assistants help with both individual children and groups; they assist with the general supervision of the children and learning activities. They provide invaluable help to the class teacher and are a very welcome addition to our team. All teaching assistants undergo a rigorous training programme and many continue this into a higher level teacher training programme and onto Teacher Training.

Computing

The school has an extensive range of ICT resources including its purpose built Multi Media room. Each junior class has a weekly teaching session in the Multi Media room and a further range of computers within the classrooms extend the use of ICT across the curriculum. There is a whole school network providing Internet access via a wideband connection to all areas of the school.

Sex and Relationships Education

Sex education is taught in every year. The children are led gently to a deeper understanding of all the issues involved in this subject according to their level of maturity. The programme of work incorporates knowledge, attitudes and behaviour. All aspects of sex education require close co-operation between home and school and parents are informed in advance when sex education is to be taught. The school has a written policy on sex and relationship education, available on request from the school office.

Religious Education

The R.E. syllabus is in accordance with the Surrey Handbook for Religious Education in Surrey Schools. Parents are reminded of their right to withdraw their children from all or part of the religious education and collective worship provided. This should be discussed with the Headteacher.

Music

We have splendid music facilities and all children have weekly music sessions. The responsibility for the planning of the curriculum lies with the Music Consultant who is able to support colleagues when needed.

We have a flourishing school orchestra and choir which give regular concerts not only in school but also in the wider community. A variety of music tuition is available from our instrumental teachers, and at present over 200 children receive tuition. Details of tuition possibilities are available from the school office and notice board.

English

Our English curriculum encompasses the essential skills of communication through spoken language, reading and writing. Children explore a wide range of texts and learn about the creation of characters, setting and plot and how to write in a range of genres.

They are taught about how to read for information and we have extensive library facilities where children can develop a love of books and reading for pleasure.

Mathematics

Mathematics is taught, whenever possible, in the context of children's life experiences.

A range of skills are learned and a variety of strategies developed so that children become proficient in and enjoy the manipulation of numbers and shapes.

Opportunities are given to develop problem-solving skills which can be applied and used across the spectrum of mathematics.

Extra-Curricular Activities

Many activities and clubs take place at lunchtime and at the end of the normal school day. At present a choice of over 50 out-of-school activities is available including singing, netball, football, cross-country, pottery and chess.

We are always seeking to extend the range and variety of experiences that we can offer our children and if you are able to help in any way then we will be very pleased to hear from you.

School Visits

We take every opportunity to explore our local environment both within the school grounds and beyond. These educational activities and visits give the children valuable first-hand experience and expand their world.

The cost of school visits within the school day is met by the school. However, we do ask for voluntary contributions whenever these trips take place. If there are insufficient contributions then the trip may have to be cancelled.

School Records

There are two main reasons for keeping records on children. Firstly it is important that the school has facts concerning the child, e.g. who they are, how old, where they live and who is their guardian. Secondly we need to record how and what each child has learned so that teachers know where to start with new pupils and have records which show the progress of a child through the school. We can then make sure that parents are reliably informed.

The records are 'confidential' and are not open documents which can be consulted by anyone. They are confidential to the school and to 'entitled' and 'responsible' persons. 'Entitled' persons are in general the parents or guardians, and 'responsible' persons would include the Head of another school where admission is sought or a transfer has taken place.

If you wish to see your child's record please write to the Headteacher.

Special Needs

From time to time many children will need special help either to overcome a learning difficulty or to ensure that the curriculum fully extends their abilities. Specialist help is available within the school. Our Special Needs Co-ordinator oversees the work of a team of teachers and classroom assistants who support and advise the classroom teacher. They work with small groups and monitor the progress of children. Additional help is available when appropriate from Educational Psychologists and the other outside support agencies, including those with particular regard for looked after children.

The More Able Child

Our school policy is to identify through clear curriculum guidelines those children who have outstanding abilities. Opportunities are given for children to develop their specific skills or talents right across the curriculum. Parents are always closely involved in all aspects of this special provision.

The school is a member of the National Association for Able Children in Education and employs a teacher with special responsibility for the more able.

Discipline

It is our aim to promote a sense of self discipline and proper regard for authority. Problems of discipline in the day to day life of the children are normally a matter of discussion with a child to improve behaviour. However, in the event of persistent trouble or serious difficulties the child's parents would be consulted with the aim of developing a joint approach to the problem. In the unlikely event that it is considered necessary to exclude a child, it would be done strictly in accordance with the procedure laid down by The Academy Trust.

2017-18 End of Key Stage 1 Results

We are delighted with our 2017-18 End of Key Stage 1 Results for both the statutory externally marked tests and also of Teacher Assessment.

The following tables show the percentage of Year 2 pupils (90 children) at South Farnham School achieving the expected standard in 2018.

	South Farnham School Test Results	South Farnham School Teacher Assessment
Reading	99%	94.4% 56% at greater depth
Mathematics	99%	94% 37% at greater depth
Writing (Teacher Assessment only)		92% 37% at greater depth
Science (Teacher Assessment only)		99%

Provisional 2018 KS1 assessment data. (Unvalidated to be confirmed December 2018)

Our OFSTED inspection stated that:

"This remarkable school is highly successful in achieving its aim 'the continual pursuit of excellence'....In addition to securing and surpassing the high targets for standards and achievement, they provide excellent facilities and opportunities for pupils to realise their talents in music, dance and drama."

2017-18 End of Key Stage 2 Results

We are delighted with our 2017-18 End of Key Stage 2 Results for both the statutory externally marked tests and also of Teacher Assessment.

The following tables show the percentage of Year 6 pupils (134 children) at South Farnham School achieving the expected standard in 2018 compared to national average.

	National Test Results	South Farnham School Test Results	South Farnham School Teacher Assessment
Reading	75%	100%	100%
English Grammar, Punctuation, Vocabulary and Spelling	78%	100%	
Mathematics	76%	100%	100%
Writing (Teacher Assessment only)	78%		100%
Science (Teacher Assessment only)			100%

National percentage of pupils who achieved the expected standard in Mathematics, Reading and Writing	South Farnham School percentage of pupils who achieved the expected standard Mathematics, Reading and Writing
64%	100%

Provisional 2018 KS2 assessment data. (Unvalidated to be confirmed December 2018)

Our OFSTED inspection stated that: *"This remarkable school is highly successful in achieving its aim 'the continual pursuit of excellence'....In addition to securing and surpassing the high targets for standards and achievement, they provide excellent facilities and opportunities for pupils to realise their talents in music, dance and drama."*

STAFF

Chief Executive Officer:	Sir Andrew Carter OBE
Deputy Chief Executive Officer:	Mrs S. Shoveller
Headteacher/Director of Teaching School:	Mrs C. Donnachie
Director of Initial Teacher Training:	Mrs C. Harnden
Head of KS1 and Early Years:	Miss L. Allan
Finance and Business Director:	Mrs C. Booth
Director of School Effectiveness:	Mrs A. Bahaire
School Effectiveness Leads:	Mrs J. Abdul-Salam, Mrs N. Blake Mrs N. Wagner, Miss E. Whitbourn

Year R

Mrs D. Evans	Leader
Miss A. Corps	Ash
Miss A. Rees	Elm
Miss J. Weston	Oak

Administrative Assistants

Mrs C. Andrews, Mrs S. Beaumont,
Mrs R. Humphreys,
Mrs E. Ingham, Mrs S. Mead
Mrs J. Perrin, Mrs C. Peters, Mrs S
Swain, Mrs L. Raynsford

Year 1

Mrs L. Smith	Apple
Miss G. Dalton	Cherry
Miss S. Nutbeen	Pear

Finance Officer

Mrs J. Aliseyko

Year 2

Miss J. Gravestock	Beech
Mrs D. Evans	Maple
Mrs M. Morant	Willow

SCITT Project Co-ordinator

Mrs E. Finch

Year 3

Miss J. Proudfoot	3P Leader
Ms S. Browning	3B
Mr S. Daniel	3D
Mrs K. Porter	3K
Miss L. Pritchard	3L

Teaching Assistants

Ms N. Adams, Mrs A. Andrewes,
Mrs R. Ayton, Mrs C. Beard, Mrs P.
Brown, Ms C. Cole, Mrs C. Dredge,
Mrs L. De Mierre, Mrs D. Freeman,
Mrs R. Goodchild, Mrs N. Haughey,
Mrs J. Hibbert, Mrs K. Hughes,
Mrs K. Humphreyies, Mrs F. Keane-
Munday, Miss A. Ludford,
Mrs J. Mizen, Mrs K. Mosca, Mrs D,
Neale, Mrs C. Oakley, Mrs P.
Partner, Mrs K. Rathore,
Mrs A. Roberts, Miss B. Saich, Mrs
N. Summers, Mrs N. Sundar, Mrs
K. Suter, Mrs E. Thomas, Ms F.
Trudelle, Mrs S. Wayne

Year 4

Mrs N. Wagner	Leader
Mr C. Joint	4J
Miss N. Jolliffe	4N
Mr D. Strachan	4S
Mrs C. Young	4Y

Year 5

Mr A. Friend 5F Leader
Mrs J. Field 5J
Miss J. Ragnarsson 5R
Mrs A. Thornbery-Walker 5T

Year 6

Miss E. Whitbourn 6W Leader
Miss H. Lovelock 6L
Mrs E. Pearson 6P
Miss S. Tagg 6T

Personalised Learning

Mrs J. Abdul-Salam
Miss L. Allan
Miss E. Black
Mrs A. Bahaire
Mrs J. David
Mrs C. Donnachie

Mrs C. Harnden
Mrs R. Jones
Miss S. Pearce
Mrs T. Okuma
Mrs B. Woodcock
Mrs A. Wrighton

Mrs H. Macready (Maternity)

Trainee Teachers

Mr S. Dye
Mr S. Durrant
Mr R. Fitzgerald
Mrs L. Hatter
Mrs S. Risdale
Mrs S. Romp
Miss A. Stacey

Caretakers

Mr D. Brown, Mr R. Bonner

Caterer

Mrs V. Garrard, Mrs F. Merlin

Senior Midday Supervisors

Mrs K. Humphreyies,

Midday Supervisors

Mrs D. Freeman, Mrs K. Hughes
Mrs J. Mizen, Mrs E. Thomas,
Miss B. Saich

Before/After-School Child Care Supervisors

Miss N. Adams, Mrs A Andrewes,
Ms C. Cole, Mrs D. Freeman, Mrs K.
Mosca, Miss A. Ludford

ICT Technician

Mrs J. Notermans

Assistants to SCITT Director

Mrs A. Bahaire, Miss E Black,
Mrs T. Okuma

GOVERNING BODY

South Farnham School converted to an Academy on 1 July 2011 which means that the Governors have overall responsibility for the effective management of the school.

Our school structure allows individual needs to be met effectively. Through control of the school budget your Governors are able to target resources and develop the nature and character of the school to meet the needs and wishes of parents, children and teachers.

Parent representatives on the Governing board are an important part of our school and home partnership. Not only are they directly aware of the results of school policy on our children and are easily accessible to you the parents, but they can bring a variety of skills needed in the present day governing of schools. You elect them and so can make your views known to them. If you feel that you would like to help our school by becoming a Governor do please get in touch with the Headteacher, who can tell you what is involved. There is an induction and mentoring programme for all new Governors.

Chairman Mrs L. Ross
c/o South Farnham School

Vice Chairman Mrs G. Knights
c/o South Farnham School

Headteacher Mrs C. Donnachie
South Farnham School

Teacher Representative Miss S. Pearce
South Farnham School

Parent Representatives Mrs G. Knights
c/o South Farnham School
Mr D. Deakin
c/o South Farnham School

Co-opted Governors Mr P. Bibby
c/o South Farnham School
Mr A. Bishop
c/o South Farnham School
Mr J. Powell
c/o South Farnham School
Mr J. Rose
c/o South Farnham School
Mrs G. Kendall
c/o South Farnham School

Clerk to the Governors Mrs E Ingham
c/o South Farnham School

HOME & SCHOOL PARTNERSHIP

Open Door Policy

We have an open door policy and you are always welcome to visit the school but since schools could attract unwelcome visitors, **it is essential that you call at the school office first**. If you wish to see the Headteacher to discuss any school matter it is helpful if you first make an appointment.

If you have concerns or worries about any aspect of your child's education do not hesitate to get in touch with your child's class teacher or the Headteacher. We usually resolve difficulties through informal meetings but, if necessary, there are formal complaint procedures available at the school office.

We welcome parents at school assemblies, particularly those at which their children are involved.

Liaison with Parents

Teachers are normally available immediately before and after school, but we would advise you to telephone the school office beforehand to ensure that the teacher has no previous commitment. It is also helpful if you can let us know the reason for your visit so that the teacher can prepare appropriately.

We also like to meet parents regularly to discuss your child's progress. Consultation evenings are held each term. Children's work is then displayed and class teachers are available to meet parents. Time is necessarily brief on these evenings so if you need a longer discussion please arrange to come and see the teacher at another time. Wherever possible appointments for meetings with your child's teacher will be made at a time to suit you. However, the best time to have a meaningful conversation would be after 3.05pm at the Infants or 3.30pm at the Juniors when we can devote more time to you.

Parents receive a regular newsletter giving information about school dates and activities. Comprehensive information is also available on the school website: **www.south-farnham.surrey.sch.uk**

Holidays

Absences from school other than for illness or other educationally approved reasons will be 'unauthorised' and will appear on a child's record accordingly. In accordance with The Education (Pupil Registration)(England) (Amendment) Regulations 2013, requests for leave of absence are treated sympathetically, but only in exceptional circumstances can they be approved. The policy of Surrey County Council to which this school has agreed, states that parents who take their child out of school for five days or more during term time, without the authority of the Headteacher, will each be liable to receive a penalty notice. Penalty Notices will be issued by the Local Authority.

Home-School Agreement

At South Farnham School we recognise the crucial role that parents play in helping their children learn and we firmly believe that children achieve more when school and parents work together. Parents can contribute more effectively if they know what the school is trying to achieve and how they can help. Together with parents and Governors we have written a Home-School Agreement which provides the framework for such a partnership and which outlines the roles and responsibilities of both home and school. Each child's parents are asked to sign the agreement when their child starts at our school. We give a full written report annually.

Homework

Working at home helps a child to develop positive study skills and habits that will serve them well throughout life. It encourages a child to use their time wisely and also teaches them to take responsibility for their work.

We want our pupils to look forward to each school day and recognise that homework encourages independent working. A child can actively develop the habit of working away from school and understand that learning does not only happen within school.

From their first term the children are encouraged to take work home. This will include online activities on Mathletics and Spellodrome as well as project work provided by their teacher. As the children progress through the school, the amount of homework will increase and tasks will become more varied. The children will have a homework book with details of homework set and you are asked to sign that it has been attempted.

If you have any concerns about the amount or type of homework please contact the class teacher as it is important that parents and teachers work together to ensure a constructive experience.

Parent Helpers

We are always pleased to discuss the possibility of parents helping within the school. We consider that it is valuable for the children to meet a variety of adults with whom they can work and share experiences. At any time many parents are involved in school activities on a voluntary basis, working with groups of children under the close guidance and control of the class teachers. Activities in which parents are involved include hearing children read, cooking, French conversation practice, art and craft work, science and after school clubs.

Parents' and Friends' Association

The school enjoys two active Parents' and Friends' Associations that organise regular fund raising and social activities. There is no membership fee, and all parents with children on the school roll are automatically members.

An Annual General Meeting is held in October of each year at which elections to the committee are held and nominations for new members to the committee are welcomed.

Child Care – South Farnham School

To help parents who are unable to collect their children at the end of the day we operate an After-School Care Facility at both our Infant and Junior sites. Children are cared for by responsible adults between 3.05pm and 5.30pm at the Infant site and 3.30pm and 6.00pm at the Junior site, thus relieving parents of the need to find child minders etc.

We also operate a Breakfast Club at both sites for those parents who may require an early start for their family. Again children are cared for by responsible adults. This facility runs from 8.00am at the Infant Site and 7.45am at the Junior site.

A modest charge is made for these facilities and the funds generated are invested in the educational facilities within the school, for the benefit of all children. Booking and payment is made using the online Parent Pay system. Details are available from the school office.

South Farnham School Trust

The school operates a Charitable Trust which exists so that parents and others can donate money to the school in a tax-efficient manner. Many parents feel that this way of contributing to their children's education presents an ideal alternative when they are unable to offer practical help in other ways.

The introduction of the Government's Gift Aid scheme enables the school to reclaim tax on donations from tax paying parents who have signed a declaration.

If you are interested in the Trust and how it works please contact the school office.

GENERAL INFORMATION

Admissions

We admit children to the Infants in the September after their fourth birthday. Additionally we admit a further 46 children in the September after their seventh birthday.

Whenever possible we like children to visit the school before they are admitted, to get to know the building and the staff with whom they will be working. In the Summer Term of each year children due to join us in September visit us for part of the school day, and their parents also make a visit. Our staff visit most of the local Nurseries and all partner Infant Schools to discuss the children due to transfer and we also co-operate closely with staff from local Secondary Schools to ensure a smooth transition to the next stage of education.

Admissions are made in accordance with the Admission Policy which is summarised on page 24 of this brochure.

Charging and Remissions

Education provided at a maintained school for its registered pupils should be free of charge if it takes place wholly or mainly during the school hours. There are exceptions to this general rule and from time to time parents may be asked to make voluntary contributions for school trips etc. A copy of the Governors' Charging and Remissions Policy is available in the school office.

Safeguarding

South Farnham School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a Child Protection Policy and procedures in place that are available upon request. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

Inclusion

South Farnham School is committed to a policy of inclusion for all members of the school community irrespective of social background, culture, race, gender, differences in ability and disabilities (in accordance with the Disability Discrimination Act 1995 and the Sex Discrimination Act 1975).

We are committed to promoting racial equality and good race relations across all areas of school life including curriculum, teaching and learning, progress, attainment and assessment, admissions, attendance, behaviour, discipline and exclusions, pupils' personal development and pastoral care, staff recruitment and professional development, membership of the governing body, partnerships with parents and community.

Disability and Accessibility

We assess all children when they enter the school and seek to integrate them into the school with due regard to their individual needs, the school facilities and the needs of the whole school community. Further details are available from the school office.

Community Cohesion

Children are encouraged to think of themselves as part of the community. Aims of the school include understanding something of the world we live in with regard for our mutual dependence on others as individuals, groups and nations and to appreciate human achievements and aspirations. We promote community cohesion at many different levels: within school, within the local community, across the UK and globally.

Teaching Hours

We teach approximately 21 hours per week at the Infants and 24 hours per week at the Juniors reflecting the age ranges of the children. These include religious education but exclude the statutory daily act of collective worship, registration and breaks (including lunch).

Uniform

The school colours are royal blue and gold. Sweatshirts, fleeces, cardigans, T-shirts, polo-shirts, ties, shorts, P.E. and book bags are available on-line from our website or can be ordered from the school office.

Items of Clothing:

Royal blue sweatshirt or cardigan

Junior: Blue shirt and school tie

Infant: White polo shirt

Grey trousers, shorts, skirt or pinafore dress

Grey or white socks, grey or blue tights

Blue and white shirtwaister style dress (checked or striped)

Black school shoes

- trainers are not permitted
- open-toed sandals are not permitted for health and safety reasons

Sportswear:

Blue shorts, white or 'South Farnham' T-shirt/polo shirt

Please make sure your child's name is on school clothing.

School Meals

Infant meals are currently free and Junior meals currently cost £2.30 per day. The meals are cooked on the premises at each school and there is a good variety of dishes. You are very welcome to have lunch with your child. Please make an arrangement through the school office. If you want your child to stop having school meals, please write to the school office at least one week in advance.

Junior meals are paid for in advance on the first day of each week but may also be paid half-termly or termly. Payment should be made using the online Parent Pay system. Absences will, of course, be credited. If you think you qualify for free Junior meals please get in touch with the school office.

Packed Lunch

Facilities are available in school for children to eat a packed lunch. Food must be brought in plastic, non-breakable containers which are clearly marked with the child's name and should be taken home every day. Due to possible allergies we request that no nuts or nut products are brought into school.

The school kitchen can provide packed lunches for all children going on school visits.

Medical

From time to time the school nurse visits the school as a general measure to promote good health. We also have a number of trained first-aiders on our staff to look after minor mishaps.

After absence for medical reasons, if the doctor says your child may return to school but must continue to take medicine, please either bring the medicine yourself or send a letter to accompany it and complete the school medical form. We cannot guarantee to give your child medicine at a particular time and, if this is essential, it would be better for your child to stay at home.

Please telephone, email or write:

- a. If your child is absent for any reason.
- b. If your child has an appointment with the hospital, dentist, doctor etc.
- c. If, on a particular occasion, you require your child to come home during the school day.

We also need a letter if you do not wish your child to participate in Games or P.E.

Please make sure that any emergency contact numbers are available to the school. We hope you understand why we cannot rely on verbal messages on any matter.

Security

The Governors have regularly reviewed the procedures relating to school security and have taken advice from the Police Crime Prevention Officer. Procedures have been established to deal with situations should they arise.

Valuables

No jewellery may be worn in school including all types of earrings. Children wearing ear studs will not be able to take part in any P.E. activity. Watches should be marked with your child's name.

Attendance of Pupils

Number on roll for at least one session, school year to 31 August 2018: 791

Percentage number of unauthorised absences: 0.2%

Percentage number of authorised absences: 2.4%

Sporting Aims

Our aim in Physical Education is to help the children learn more about their bodies through a programme of sporting fitness incorporating gymnastics, dance and games. A full competitive sporting programme has been developed with children from all years encouraged to take part at whatever level they can. A positive social attitude towards team games is fostered enabling the children to understand the importance of teamwork and co-operation.

In the last school year more than 80 competitive games were played with over 400 children taking part.

Competitive games played are football, netball, hockey, athletics, rounders, swimming, cricket, floor ball, cross country and rugby.

We have had a number of individual and team sporting successes in recent years and are currently holders of the following titles:

Football	Year 6 league winners, Year 6 Borelli Cup winners, Year 4 St. Edmunds Tournament participants, Year 4 Football Festival winners, Year 3 Football Festival participants, Year 6 Salesian Annual Tournament
Netball	Year 6 Tournament winners. Year 6 league winners. County finalists. Year 5 Tournament participants.
Cross Country	Farnham & District Primary Schools winners.
Rugby	Farnham Ruby Club Tournament winners. County finalists.
District Sports	Winners in the Boys Relay, Girls Relay and Field Events. Overall Winners.
Dance	Farnham Carnival Gold winners.
Swimming	Runners up in Farnham & District Primary Schools Gala
Hockey	Farnham and District Hockey Competition: participants
Floorball	League participants

LOCATION & PARKING

Infant

The school is situated in School Lane, Lower Bourne. To ensure the safety of the children an organised drop-off system for those arriving by car is in operation from 8.45 until 9.00am.

Junior

The school is situated in Menin Way, which lies between Tilford Road and Waverley Lane. Unfortunately, Menin Way is a narrow, residential road in which parking is difficult at any time and particularly so at the beginning and end of the school day. Because we are concerned about the safety of our children we would ask parents to follow this advice:

- **share cars whenever possible**
- **when dropping or picking up children park on the school side of the road**
- **make sure that children alight or enter cars from the pavement**
- **most importantly, respect the zig-zag markings by the school entrance. Please do not stop on or opposite the markings even to drop children off or to pick up waiting children**
- **our school car park should not be used as a drop-off or pick-up point. However, it may be used during the day between 9.15am and 3.15pm and in the evening**

We also ask that you do not park in the entrance to the Phyllis Tuckwell Memorial Hospice, which is located at the Waverley Lane end of Menin Way.

ADMISSIONS POLICY

for Admission from 1st of September 2019 – 31st of August 2020

South Farnham School is a primary school standing on two sites lying in the south of Farnham. The infants are taught at the Bourne site and the juniors in Menin Way.

The school participates in the local authority co-ordinated admissions scheme where an equal preference system operates (for details see LA website).

The current Published Admission Number PAN is 90 in Year R and 46 in Year 3.

In response to the comments received during the 2016 consultation period the trustees and local governors listened to the requests made by stakeholders and in particular the request from the Diocese to delay the change in St Andrew's Infant School feeder school status by one year. In order to assist the Diocese with their strategic planning St Andrew's Infant School was reinstated as a feeder school within the oversubscription criteria for Year 3 admissions for one final year to allow sufficient time for the church to finalise its arrangements and/or seek alternative options for the parents of St Andrew's Infant School. Following this one year extension and consultation for the admissions policy relating to entry in September 2019, St Andrew's Infant School is now removed as a feeder school within Category 5.

All children applying for a place at the school in Year R or Year 3, starting in September 2019 whose statement of Special Educational Needs (SEN) or Education, Health and Care (EHC) plan names the school will be admitted.

Priority for admission arrangements from 2019 will be as follows:

Infant – Reception (Age 4)

1. Looked After Children and Previously Looked After Children

Looked after and previously looked after children will be considered to be:

- children who are registered as being in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home, at the time an application for a school is made; and
- children who have previously been in the care of a Local Authority in accordance with Section 22 of the Children Act 1989(a) and who have left that care through adoption, a child arrangement order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families Act 2014) or special guardianship order (in accordance with Section 14A of the Children Act 1989).

2. Exceptional Arrangements

Occasionally there will be a very small number of children for whom exceptional arrangements apply which mean that South Farnham is the only appropriate school for the child. Evidence from a consultant doctor will be required for medical cases or documented evidence from any support services involved for other sensitive family circumstances will be required. These exceptional arrangements may override other admissions priorities. Providing evidence does not guarantee that a child will be given priority and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at this school above any other.

3. Children of staff at the school

Priority will be given to children of members of the senior leadership team who have been employed at the school for two or more years and for new staff employed to fill a difficult to recruit position. For normal round admissions the date that will be used to assess this will be the closing date for applications (15 January 2019). For in-year applications the date that will be used will be the date the application is made.

4. Siblings

Places are then offered to siblings of pupils who would be attending the school at the time of admission i.e. September 2019. A sibling is a brother or sister, or a half-brother or half-sister or a step-brother or step-sister, living at the same address, or foster children or adopted children living at the same address.

5. All other applicants

This will be measured in a straight line from the address point of the child's home, as set by Ordnance Survey, to the nominated gate at either site.

Junior – Year 3 (Age 7)

1. Looked After Children and Previously Looked After Children

Looked after and previously looked after children will be considered to be:

☐ children who are registered as being in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home, at the time an application for a school is made; and

☐ children who have previously been in the care of a Local Authority in accordance with Section 22 of the Children Act 1989(a) and who have left that care through adoption, a child arrangement order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families Act 2014) or special guardianship order (in accordance with Section 14A of the Children Act 1989).

2. Exceptional Arrangements

Occasionally there will be a very small number of children for whom exceptional arrangements apply which mean that South Farnham is the only appropriate school for the child. Evidence from a consultant doctor will be required for medical cases or documented evidence from any support services involved for other sensitive family circumstances will be required. These exceptional arrangements may override other admissions priorities. Providing evidence does not guarantee that a child will be given priority and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at this school above any other.

3. Children of staff at the school

Priority will be given to children of members of the senior leadership team who have been employed at the school for two or more years and for new staff employed to a difficult to recruit position. For normal round admissions the date that will be used to assess this will be the closing date for applications (15 January 2019). For in-year applications the date that will be used will be the date the application is made.

4. Siblings

Places are then offered to siblings of pupils who would be attending the school at the time of admission i.e. September 2019. A sibling is a brother or sister, or a half-brother or half-sister or a step-brother or step-sister, living at the same address, or foster children or adopted children living at the same address.

5. Children attending a named feeder school

In alphabetical order these are:

All Saints C of E Infant, Tilford

St John's C of E Infant, Churt

St Mary's C of E Infant, Frensham

6. All other applicants

This will be measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey, to the nominated gate at either site.

Tie Breaker

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey, to the nominated gate at either site. The child's home address excludes any business, relative's or childminder's address and must be the child's normal place of residence. In the case of shared custody it is the address where the child spends most of the time. All distances will be measured by the computerised Geographical Information System maintained by Surrey's Admissions and Transport team. Any offer of a place on the basis of address is conditional on the child being resident at the address provided.

The nominated gate at the infant site is the pedestrian gate on School Lane adjacent to the School car park and the nominated gate at the junior site is the middle gate on Menin Way. The address to be used for the initial allocation of places to Reception and Year 3 will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's Co-ordinated Schemes if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer is conditional upon the child living at the appropriate address on the relevant date. Parents have an obligation to notify the school of any change of address.

Where two applicants live equidistant and share priority for a place we will apply an independently supervised random allocation to determine which child would receive priority. In the case of multiple births where children are ranked consecutively in their order of priority for a place and there are not sufficient vacancies remaining for each of them, wherever it is logistically possible, each child will be offered a place. Where it is not logistically possible to offer each child a place the child(ren) to be offered the last remaining place(s) will be determined by each child's rank position.

Children of members of leadership team staff who don't initially fulfil the two year requirement will have their position on the waiting list updated according to eligibility on the date in question.

Starting School

There is a single intake into Reception. All children whose date of birth falls between 1 September 2014 and 31 August 2015 will be eligible to apply for a full time place in Reception for September 2019. Parents can defer their child's entry to Reception until later in the school year, but this will not be agreed beyond the beginning of the term after the child's fifth birthday, nor beyond the beginning of the final term of the academic year for which the offer was made. A child can start part time until they reach statutory school age.

Out of Year Group requests

Applicants may choose to seek a place outside their child's chronological (correct) year group. Decisions will be made on the basis of the circumstances of each case and what is in the best interests of the child concerned.

- Applicants who are applying for their child to have a decelerated entry to school, i.e. to start later than other children in their chronological age group, must initially apply for a school place in accordance with the deadlines that apply for their child's chronological age. If, in liaison with the headteacher, the admission authority agrees for the child to have a decelerated entry to the school the place cannot be deferred and instead the applicant will be invited to apply again in the following year for the decelerated cohort
- Applicants who are applying for their child to have an accelerated entry to school, i.e. to start earlier than other children in their chronological age group, must initially apply for a school place at the same time that other families are applying for that cohort. If, in liaison with the headteacher, the admission authority agrees for the child to have an accelerated entry to the school, the application will be processed. If it is not agreed for the child to have an accelerated entry to the school, the applicant will be invited to apply again in the following year for the correct cohort

Applicants must state clearly why they feel admission to a different year group is in the child's best interest and provide what evidence they have to support this. More information on educating children out of their chronological year group and the process for making such requests is available at www.surreycc.gov.uk/admissions.

Waiting Lists

Where there are more applicants than places available, waiting lists will operate for each year group according to the oversubscription criteria shown and without regard to the date the application was received or when a child's name was added to the waiting list. Where additional children are added to the waiting list, it will be ranked again in line with the oversubscription criteria. As part of the initial intake to Reception and Year 3, applicants will automatically be placed on the waiting list if they have not been offered a higher preference school. Waiting lists for the initial intake will be maintained until the last day of the Autumn term when they will be cancelled. Parents wishing to remain on the waiting list after this date must write to the school by 31 December 2019, stating their wish and providing their child's name, date of birth and the name of their child's current school. After 31 December 2019, parents whose children are not already on the waiting list but who wish them to be so must apply for in-year admission. Waiting lists for all year groups will be cancelled at the end of each academic year.

From 1 September 2019 in-year admissions for Years 3 – 6 will be administered using the criteria referred to above excluding Criteria 5 regarding named feeder schools.

Late applications

Late applications for the initial intake to Reception and Year 3 will be considered in accordance with Surrey's Primary Coordinated Admissions Scheme.

Appeals

If a place is not offered at the school there is a right to appeal to an independent panel. Contact is through the Surrey Schools Appeals Service to request an appeal form. Surrey Schools Appeals Service, Room 122, County Hall, Penrhyn Road, Kingston upon Thames, KT1 2DN
www.surreycc.gov.uk/schoolappeals

This policy was determined by the Trust Admissions Committee on 5th February 2018 following consultation on the draft policy approved by the Trust Admissions Committee on 16th October 2017, the Local Governing Body at their meeting on Tuesday 7th November 2017 and the main Trustee Board Meeting on 30th November 2017 and will be reviewed annually.

PUBLIC ACCESS TO DOCUMENTS & INFORMATION IN SCHOOL

You are most welcome to view any of our curriculum statements and schemes of work together with curriculum documents supplied by the LA and DfE but please make an appointment through the school office.

Infant Site:

South Farnham School
School Lane
Lower Bourne
Farnham
Surrey GU10 3PE
Telephone: 01252 716398
Fax: 01252 718102
Email: infants.southfarnham@sfet.org.uk
www.south-farnham.surrey.sch.uk

Junior Site:

South Farnham School
Menin Way
Farnham
Surrey GU9 8DY
Telephone: 01252 716155
Fax: 01252 718260
Email: info.southfarnham@sfet.org.uk
www.south-farnham.surrey.sch.uk

Local Authority:

Surrey County Council
County Hall
Kingston-upon-Thames
Surrey KT1 2DN
Telephone: 020 8541 9500

Local Authority Helpline: 03456 009009

The contents of this document represent the information required by the relevant schedule of the Education Act 1996, and relate to the school year 2018/2019. The information was correct as at September 1st 2018. It should not be assumed that there will be no change affecting the arrangements described in this document before the start of, or during, the school year in question, or in relation to subsequent school years.

Our most recent Ofsted report is available on the school website and at www.ofsted.gov.uk

ACADEMIC YEAR – 2018/2019

Autumn Term 2018

6 September to 19 December

Half Term from 22 October to 26 October

Spring Term 2019

3 January to 5 April

Half Term from 18 February to 22 February

Summer Term 2019

23 April to 19 July

Half Term from 27 May to 31 May

INSET Days

4th & 5th September 2018 and 22nd, 23rd & 24th of July 2019

School Day

Infants (Ages 4 – 7)

Morning Session 9.00 – 12.00

Afternoon Session 13.00 – 15.05

Juniors (Ages 7 – 11)

Morning Session 8.50 – 12.00

Afternoon Session 13.10 – 15.30