



And Resourced Provision for Speech, Language and Communication Needs

Dear Parents/Carers

We would like to welcome you to Pinewood and thank you for expressing an interest in our school. The information given in our prospectus will answer some of your questions but we would be pleased to meet you personally and to show you our school. Simply telephone to make a convenient appointment.

We are a small friendly school where staff, governors and parents work together to promote our caring ethos and to celebrate the growth and achievements of our children. Our school aims, which are set out below, stimulate the natural curiosity in children and so lay foundations for future learning.

Aims

- To encourage children to be self-confident and to develop positive attitudes towards learning, other people and caring for their surroundings.
- To provide a happy, safe and secure environment where everyone is equally valued.
- To maintain a high quality of teaching and learning.
- To provide a broad and balanced curriculum which enables children to make progress and achieve their own individual best.
- To work together with parents and to foster positive links with the wider community.

We look forward to meeting you and your family in the near future.

Debbie Cook (Mrs)
Headteacher

Dave Hughes
Chair of Governors

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1. About Pinewood

Pinewood Infant School is a non-denominational County Infant School catering for boys and girls 4 – 7 years of age.

The school is a resourced provision for children with speech, language and communication needs.

School hours are:

8.45am – 12.00 noon.

1.00pm – 3.15pm

The school office is open:

8.35am – 4.00pm

DETAILS OF PINWOOD INFANT SCHOOL

Pinewood Infant School is situated in the middle of Pinewood Park, which is a development of mainly owner-occupied houses on the edge of Farnborough. The school was opened in 1974. Following a major fire the school was completely re-built in 2007 to a high standard and incorporating many environmentally friendly features. The current accommodation consists of classrooms for each of the year groups – Reception, Year 1 and Year 2, an Admin Area, Library, Drama room, Staff Room, Hall, and designated teaching areas for children with a language disorder. In addition we accommodate Pinewood Family Group which is an HCC registered playgroup/nursery, and have community facilities which offer sessions for parents and babies to meet together as well as opportunities for adult learning. The building surrounds a central secure courtyard and the grounds have been carefully designed to offer children active learning opportunities.

At present we have 102 children on roll, this includes a fifteen place provision for children with a speech, language and communication need. We firmly believe in inclusive education. 4 full time teachers, 2 part time teachers and 10 support staff provide high quality teaching and learning for all children.

2. People at Pinewood

The Governing Body

End of Term

LEA Governor

Mrs R Johnson

Parent Governors

Mrs L Bovington

01-03-20

Mrs E Vincent

12-04-21

Staff

Mrs D Cook

N/A

Mrs R Hedges

30-04-21

Co-opted

Mrs G Caddy

04-02-19

Mr P Evans

04-02-19

Mr D Hughes

- Chair

04-02-19

Mrs V Rogers

03-02-20

Mrs V Williams

03-02-20

Vacancy

Clerk to the Governors

Mrs V Coles

COMPLAINTS PROCEDURE

Should informal discussion fail to settle a complaint then a more formal procedure which the Local Education Authority has established can be followed. Details of this procedure can be obtained from the school.

Mr P Sheppard, Chair of Governors can be contacted c/o Pinewood Infant School.

The Staff

Headteacher:	Mrs D Cook	
Deputy Headteacher:	Mrs C Burleigh	
Assistant Headteacher with responsibility for Resourced Provision and SEN:	Mrs E Simpson	
Teaching Staff:	Miss E Bergamin Mrs E Barnett Mrs R Hedges Mrs H Hale Mrs L Humphreys Mrs Robinson	
Administration Officer: Finance Officer:	Mrs J Bennett Mrs A Nunn	
Learning Support Assistants:	Mrs G Caddy Mrs C Creak Mrs S Dorning-Mills Mrs D Fitzpatrick Mrs J Jackson	Mrs C Lofthouse Mrs C Purchase Mrs S Tinkler Mrs L Trotman Mrs J Woodward
Site Manager:	Mrs C Bloye	
Cook:	Miss J Gurney	
Supervisory Assistants:	Mrs C Dyer Mrs J Lee Mrs M Jabarkhill	

3. Admissions Policy

Pinewood Infant School Admission Policy for 2018 - 2019

This policy will apply to all admissions from 1 September 2018, including in-year admissions. It will be used during 2017-18 for allocating places for September 2018 as part of the main admission rounds for Year R. It does not apply to those being admitted to nursery provision.

Hampshire County Council is the admission authority for Pinewood Infant School. The admission arrangements are determined by the County Council, after statutory consultation.

The published admission number (PAN) for Pinewood Infant School for 2018-2019 is **35** (this includes 5 stated pupils admitted to specialist SEN provision). The County Council will consider first all those applications received by the published deadline of **midnight on Monday 15 January 2018. Notifications to parents offering a primary or infant school place will be sent by the County Council on 16 April 2018.**

Applications made after midnight on 15 January 2018 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

For the normal admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

Admission Criteria

If the school is oversubscribed, places will be offered up to the PAN in the following priority order:

1. Looked after children or children who were previously looked after (*see (i) in Definitions*).
2. (*For applicants in the normal admission round only*) Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends Pinewood Infant School rather than any other. (Appropriate medical or psychological evidence must be provided in support.)
3. Children of staff (*see (ii) in Definitions*) who have, (1) been employed at Pinewood Infant School for two or more years at the time at which the application for admission to the school is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Children living **in** the catchment area of Pinewood Infant School (*see (iii) in Definitions*) who at the time of application have a sibling (*see (iv) in Definitions*) on the roll of Pinewood Infant School or the linked junior school: Guillemont Junior

School, who will still be on roll at the time of admission. [See 7 for additional children who may be considered under this criterion.]

5. Other children living **in** the catchment area of Pinewood Infant School.

6. Children living **out** of the catchment area of Pinewood Infant School who at the time of application have a sibling (*see (iii) in Definitions*) on the roll of Pinewood Infant School or the linked junior school: Guillemont Junior School, who will still be on roll at the time of admission. [Where a sibling was allocated a place at the school or linked junior school in the normal admission round in a previous year because the child was displaced (*see (v) in Definitions*) from the catchment school for their address, the application will be considered under 4, above, subject to the siblings still living in the catchment area. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at the school or linked junior school under this criterion as a consequence of their elder sibling's displacement and they remain living in the catchment area].

7. Other children.

Definitions

(i) Looked after children are defined as those who are (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). Previously looked after children are those who were looked after but ceased to be so because they became subject to an adoption order, child arrangements order or special guardianship order. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

(ii) 'Staff' includes all those on the payroll of the school. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

(iii) The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

(iv) 'Sibling' refers to brother or sister, half brother or half sister, adoptive brother or adoptive sister, foster brother or sister, step brother or step sister living as one family unit at the same address. It will also be applied to situations where a full, half or adopted brother or sister are living at separate addresses. Categories 3 and 6 include children who at the time of application have a sibling for whom the offer of a place at the preferred school has been accepted, even if the sibling is not yet attending. It also includes, in the normal admissions round, children who have a sibling on roll in Year 2 at the preferred infant school at the time of application, whose parent has made a successful on-time application for a Year 3 place at the linked junior for that sibling, to be notified on the national offer date.

(v) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school.

Tie-breaker

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Distances will be measured from the Ordnance Survey home address point to the school address point using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County website.

Additional Information

1. Pupils with an education, health and care plan or statement of SEN

The governors will admit any pupil whose final education, health and care plan or statement of special educational needs names the school. Where possible such children will be admitted within the PAN.

2. Multiple births

Where a twin or child from a multiple birth is admitted to a school under this policy then any further twin or child of the same multiple birth will be admitted, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

3. Fair Access placements by the local authority

The local authority must ensure that, outside the normal admission round, all children, especially the most vulnerable, are placed in school as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with the provisions of the local authority's Fair Access Protocol. The Protocol is based on legislation and government guidance.

4. School Closures

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

5. Waiting lists

When all available places have been allocated, waiting lists will be operated by schools on behalf of the local authority. Any places that become available will be offered to the child at the top of the list at that time. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from, the waiting list;
- when a child's changed circumstances affect their priority;

At the time of receiving an application decision from the County Council or a school, parents will be advised of the process for adding their child's name to a school's waiting list. Parents may keep their child's name on the waiting list of as many schools as they wish.

The waiting list will be maintained until 31 August 2019, at which point all names will be removed. Should parents wish their child to be considered for a place at the school in the following school year, they should complete and submit a fresh in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.

6. Starting school

Pupils born between 1 September 2013 and 31 August 2014 (inclusive) are entitled to full-time schooling from September 2018. Parents can request that their child's admission is deferred until later in the school year (usually at the start of a school term and before the end of the academic year), but not beyond the point they reach compulsory school age, at the beginning of the term following their fifth birthday. Parents can request that their child attends part-time until the child reaches compulsory school age.

Children with birthdays between:

- 1 September and 31 December 2013 (inclusive) reach compulsory school age on 31 December 2018, at the start of the Spring term.
- 1 January and 31 March 2014 (inclusive) reach compulsory school age on 31 March 2019, at the start of the Summer term;
- 1 April and 31 August 2014 (inclusive) reach compulsory school age on 31 August 2019, at the start of the new school year.

Parents of children with birthdays between 1 April and 31 August 2014 (inclusive), whose child has not started in a Year R class during the 2018-19 school year, may wish to request admission to Year R in September 2019 rather than admission to Year 1. In these circumstances, all relevant factors will be considered in assessing the request; parents would be expected to state clearly why they felt admission to Year R was in their child's best interests. It is recommended that parents considering such a request contact the local authority in the autumn term 2017 to ensure that an informed decision is made. [Parents should refer to the Hampshire County Council webpage: www.hants.gov.uk/ad-summerborn.]

7. Admission of children outside their normal age group

Parents can seek places outside their normal age group. Decisions will be made on the basis of the circumstances of each case; parents may be offered a place in another year group at the school.

8. Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2014).

4. THE CURRICULUM

Early Years

Children in the reception year follow the Foundation Stage curriculum which is based on seven areas of learning and development. These areas are divided into three prime areas and four specific areas.

THE PRIME AREAS

These are fundamental, work together and move through the curriculum to support development in all other areas. These consist of...

Personal and Social Development

Your child will be encouraged to make relationships, develop self-confidence and self-awareness and manage their feelings and behaviour, expressing emotions appropriately.

Physical Development

Your child will be encouraged to move and use a range of equipment confidently and imaginatively with increasing control. They will handle a range of tools and objects safely developing increasing control. They will learn independence, self care and about how to live healthily.

Communication and Language

Your child will be encouraged to develop their listening and attention skills, understanding of instructions, stories and events and speaking skills to express themselves effectively, linking ideas and events.

THE SPECIFIC AREAS

These areas include essential skills and knowledge for children to participate successfully in society. These consist of...

Literacy

Your child will learn the phonic skills of hearing and saying the 'sounds' related to the English language and linking them to the alphabet. They will learn to blend these sounds to read words and segment them to spell words when writing. They will learn to read and write some 'tricky' words to use in their reading and writing of sentences.

Maths

Your child will develop an understanding of maths through skills such as accurate counting. They will explore numbers within contexts, compare amounts as more or less and look for patterns. They will explore the language and concepts of size, weight, capacity, position, time, money and shape.



Understanding the world

Your child will explore and find out about the world around them, asking questions about it, observing the environment, plants and animals, noting any changes. They will learn about everyday technology and what it is used for. They will find out about different cultures and beliefs, and how to be sensitive to differences.

Expressive Arts and Design

Your child will be encouraged to explore sound, colour, texture, shape, design, form and function. They will learn to use a variety of materials, tools and other resources safely to express ideas and communicate their feelings through design, technology, art, music, dance, imaginative play and stories.

How will your children learn all this?

There are three main characteristics of effective learning. Effective learning takes place through playing and exploring (engagement), active learning (motivation) and creating and thinking critically. These thinking skills are taught through the TASC approach (see Key Stage 1).



Key Stage 1

Children in Years 1 & 2 (Key Stage 1) follow the National Curriculum which consists of five core subjects – Mathematics, English, Science, ICT & RE and 6 other foundation subjects – History, Geography, Design Technology, Music, Art and Physical Education. The development of skills in Personal, social, health education and citizenship underpins our curriculum.

At Pinewood, we teach these subjects through topics, where subjects interrelate with one another, together with additional focus weeks. These are delivered through a skills approach that aims to develop the skills of learning. The thinking skills we promote are – enquiry, information processing, reasoning, creative thinking and evaluation.

TASC is one of the approaches we use to teach problem solving and the process of learning. This stands for ‘Thinking Actively in a Social Context’. It is taught as a cycle of skills involving identifying the task, gathering information, generating ideas, decision making, implementing, evaluating how it went, communicating and thinking what has been learnt.

Some core aspects of learning are taught separately on a daily basis e.g. phonics and mental maths sessions.

English

- *Speaking and listening*: children are guided to think about what they say, choose the right words, listen to others before they speak, talk with others and present ideas. They think creatively to take different roles in drama, tell stories, read aloud, and describe events and experiences.
- *Reading*: children focus on words and sentences and how they fit into whole texts. They collect information to work out the meaning of what they read and justify why they like it or why they don't. They read stories, plays, poems, information texts in print and on computer screens, and use dictionaries and encyclopaedias.
- *Writing*: children compose stories, poems, notes, lists, captions, record messages and instructions. They learn how to use punctuation to show the meaning of sentences, practise clear handwriting, and through daily phonic sessions discover that applying patterns of letters and sounds helps them to spell words correctly.



Mathematics

Children learn about:

- *The number system*: counting, calculating, solving simple problems, using money and making simple lists, tables and charts.
- *Shape, space and measure*: looking at, handling and describing the features of common 2D and 3D shapes; describing positions, directions and movements and right angles; working and measuring with units of time, length, weight and capacity.

Using and applying mathematics involves doing practical tasks and talking about mathematical problems. Children are taught to reason through problems and generate ideas to solve them. They communicate their thinking and results using objects, pictures, diagrams, words, numbers and symbols. They estimate and measure everyday items. They do sums in their heads, especially by imaging numbers and the relationships between them.

At this age, children get into the habit of doing maths in their heads, without relying on calculators.

Science

Children collect information and explore:

- *Life processes and living things*: such as animals and plants.
- *Materials and their properties*: such as wood, paper and rock and explore how they can be changed.
- *Physical processes*: such as electricity, forces, light and sounds.

It is taught through **scientific enquiry**. The teacher or children ask questions, then the children work together to try to answer the questions through testing, collecting information and recording their work. They think about the tests and comparisons they have done and identify whether or not these are a fair way to help answer the questions. They research scientific ideas from books and computer sources. And they write and draw (sometimes on computers), communicating their work and their results in scientific language, drawings, charts and tables.

Each month the children participate in a school grounds day which encourages them to look for changes in plant growth, animals and their habitats, weather and how to care for their school environment.

Design and Technology

Children learn to:

- Observe and compare familiar products (made of materials such as card, textiles and food) to see how they work.
- Practise simple practical skills and do tasks, such as cutting, folding and gluing, which they will apply when making their own products.
- Plan and create their own products, using what they have learned to adapt and modify where necessary.
- Evaluate their products, making judgements against criteria.

Information and Communication Technology

Children learn how to use ICT to collect information, and then to communicate it to others. They become familiar with some hardware and software – for example, learning how to use a word processor and ‘paint’ software. They store information on computers, present it in different ways, and talk about how ICT can be used both in and out of school.

All classrooms have computers which are used to support teaching in other subject areas. The children are taught specific ICT skills which are practiced and applied through topic work.

History

Children learn to place events in chronological order, and about the lives of men, women and children from the history of Britain and the wider world. They also look at significant events, such as ‘The Fire of London’. They use books, artefacts and other sources to help them ask and answer questions. They listen to stories and respond to them. They compare how the past is different from the present and ask: how have I changed? How has life changed for my parents, or others around me?

Geography

Children learn to use geographical skills, and resources including maps and plans, to find out about places:

- Where features are located (for example, shops, bus stops, streams and trees).
- How and why features change.
- How to care for the environment.
- They explore the immediate neighbourhood of the school and the school’s own buildings and grounds. This is compared to a similar-sized area, either in the UK or overseas, that is different from the area in and around their school.

Art and Design

Children learn to:

- Explore and adopt their ideas by recording what they see and imagine, and by asking and answering questions about it.
- Try out different materials, tools and techniques (such as painting, printmaking, modelling clay, paper & paste, drawing and collage).
- Review their own and others’ work, communicating and justifying their opinions.
- Explore colour, pattern and texture, line and tone, shape, form and space.
- Comparing the work of artists, craftspeople and designers in different times and cultures.

They do this on their own and working with others, using a range of starting points (such as their own experiences, natural and made objects, the local environment) and looking at a range of work.

Music

Children learn to sing and play musical instruments. They explore sounds and create their own short compositions. They learn to listen carefully, finding out and describing how sounds can change: for example, getting higher, lower, louder, quieter. They experience a wide range of music from different times and cultures. In Year 2 children learn to play the recorder and begin to learn musical notation.

Physical Education

Dance: children learn how to move rhythmically and expressively, showing their imagination.

Gymnastics: they rehearse how to link together balances and movements accurately.

Games: they learn how to use their skills to participate in active games.

The children learn and rehearse skills in order to work on their own and with others to perform or participate in a game. They generate ideas using these skills to design their own performances and games. They are taught how to follow rules, and how to move and play safely. They learn how to work on their own and with others. They work together in teams, competing against others.

In Years 1 and 2 children are offered the opportunity to practice their skills further in football club, gym club and school dance club (run by outside agencies) after school.

Religious Education

Teaching for every child: Religious education follows the Hampshire syllabus which is non-denominational in character. Children learn about the stories, festivals and events that help to provide the pattern and meaning to their lives. Teachers encourage children to compare a variety of ceremonies, buildings and people, in Christianity and other religions. Children learn to think about these and put forward their own ideas about them. For example, children are taught about the celebration and meaning of Christmas.

Collective Worship: In our R.E. and assemblies we provide opportunities for sharing common experiences, for reflection and for a growing awareness of the needs of others. We want children to learn about Christian and other beliefs so that they will be able to grow together, respecting and caring for all people. Judaism is our selected comparative religion. Celebrating festivals, birthdays, individual and corporate achievement and behaviour all form part of our religious education and assemblies.

Parents who wish to withdraw their children from religious education or assemblies may do so by informing the Headteacher in writing.

Personal, Social and Health Education and Citizenship

Children learn personal skills, such as how to:

- Be more independent and confident.
- Identify what their strengths are.
- Think about what's fair and unfair, right and wrong.
- Set themselves goals, and try to achieve them.
- Self evaluate, reflect.
- Keep themselves safe and healthy.

Children also learn social skills:

- They think about what kind of groups they belong to, and how they contribute to them.
- They learn that it is important to respect others and get on with them.

Whenever possible these skills and ideas are taught through everyday situations. For example, your child might learn about their strengths through doing classroom jobs. They might discuss classroom rules with other children and the teacher. And in science, they will learn simple hygiene rules such as the importance of washing their hands.

Sex Education: Sex and health education are seen as part of the children's science and personal education. There is no formal teaching of this subject, but any questions asked are answered factually and honestly to a depth considered suitable by the teacher at the time.

5. SEN Statement

The ethos of Pinewood is that all children are special and different. The school aims to meet the needs of each child in order that they achieve their full potential.

Assessment and Monitoring

Pinewood follows the staged approach outlined by the Code of Practice for Special Educational Needs. School Action indicating that the class teacher has raised concerns and progress will be monitored through to statementing where the child has been issued with a Statement of SEN by the Education Authority and receives a high level of support within school and from outside agencies.

All children are assessed in the Reception year against the Foundation Stage Profile. If a child appears to have needs greater than those of his peers then further assessments may be carried out e.g. Language screens. At the end of the Reception year/beginning of Year 1 some children maybe assessed to determine if they are at risk of having Dyslexic traits.

If it becomes apparent that a child has Special Educational Needs a meeting will be arranged between parents, class teacher and Special Educational Needs Coordinator. An Individual Educational Plan will be drawn up; this will set out short-term targets, which will be worked towards either within the class or in small group work. The plan will be reviewed on a half termly basis and parents informed of progress on a termly basis. If concerns persist advice will be sought from outside agencies such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists.

Further details are available within the SEN policy, which is available on request.

Resourced Provision for Speech, Language and Communication Needs

The school has a 15-place provision for children with Speech, Language and Communication needs. This is funded from Hampshire Educational Authority and serves Northeast Hampshire.

The school has in place an inclusive model and all children with Language Impairment are considered to be part of the mainstream school. These children receive extra support within the class and are withdrawn for small group activities designed to develop their language skills. The Speech and Language Therapist is on site for two days per week.

6. National Curriculum Results and Pupil Absence

Comparative Report

In 2017 the children were assessed against the End of Key Stage One expectations, in the National Curriculum.

	Reading	National 2016	Writing	National 2016	Maths	National 2016
% of children achieving the expected level	88%	74%	77%	65%	73%	73%
% boys at expected	82%	70%	71%	59%	71%	72%
% girls at expected	89%	78%	89%	73%	78%	74%
% Disadvantaged children achieving expected level	75%	78%	75%	70%	75%	77%
% of children achieving at Greater depth	27%	24%	19%	13%	31%	18%
% boys at Greater depth	29%	20%	18%	10%	35%	20%
% girls at Greater depth	22%	27%	22%	17%	22%	16%
% Disadvantaged children achieving at Greater Depth	13%	27%	0%	15%	25%	20%

ATTENDANCE STATISTICS

In response to the legal requirements of the Education (Pupils Attendance records) Regulations 1991 for the publication of unauthorised absence statistics. The following information is offered:-

ABSENCE FROM SCHOOL

There are now two types of absences which will affect children attending school; AUTHORISED and UNAUTHORISED.

AUTHORISED When a child is prevented by sickness or any unavoidable cause from attending school.

When a child is exclusively set apart for religious observance by the religious body to which his/her parents belong.

In the above circumstances, a personal parental visit, telephone call, letter or medical certificate is required, and such notification will be recorded in the attendance register.

N.B. A birthday treat or shopping is not an authorised absence

UNAUTHORISED When a child is away from school for any reason and no explanation, such as a parental visit, telephone call, letter or medical certificate is given.

ATTENDANCE INFORMATION

From September 2016 – July 2017

Total Pupil Sessions	35,298
Authorised Absences	1,345 (3.6%)
Unauthorised Absences	385 (1.0%)

N.B. We do not consider unauthorised absences to be equated with truancy.

7. Parent Partnerships

Parents play a vital role in the child's learning and as such we endeavour to build positive relationships with parents at all stages of their child's time at Pinewood.

- Once registered for school you will be invited to an evening meeting for new parents which gives you the opportunity to meet staff and view the school. You and your child will then be invited to a series of visits in the summer term and offered a home visit by staff early in the autumn term.
- Information about what your child is learning is shared through half termly topic webs. Workshops are also available on how children learn core subject areas at Pinewood and how you can support their learning.
- Information about your child's progress and achievements will be shared informally on a day to day basis and more formally via annual reports, termly target sharing meetings and termly parent's evenings.
- Information about the running of the school and school events happens via the monthly newsletters which are sent home with your child.
- If you have items which you wish to raise with staff, class teachers are generally available at the beginning and end of each day. Mornings can prove more difficult when the teacher is often setting up tasks for the day.
- The Headteacher is available at most times – an appointment is helpful but not essential.

Parents are expected to support their child's learning by assisting with homework tasks. These tasks take the form of shared reading, spellings, math challenges and home learning sheets which are topic related. These consist of a joint challenge for you and your child to do together, a parents challenge (often to model skills or share information) and a child's challenge to be completed independently. All tasks are intended to enhance the work which is carried out in the classroom. In addition to this we greatly value parental help in school. If you have time to spare and wish to share your skills with the children please let the class teacher know in the first instance. If you do not have the time during the school day but wish to contribute to the life of the school, Friends of Pinewood often require help with fundraising activities and events. Please contact the chairperson via the school office.

CHILD PROTECTION

To Support our school aim of ensuring that children are happy, safe and secure we have an active Child Protection Policy.

8. Welfare and Information

Absence

Please let us know in advance if you need to take your child out of school during normal school hours by sending a note or seeing the class teacher. You can then call at the school office at the pre-arranged time to collect your child. No child can be allowed to leave the premises during school time unaccompanied. You will be required to sign him/her out.

Children must never be collected from the playground at playtime or dinnertime.

It is a legal requirement that all absences are notified to the school office either by telephone or a brief note on the first day of absence. Absences which are not authorised in this manner will be marked as "unauthorised absences" and are required to be published.

In response to the changes in school attendance law Hampshire County Council has reviewed its 'Code of Conduct'. This code sets out for all schools what actions must be taken for any child with 10 or more sessions (5 days) of unauthorised absence from September 2015. We are clear in our code of conduct that where a child or family requires support to achieve attendance rates above 90% that this is the first priority for schools. We are also clear that where parent/carers choose to ignore the law and are complicit in their child's absence then all schools with the Local Authority must take legal action through a penalty notice fine or prosecution in court.

From September 2015 all schools will be required to work with Hampshire County Council to take legal action if:

- 1. A child has unauthorised absence for 10 or more sessions.**
- 2. A child is continually late to school and this lateness is unauthorised for 10 or more sessions.**
- 3. A child has any unauthorised absence during any formal examinations, assessment or testing.**

Please note each parent/carer can be issued a separate penalty notice for each child.

Further advice and guidance for parent/carers with respect to this will be available via our county website:

Attendance And Collection

Normal school hours are:-

8.45am - 12.00 noon

1.00pm - 3.15pm

Children should arrive no more than 10 minutes before school starts, i.e. 8.35am when classrooms are open. Children enter and leave their classes via the courtyard door nearest the classroom. For safety reasons these doors are closed at 8.45am. If you arrive after this time please bring your child to the school reception.

COLLECTING CHILDREN AT THE END OF THE DAY

When you come to meet your child please try to be prompt. Just a few minutes can seem an eternity to a tired child. We stress that children can never go out of the classroom unless their parents/guardian are there to meet them.

It is important to keep school informed of any other arrangements you make regarding the collection of your child. A collection slip can be filled in at the school office if your child is going home with another parent.

Please do not take any other children home without informing us first.



Educational Visits

We add richness to the curriculum through organising educational outings. Your permission will be asked if your child goes on any journey outside the school grounds.

INSURANCE

This school is covered under Hampshire County Council's School Journey and Public Liability policies. Summaries of these can be seen in the school office.

SCHOOL CHARGING POLICY

We do not charge for school activities. However, we do ask for a voluntary contribution towards the costs of some visits particularly when the cost of transport is involved.

Jewellery and Personal Belongings

We request that children do not wear items of jewellery or watches to school due to the danger of accidents which may be caused to themselves or others in physical and practical areas of the curriculum. We follow the County guidelines in requesting that earrings are not worn for school and particularly not for P.E.

There can be no guarantees, or acceptance of responsibility, for the safekeeping of any valuable personal belongings in school.

Medicines/Illness

In the event of your child being unwell at school or having a minor accident, first aid and care are given. If necessary parents will be contacted. All contact details need to be kept up to date therefore please tell us if there are any changes to emergency contact numbers and people.

If your child suffers from a condition such as diabetes, asthma, epilepsy etc you must complete a health care plan in order for staff to be able to administer medicines and manage the condition during the school day. For short term medication which needs to be given 4 or more times a day, parents can complete an authorisation form for staff to administer during the school day or we are happy for you to come into school to give this to your child as necessary. For mild ailments we can also administer 'Calpol' but would always ask permission before doing so.

Packed Lunches

We want our youngsters to be healthy and independent. Please support us in this aim by

- Sending packed lunches in clearly marked containers.
- Not including items such as sweets or chocolate items e.g. biscuits, cakes, mousse, or difficult to open items such as yogurts/smoothies in tubes or pouches.

Children may have water, or bring a fruit drink but please ensure the children can open these themselves. For health and safety glass bottles are not allowed.

Please notify us if your child has a special dietary requirement.

Parking

INSIDE THE SCHOOL GROUNDS

Parents are requested not to drive up to the school unless circumstances are exceptional. Parking spaces inside the school grounds are reserved for school staff and visitors. In the interests of safety we ask you to respect these rules.

OUTSIDE THE SCHOOL GATES

Yellow lines are painted on the roadway to the adjoining Close indicating a no-waiting "keep clear" area. We do ask for your co-operation when collecting or leaving children at school by not parking near the entrance and in keeping the roadway as clear as possible.

Emergency vehicles might need to enter or leave premises at any time without hindrance.

The car park directly outside the school gates is a "Residents Car Park" and is not part of the school. Please do not obstruct the entrances to garages and back gardens along the cul de sac.

Parents are encouraged to park on the main Pinewood road and walk the remaining short distance to school.

P.E. Clothing

Plimsolls, socks, shorts and Tee shirt are necessary for both indoor and outdoor P.E. activities, which take place regularly each week.

Please ensure that all items of clothing are clearly marked with your child's name.

Playtimes

We have a mid-morning and a mid-afternoon break. To encourage the children to adopt a healthy eating lifestyle we provide each child with a piece of fruit every day and a named container filled with water in the classroom to ensure that children have sufficient fluid intake.

If your child has a special dietary requirement which necessitates different food please see the Headteacher. This situation will need to be substantiated by a Doctor's letter.

School Grounds

- The school environment, which includes the school grounds is a **No Smoking area**.
- In the interests of hygiene and safety dogs are not allowed within the school grounds and the riding of bikes and scooters is prohibited.
- Please use the pedestrian paths to gain access to school, **do not** walk up the driveway.

School Meals

School meals are cooked on the premises and are free to all children of infant school age.

The contract caterers provide a balanced and nutritious meal consisting of several choices of hot dishes, fresh vegetables and salads. Whole food ingredients are used in bread, pastry and pizza dishes. A pudding is included.

School Uniform

We have a school uniform and would encourage all parents to dress their children in it. We feel a uniform gives the children a sense of belonging and enhances the ethos of the school.

GIRLS:

Navy pinafore dress, skirt or trousers (not leggings, ski-pants etc.)
White blouse or polo shirt
Cornflower blue cardigan, jumper or sweatshirt
Blue and white striped dress (summer)

BOYS:

Navy trousers or shorts
White shirt or polo shirt
Cornflower blue jumper or sweatshirt

The following items of uniform showing the Pinewood logo can only be purchased from the school office:

Sweatshirts
Fleece Tops
Cardigans
Book Bags
P.E. Bags
Baseball, Legionnaire and Sun hats



School Holiday Dates

HAMPSHIRE																								
Programme of school term and holiday dates for county and controlled schools for the academic year 2018/2019																								
September Autumn Term 2018					October					November					December									
Monday	3*	10	17	24	1	8	15	22	29*	5	12	19	26	3	10	17	24	31						
Tuesday	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25							
Wednesday	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26							
Thursday	6	13	20	27	4	11	18	25		1	8	15	22	29	6	13	20	27						
Friday	7	14	21	28	5	12	19#	26		2	9	16	23	30	7	14	21#	28						
Saturday	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29						
Sunday	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30						
January Spring Term 2019					February					March					April									
Monday		7*	14	21	28	4	11	18	25*	4	11	18	25	1	8	15	22	29						
Tuesday	1	8	15	22	29	5	12	19	26	5	12	19	26	2	9	16	23*	30						
Wednesday	2	9	16	23	30	6	13	20	27	6	13	20	27	3	10	17	24							
Thursday	3	10	17	24	31	7	14	21	28	7	14	21	28	4	11	18	25							
Friday	4	11	18	25	1	8	15#	22		1	8	15	22	29	5#	12	19	26						
Saturday	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27							
Sunday	6	13	20	27	3	10	17	24	3	10	17	24	31	7	14	21	28							
May Summer Term 2019					June					July					August									
Monday	6	13	20	27	3*	10	17	24	1	8	15	22	29	5	12	19	26							
Tuesday	7	14	21	28	4	11	18	25	2	9	16	23#	30	6	13	20	27							
Wednesday	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28						
Thursday	2	9	16	23	30	6	13	20	27	4	11	18	25		1	8	15	22	29					
Friday	3	10	17	24#	31	7	14	21	28	5	12	19	26		2	9	16	23	30					
Saturday	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	31						
Sunday	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25							
Bank and public holidays 2018/2019												Term dates												
Christmas Day Holiday												25 December												
Boxing Day Holiday												26 December												
New Year's Day Holiday												01 January												
Good Friday												19 April												
Easter Monday												22 April												
May Day Holiday												06 May												
Spring Bank Holiday												27 May												
Summer Bank Holiday												26 August												
												Autumn term 2018												
												03 September – 21 December												
												Half-term (22 – 26 October)												
												Spring term 2019												
												07 January – 5 April												
												Half-term (18 – 22 February)												
												Summer term 2019												
												23 April – 23 July												
												Half-term (27 May – 31 May)												
* First day after break												# Last day after break												
												School holidays 												
												Bank holidays and national holidays 												

Five days are also available for professional day closures during term time.
These days are specified by the headteacher and governors of each school

DAY CLOSURES are not marked on this sheet.
Parents are informed separately regarding **DAY CLOSURES**.

DISCLAIMER

The information contained in this prospectus was correct at the time of printing but Government legislation, County Council Policy and the particular circumstances of the school might create the need for some changes.