



Head of School: Mrs C. Burleigh & Executive Headteacher: Mr D. Foster
Pinewood Infant School, Pinewood Park, Farnborough, Hampshire, GU14 9LE
Telephone 01252 511885

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.

Denis Foster
Executive Headteacher

Carolyn Burleigh
Head of School

Clive Norris
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 and a resourced provision for Autistic children.

School hours are:

8.45am – 12.00 noon.

1.00pm – 3.15pm

The school office is open:

8.35am – 3:15pm (Monday – Friday)

DETAILS OF PINEWOOD 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, Staff Room, Hall, a designated teaching areas for children with a language disorder, a designated area for Autistic children and a designated ELSA room. 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 95 children on roll, this includes a fifteen place provision for children with a speech, language and communication need and provision for eight autistic children. We firmly believe in inclusive education. Teachers and support staff provide high quality teaching and learning for all children.

2. People at Pinewood

The Governing Body

	End of Term
<u>LEA Governor</u> Mrs J Auton	11-12-2026

Parent Governors

Mr S Burfield	11-12-2026
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Vacancy

Staff

Mr D Foster	Executive Headteacher	N/A
Mrs L Greenwood		11-12-2026

Co-opted

Mrs C Burleigh		11-12-2026
Mrs S Hartley		11-12-2026
Mrs G Compton		11-12-2026
Mr S Divers	Vice Chair	11-12-2026
Mr M Field		11-12-2026
Ms K Llewellyn		11-12-2026
Mr M Nicholas		21-05-2027
Mr C Norris	Chair of Governors	11-12-2026
Mrs H Ryder		11-12-2026

Clerk to the Governors

Mrs L McBrearty

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 C Norris, Chair of Governors can be contacted c/o Pinewood Infant School.

The Staff

Executive Headteacher: Mr Denis Foster

Head of School / SENCo: Mrs C Burleigh

Teaching Staff:

Miss K Buttler
Miss C Fleming
Mrs S Knight
Mr M Nicholas
Miss C Vaughan
Miss S White
Mrs L Humphreys

Administration / Finance Officer: Mrs K Tomlin
Senior Administration Assistant: Miss N Pearson

Learning Support Assistants:

Miss N Bovington Mrs S Tinkler
Mrs E Griffen Mrs L Trotman
Miss L Huntingford Mrs Wroot
Mrs K Kear
Miss A Misovcova

HLTA: Mrs R Coyle

SALT LSA Mrs L Iglesias

Emotional Literacy Support
Advisor (ELSA): Mrs L Prins

Site Manager: Mrs C Bloye

Cook: Mrs C Culkin

Supervisory Assistants: Mrs M Jabarkhill
Mrs T Kane

3. Pinewood Infant School Admission Policy 2024-2025

This policy will be used during 2023/2024 for allocating places in the main admission round for entry to Year R in September 2024. It will also apply to in-year admissions during 2024/25. 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 consultations.

Published Admission Number (PAN)

Each school has a published admission number (PAN)¹ for entry to Year R. The school will admit this number of children if there are sufficient applications. Where there are fewer applications than the published admission number, places will be offered to all applicants.

The PAN for Pinewood Infant School for 2024-2025 is 38 (including 8 places for children with an Education, Health and Care plan admitted to specialist SEN unit)

Admissions Process

The County Council will consider first all those applications received by the published deadline of midnight on 15 January 2024. Notifications to parents offering a primary or infant school place will be sent by the County Council on 16 April 2024.

Applications made after the deadline 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.

Pupils with an Education, Health and Care Plan

Any child with an Education, Health and Care Plan naming Pinewood Infant School will be admitted. Where possible such children will be admitted within the PAN.

Oversubscription criteria

When Pinewood Infant School is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to children in the following order:

¹ The PAN applies to the relevant year* only. For other year groups at the school, different admission limits may be applied. Please ask the school or local authority for details.

* The relevant year is the age group at which pupils are or will normally be admitted to the school i.e. reception, year 3, year 7 and year 12 where the school admits external applicants to the sixth form (Section 142 of the SSFA 1998).

1. Looked after children or children who were previously looked after (see definition i).
2. Children or families with an exceptional medical and/or social need. Each application must include supporting evidence from an independent professional such as a doctor and/or consultant for medical needs or a social worker, health visitor, housing officer, the police or probation officer for social needs. This evidence must confirm the child or family's medical or social need and why that need(s) makes it essential that the child attends Pinewood Infant School rather than any other (see definition ii). Applicants will only be considered under this criterion if on the application form (online or paper) they have ticked the appropriate box explicitly indicating that they wish for their application to be considered under medical / social need and supporting evidence is submitted with the application.
3. Children of staff (see definition iii) 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 (see definition iv) of Pinewood Infant School who at the time of application have a sibling (see definition v) on the roll of Pinewood Infant School or at the linked junior school, Guillemont Junior School, who will still be on roll at the time of admission. [See 6 for additional children who may be considered under this criterion.]
5. Other children living **in** the catchment area of the school 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 definition v) on the roll of Pinewood Infant School or at 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 Pinewood Infant School or the linked junior school, Guillemont Junior School, in the normal admission round in a previous year because the child was displaced (see definition vi) 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 for the school from which they were displaced. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at Pinewood Infant School or the linked junior school, Guillemont Junior School, under this criterion as a consequence of their elder sibling's displacement and are still living in the catchment area for the school from which they were displaced].
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 immediately after being looked after 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). Previously looked after children also includes those who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

(ii) 'Medical need' does not include common medical conditions supported in mainstream schools, such as asthma or allergies. 'Social need' does not include a parent's wish that a child attends the school because of a child's aptitude or ability or because their friends attend the school or because of routine childminding arrangements. Priority will be given to those children whose evidence establishes that they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose evidence establishes that a family member's physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs. Providing evidence does not guarantee that a child will be given priority at a particular school 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 one school above any other.

(iii) 'Staff' includes all those on the payroll of Pinewood Infant School who (specific to clause (1)) have been an employee continuously for two years at the time of application. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian, or a resident step parent.

(iv) A map of the school's catchment area is available on the school's details page of the Hampshire County Council website www.hants.gov.uk/educationandlearning/findaschool.

(v) 'Sibling' refers to brother or sister, half-brother or half-sister, adoptive brother or adoptive sister, foster brother or foster sister, stepbrother or stepsister 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. Criteria 4 and 6 include children who at the time of application have a sibling for whom the offer of a place at Pinewood Infant School or the linked junior school, Guillemont Junior 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 Pinewood Infant School at the time of application, who are successful in gaining a place at the linked junior school, Guillemont Junior School, on the national notification date.

(vi) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admission round having named it on the application and was not offered a higher named preference school. To identify the child's catchment school please use <https://maps.hants.gov.uk/SchoolCatchmentAreaFinder>. Note that some addresses are in catchment for more than one school and in this case, 'displaced' refers to a child who was refused a place at any of their catchment schools.

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

Permanent Residence

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 residence 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. Where a child's time is evenly divided between the parents, parents must agree which address they would like to be considered for the purposes of the application. In the event of a dispute, in the absence of a relevant court order, the admission authority will make a judgement about which address applies, taking into account the address registered with the child's current school, nursery, preschool or childminder, the address registered for child benefit and the address registered with the child's GP.

Multiple births

Where a twin or child from a multiple birth is offered the last place available within the PAN, any further twin or child of the same multiple birth will also be offered a place, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

Fair Access placements by the local authority

Outside the normal admission round, it may 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 Hampshire County Council's Fair Access Protocol. The Protocol is based on legislation and government guidance.

Waiting lists

Waiting lists will be established for each year group where more applications are received than places available. For main round admissions to Year R, the waiting list will be maintained centrally by the local authority until 31 August 2024. At all other

times, and for other year groups, 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 on the day the place became available. 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;

For entry to Year R, the waiting list will remain open until 31 August 2025, at which point all names will be removed. For all other year groups, waiting lists will remain open until 31 August of each year. Parents who want their child to be considered for a place at the school in the following school year must submit a new 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.

Appeals

All applicants refused a place have a right of appeal to an independent appeal panel constituted and operated in accordance with the School Admission Appeals Code.

For information about the appeal process, including how to lodge an appeal, please visit:

<https://www.hants.gov.uk/educationandlearning/admissions/guidance/appeals>.

Starting school

Pupils born between 1 September 2019 and 31 August 2020 (inclusive) are entitled to full-time schooling from September 2024. Parents can choose to defer their child's admission until later in the school year (but not beyond the start of the term after they reach compulsory school age). Children can also attend part-time until they reach compulsory school age. Parents must discuss their child's starting arrangements with the school once an offer has been secured.

Children with birthdays between:

- 1 September and 31 December 2019 (inclusive) reach compulsory school age on 31 December 2024 and must be in full-time education at the start of the spring term 2025.
- January and 31 March 2020 (inclusive) reach compulsory school age on 31 March 2025 and must be in full-time education at the start of the summer term 2025.

· 1 April and 31 August 2020 (inclusive) reach compulsory school age on 31 August 2025 and must be in full-time education at the start of the new school year in September 2025.

Parents of summer born children (those born between 1 April and 31 August) who are particularly concerned about their child's readiness for school can request to delay their child's entry to Year R for an entire school year until September 2025. This is called decelerated admission. In making such a request, parents would be expected to state clearly why they felt decelerated 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 2023 to ensure that an informed decision is made. Guidance on decelerated admission for summer born children, including how to make a request, is available on the County website at www.hants.gov.uk/ad-summerborn.

Admission of children outside their normal age group

Parents may request that their child is admitted outside their normal age group. To do so, parents should include a request with their application, specifying why admission outside the normal age group is being requested and which year group they wish their child to be admitted. Decisions will be made based on the circumstances of the case and in the best interests of the child.

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.

Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2021).

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, Social and Emotional 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.



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 six 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. The topics are organised into a 2 year cycle for KS1. These are delivered through a skills approach that aims to develop the skills of learning.

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 forces.

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. Importantly, the children are taught about e-safety and how to stay safe on-line.

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, and quieter. Through a listening curriculum, the children 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. Children are offered the opportunity to learn an instrument and be in a band during the school day, bookable direct with I-Rock (an outside agency).

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.

Children are offered the opportunity to practice their skills further in football club, multi-sport, 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. Hinduism and Judaism are our selected comparative religions. 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 Head of School 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 graduated 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 and a language screen. If a child appears to have needs greater than those of his peers, then further assessments may be carried out. At the end of the Reception year/beginning of Year 1 all children will be 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 and Physiotherapists.

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

Inclusion

Pinewood has a strong inclusive ethos. All children at Pinewood are equally important, have much to share and together are the most important part of our family community. Children in both of the Resourced Provisions receive personalised programmes to support their learning and social development. Children move between the Resourced Provision class and mainstream class for whatever they can manage. The curriculum is carefully designed so that children can move seamlessly between the specialist classes and mainstream classes.

Please note that the Hampshire SEND team allocate the placements for the both the Resourced Provisions; not the school.

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. There is a Speech and Language Therapist who works closely with the school.

Resourced provision for Autism

The school has an eight place provision for children with Autism. This is funded from Hampshire Educational Authority and serves Northeast Hampshire.

6. National Curriculum Results and Pupil Absence

Comparative Report

In 2023 the children in Year R were assessed against the Early Years Foundation Stage Outcomes. Children in year 1 completed the Government Phonic screening. Children in Year 2 were assessed against the End of Key Stage One expectations, in the National Curriculum.

PINWOOD INFANT SCHOOL EARLY YEARS 2023					
	PINWOOD INFANT SCHOOL			LOCAL AUTHORITY	NATIONAL
	2021 Internal Data	2022	2023	2023	2023
GOOD LEVEL OF DEVELOPMENT	69%	54% Mainstream 70%	49% Mainstream 57%	71%	72%

PINWOOD INFANT SCHOOL EARLY YEARS 2023					
	PINWOOD INFANT SCHOOL			LOCAL AUTHORITY	NATIONAL
	2021 Internal data	2022	2023	2023	2023
YEAR 1					
PHONICS	67% Mainstream 73%	62% Mainstream 74%	75% Mainstream 94%	80%	79%
YEAR 2					
READING	ARE+ 73% Mainstream 89% AGD 36% Mainstream 44%	ARE+ 58% Mainstream 67% AGD 39% Mainstream 44%	ARE+ 62% Mainstream 74% AGD 16% Mainstream 19%	73%	68%
WRITING	ARE+ 67% Mainstream 81% AGD 21% Mainstream 26%	ARE+ 52% Mainstream 59% AGD 13% Mainstream 15%	ARE+ 62% Mainstream 74% AGD 3% Mainstream 3%	64%	60%
MATHS	ARE+ 73% Mainstream 89% AGD 24% Mainstream 30%	ARE+ 68% Mainstream 78% AGD 16% Mainstream 19%	ARE+ 62% Mainstream 74% AGD 8% Mainstream 10%	73%	71%
COMBINED ARE+	ARE+ 67% Mainstream 81%	ARE+ 52%	ARE+ 46% Mainstream 55%	61%	56%

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.

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 bi-weekly 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 Head of School is available at most times – an appointment is helpful but not essential. She also meets and greets parents at the front entrance most mornings and afternoons.

Parents are expected to support their child's learning by assisting with homework tasks. These tasks take the form of reading, spellings and Mathseeds (an online programme to practice math skills). 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, the PTA often require help with fundraising activities and events. Please contact the chairperson via the school office. Alternatively please ask about becoming a School Governor 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. 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.

All schools are 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/carers 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: <https://www.hants.gov.uk/educationandlearning/behaviour-attendance-parents>

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.

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 nuts, 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. 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 Head of School. 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 or sweatshirt
Blue and white striped dress (summer)
Black shoes

BOYS:

Navy trousers or shorts
White shirt or polo shirt
Cornflower blue sweatshirt
Black shoes

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

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

All other items can be purchased at any supermarket or store.



School Holiday Dates

Hampshire School Terms and Holidays 2024 – 2025

Determined programme of school term and holiday dates for county and controlled schools for the academic year 2024/25

SEPTEMBER 2024					
M	26	2*	9	16	23
T	27	3	10	17	24
W	28	4	11	18	25
T	29	5	12	19	26
F	30	6	13	20	27
S	31	7	14	21	28
S	1	8	15	22	29

OCTOBER 2024					
M	30	7	14	21	28
T	1	8	15	22	29
W	2	9	16	23	30
T	3	10	17	24	31
F	4	11	18	25	
S	5	12	19	26	
S	6	13	20	27	

NOVEMBER 2024					
M	4	11	18	25	
T	5	12	19	26	
W	6	13	20	27	
T	7	14	21	28	
F	1	8	15	22	29
S	2	9	16	23	30
S	3	10	17	24	

DECEMBER 2024					
M	2	9	16	23	
T	3	10	17	24	
W	4	11	18	25	
T	5	12	19	26	
F	6	13	20*	27	
S	7	14	21	28	
S	1	8	15	22	29

JANUARY 2025					
M	30	6*	13	20	27
T	31	7	14	21	28
W	1	8	15	22	29
T	2	9	16	23	30
F	3	10	17	24	31
S	4	11	18	25	
S	5	12	19	26	

FEBRUARY 2025					
M	3	10	17	24	
T	4	11	18	25	
W	5	12	19	26	
T	6	13	20	27	
F	7	14	21	28	
S	1	8	15	22	
S	2	9	16	23	

MARCH 2025					
M	3	10	17	24	
T	4	11	18	25	
W	5	12	19	26	
T	6	13	20	27	
F	7	14	21	28	
S	1	8	15	22	29
S	2	9	16	23	30

APRIL 2025					
M	31	7	14	21	28
T	1	8	15	22*	29
W	2	9	16	23	30
T	3	10	17	24	
F	4*	11	18	25	
S	5	12	19	26	
S	6	13	20	27	

MAY 2025					
M	5	12	19	26	
T	6	13	20	27	
W	7	14	21	28	
T	1	8	15	22	29
F	2	9	16	23	30
S	3	10	17	24	31
S	4	11	18	25	

JUNE 2025					
M	2	9	16	23	
T	3	10	17	24	
W	4	11	18	25	
T	5	12	19	26	
F	6	13	20	27	
S	7	14	21	28	
S	1	8	15	22	29

JULY 2025					
M	30	7	14	21	28
T	1	8	15	22*	29
W	2	9	16	23	30
T	3	10	17	24	31
F	4	11	18	25	
S	5	12	19	26	
S	6	13	20	27	

AUGUST 2025					
M	4	11	18	25	
T	5	12	19	26	
W	6	13	20	27	
T	7	14	21	28	
F	1	8	15	22	29
S	2	9	16	23	30
S	3	10	17	24	31

Hampshire School Terms and Holidays 2024 – 2025

Determined programme of school term and holiday dates for county and controlled schools for the academic year 2024/25

Bank and Public Holidays 2024/25			
Christmas Day	25 December 2024	Easter Monday	21 April 2025
Boxing Day	26 December 2024	May Day Holiday	5 May 2025
New Year's Day	1 January 2025	Spring Bank Holiday	26 May 2025
Good Friday	18 April 2025	Summer Bank Holiday	25 August 2025

* First day after break School Holidays Bank Holidays and National Holidays
Last day before break

Autumn Term 2024 starts on Monday 2 September 2024 and ends on Friday 20 December 2024
(Half term from Monday 28 October to Friday 1 November 2024)

Spring Term 2025 starts on Monday 6 January 2025 and ends on Friday 4 April 2025
(Half term from Monday 17 February to Friday 21 February 2025)

Summer Term 2025 starts on Tuesday 22 April 2025 and ends on Tuesday 22 July 2025
(Half term from Monday 26 May to Friday 30 May 2025)

Term	Start date	End Date
Autumn 2024	2 September 2024	20 December 2024
	Half term 28 October – 1 November 2024	
Spring 2025	6 January 2025	4 April 2025
	Half term 17 February - 21 February 2025	
Summer 2025	22 April 2025	22 July 2025
	Half term 26 May – 30 May 2025	

Please note that the dates as published are correct.

It has now been agreed and confirmed that 2 September 2024 is the start date for the Autumn Term 2024/25.

Please also note that the first day of the Autumn Term in September 2025 will not be determined until the 2025/26 timetable has been consulted upon and approved in February 2024.

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.