



Stanford Junior School

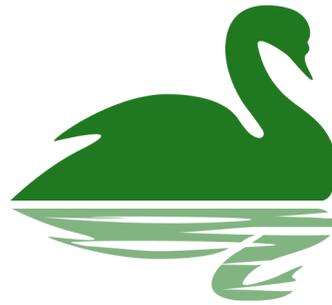
Inspiring and motivating each other to enrich lives



Welcome

PROSPECTUS 2018 - 2019

RESPECT HONESTY CREATIVITY KINDNESS FAIRNESS HARD WORK



Welcome to Stanford Junior School

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RESPECT HONESTY CREATIVITY KINDNESS FAIRNESS HARD WORK



Dear Parents and Carers,

Welcome to Stanford Junior School.

I am delighted that you are considering our school as the next setting for your child's education.

In May 2014, Ofsted judged Stanford Junior School to be a good school.

Ask the children what they think of our school and they will tell you that Stanford Junior School is a great school.

Our teaching and non-teaching staff are committed to providing the very best learning experiences and opportunities for all children.

We want every child to be inspired and motivated to give and achieve their very best during their time with us, enriching their own and other people's lives in the process.

We achieve this by focusing on the quality of teaching and learning and by providing opportunities for teachers to continue to develop their practice. Should any child appear to be at risk of failing to thrive, academically or socially, during their time with us and despite accessing quality first teaching, our inclusion team is at hand to work supportively with the child and in partnership with the class teacher and parents and carers to plan opportunities to resolve this.

Stanford Junior School adheres to the statutory requirements of the National Curriculum and our provision for children is broad and balanced.

We operate within a strong and supportive community and our active parent, teachers and friends association (PTFA) is always looking for new parents to help them to achieve their goals and further enrich every child's time at school.

I believe that every child has something to offer - a hobby, interest, skill or talent - that contributes to their individuality and makes each child special. Our task is to provide opportunities to further develop this, to inspire children as powerful learners and to create opportunities that enable each child to develop as well-rounded and valuable members of society in an ever-changing world.

Myself and my team look forward to welcoming your child to Stanford Junior School and to working in partnership with you.

With best wishes.

Paul Davis

Paul Davis
Head Teacher





Super Learners



At Stanford Junior School, we recognise and reward six learning behaviours, referred to as our 6Rs.

We celebrate when children are

Respectful, Resourceful, Resilient, Risk-Taking, Reflective and able to form positive Relationships to support their learning in school.



Stanford Junior School's vision for children

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Stanford Junior School's vision for children

Stanford Junior School aims to inspire and motivate children to give their very best, achieve their full potential and enjoy learning.

We want our children to be well-rounded, open-minded and respectful individuals who celebrate diversity and make positive contributions within their friendships and the wider community, enriching their own and other people's lives.

Achieving these aims requires a commitment to our school values.

These are:

- **RESPECT**
- **HONESTY**
- **CREATIVITY**
- **KINDNESS**
- **FAIRNESS**
- **HARD WORK**

Stanford Junior School – Inspiring and motivating each other to enrich lives.

As a learning community we will: promote inclusive practices; enrich the statutory national curriculum, ensuring that the needs and interests of all children are

met and celebrated whilst preparing them for the next stage of their learning; prepare our children to live happy and fulfilling lives in an ever-changing world; keep children, staff and visitors to the school safe; develop links with other schools; work supportively with parents and carers and the wider community.

Golden Values

RESPECT: We respect the thoughts and feelings of each other, our school environment and everyone's right to learn.

HONESTY: We always tell the truth to ensure and restore justice.

CREATIVITY: We celebrate and value creativity and individual talents and skills.

KINDNESS: We care about and treat each other with kindness at all times.

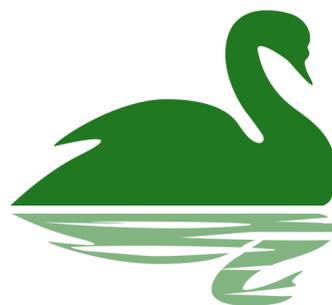
FAIRNESS: We always try to make decisions that are fair and in the best interest of everyone involved.

HARD WORK: We work hard and make the most of our time, recognising that making mistakes helps us to learn.





World Book Day 2018



A focus on learning at our school

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Our aim is that every child is enabled to achieve their full potential by having regular access to quality first teaching that is skilfully planned and targeted to meet individual needs.

We acknowledge that children come to school with diverse knowledge, experiences and cultural back-

grounds. As an inclusive school, we value our evolving demographic and are committed to ensuring that all children are valued as individuals and supported according to their needs.

We recognise that all children learn best when:

- *They are valued and celebrated as individuals and are respectful of race, culture, colour, gender, religion and ability.*
- *They are happy, confident and independent in a secure caring environment to which they feel they belong.*
- *They know and understand what they are learning, why they are learning and what they need to do next to progress their learning.*
- *They have a sense of self-worth, are confident when asking questions and are equipped with the skills needed to think independently and become independent learners.*
- *They experience consistency in all aspects of behaviour management that promotes a positive, caring school community.*

- *They are respected and respectful and have a sense of ownership about their learning and community.*
- *An environment exists that enables children to feel happy, safe, secure, stimulated, motivated and healthy.*
- *The school and parents/carers work in partnership and the parents/carers are actively involved in their children's learning.*
- *The children have access to a variety of teaching approaches, experiences and challenges.*
- *There is a shared understanding of high expectations, to ensure that all children achieve their full academic potential.*
- *They have access to resources to support learning.*

Our staff team are responsible for raising standards in basic skills whilst ensuring that children at our school access a broad and rich curriculum that promotes enjoyment, stimulates critical thinking, deepens children's understanding of the world in which we live and engages them intellectually, creatively, spiritually and morally. Stanford Junior School values every member of our learning community; the children who attend the school, staff, parents/carers and governors.

Trudy Roberts

Trudy Roberts
Deputy Head Teacher





End of Key Stage 2

statutory assessments

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Percentage of pupils achieving the expected standard (May 2018)

Subject	Stanford JS			Brighton & Hove	National
Mathematics	93.0	+17.0	+17.0	76.0	76.0
pp**	70.0	+12.0	+12.0	58.0	58.0
Average scaled score	108	-	+4.0	-	104
pp**	106	-	+2.0	-	-
Reading	90.0	+11.0	+15.0	79.0	75.0
pp**	70.0	+5.0	+17.0	65.0	53.0
Average scaled score	109	-	+4.0	-	105
pp**	107.5	-	+2.5	-	-
Writing (Teach Ass)	91.0	+11.0	+13.0	80.0	78.0
pp**	70.0	+6.0	+6.0	64.0	64.0
<i>No scaled scores</i>					
GPS*	89.0	+11.0	+11.0	78.0	78.0
pp**	80.0	+20.0	+19.0	60.0	61.0
Average scaled score	109	-	+3.0	-	106
pp**	109.6	-	+3.6	-	-
M/R/W combined	86.0	+19.0	+22.0	67.0	64.0

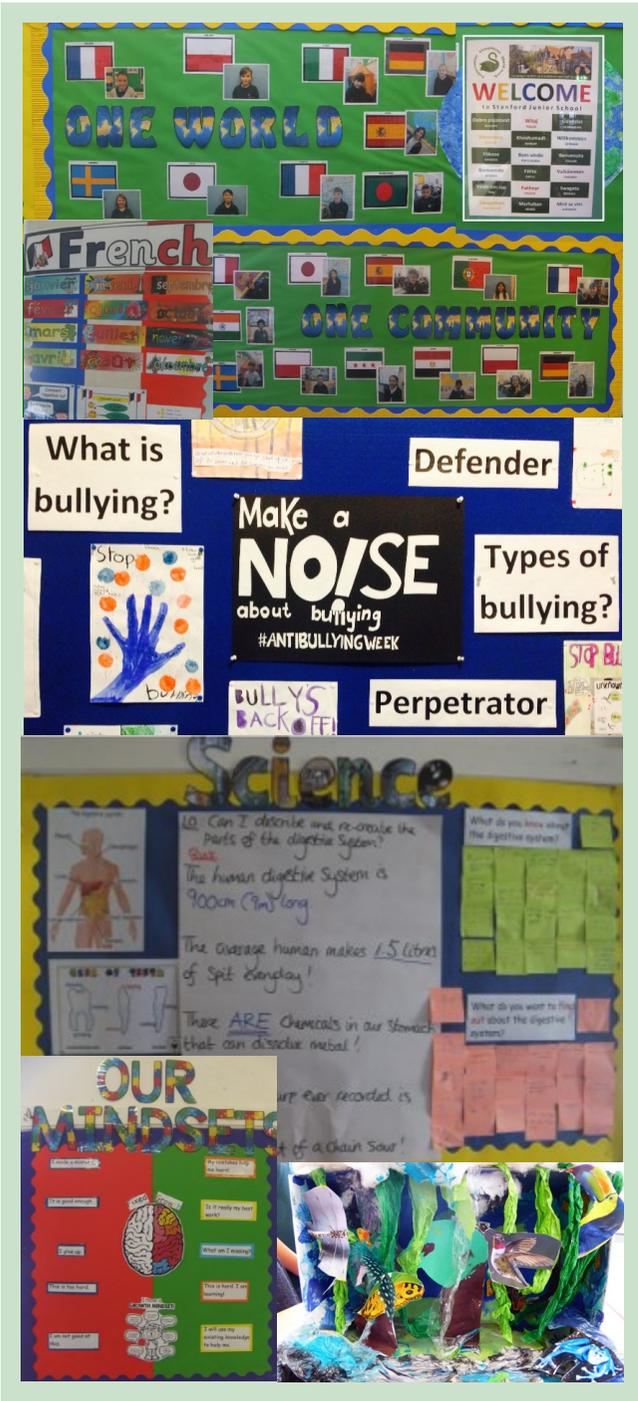
*Grammar, punctuation and spelling

**pp – Children eligible for the Pupil Premium grant (8 children who attracted the Pupil Premium grant completed the National Curriculum Assessments in May '17)

Percentage of pupils achieving the higher standard

	SJS	B&H	Nat
Mathematics	40.0	23.0	24.0
Reading	47.0	34.0	28.0
Writing	37.0	17.0	20.0
GPS	44.0	35.0	34.0
M/R/W combined	20.9	8.0	10.0





Welcome to our inclusion team

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Welcome to the Stanford Junior School Inclusion Team.

Currently I am in school three days each week and I am the school's inclusion co-ordinator.

Helen Golton and Sandra Gould work throughout the school as learning mentors and we have a

team of teaching assistants who work both within and outside the classroom with individuals and small groups.

We work with children in school who need additional support to engage fully in school life. This includes children with special educational needs and disabilities, children with emotional needs and those with English as an additional language.

We recognise that children may have additional needs at any stage of their school lives and that this can fluctuate. Support may be needed for a short time or over their whole school experience. We aim for a fluid and flexible system. Robust assessment and clear communication are central to the identification of additional needs and in planning for appropriate provision. We recognise the central importance of partnership with you as parents and carers and aim to involve you fully in any decisions about your children.

We run regular meetings and workshops for parents and carers and constantly seek to further improve communication to ensure that it is effective.

We benefit from the advice and support of a range of external agencies and are constantly seeking to develop our knowledge and expertise in supporting children with a wide range of needs. In addition to an ongoing focus on children with specific learning difficulties, dyslexia and language difficulties, we are currently developing staff capacity in the areas of autism, attachment and emotional wellbeing.

We are always available and happy to talk.

If you have any concerns about your children, please phone or email us through the school office.

Louise Hayter
Inclusion Coordinator



As a three-form entry junior school, we have twelve classes in total. Our classes are named after twelve well-known children's authors, ten of whom have been honoured with the title 'Children's Laureate'. As there have only been ten Children's Laureates to date, we have chosen two other children's authors that have made a significant contribution to children's literature - JK Rowling, the creator of 'Harry Potter', and Anthony Horowitz, who has written many books for children including 'Groosham Grange' and 'The Switch'.



Get to know our teachers and classes

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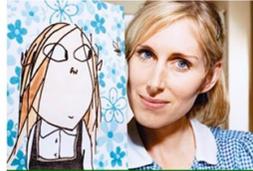
3AB

Anthony Browne
Children's Laureate 2009 - 2011



3JD

Julia Donaldson
Children's Laureate 2011 - 2013



3LC

Lauren Child
Children's Laureate 2017 - 2019



4AF

Anne Fine
Children's Laureate 2001 - 2003



4JW

Jacqueline Wilson
Children's Laureate 2005 - 2007



4MR

Michael Rosen
Children's Laureate 2007 - 2009



5JKR

J K Rowling
Author of the Harry Potter books



5MM

Michael Morpurgo
Children's Laureate 2003 - 2005



5QB

Quentin Blake
Children's Laureate 1999 - 2001



6AH

Anthony Horowitz
Well-known children's author



6CR

Chris Riddell
Children's Laureate 2015 - 2017



6MB

Malorie Blackman
Children's Laureate 2013 - 2015

Housed in a beautiful Victorian listed building, staff work to ensure that classrooms are bright, stimulating and support the children's learning.

During the first half of the autumn term and across the summer term, when the weather is finer, we have access to BHASVIC's playing fields for some PE lessons. To maintain safe adult : child ratios, this requires that we have a number of parent/carer volunteers to walk the children to and from the playing field. If you are able to help, please contact the school office .



Sneak a peak at our learning environments

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Staffing September '17 to August '18

- | | |
|-----------------|------------------------------|
| Paul Davis | - Head Teacher |
| Trudy Roberts | - Deputy Head Teacher |
| Louise Hayter | - Inclusion Co-ordinator |
| Mary Crowley | - Year Group Leader (Year 3) |
| Tracey-Ann Ross | - Year Group Leader (Year 4) |
| Andrea Uphus | - Year Group Leader (Year 5) |
| Jason Persaud | - Year Group Leader (Year 6) |
| Bola Ayonrinde | - Class Teacher |
| Katie Chestnutt | - Class Teacher |
| Roisin Doran | - Class Teacher |
| Debbie Hawkins | - Class Teacher |
| Jamie Smith | - Class Teacher |
| Emily Steele | - Class Teacher |
| Keith Templeman | - Class Teacher |
| Marcus Tyson | - Class Teacher |
| Chris Richards | - PPA Teacher (RE) |
| Kate Slaymaker | - PPA Teacher (Music) |
| Miles Wilson | - Sports Coach |
| Sam O'Reilly | - Sports Coach |
| Helen Golton | - Learning Mentor |
| Sandra Gould | - Learning Mentor |

Teaching Assistants/Individual Needs Assistants:
Tracey Beazley; Jeanette Cleary; Mandy Ford;
Kirsty Harmer; Miles Heathfield; Eileen Hemsley;
Fiona Mountford; Eleanor Page.

Office Team: Audrey Watson; Nicola Bracey; Krysia Rawlinson; Caroline Lewis.

Caretaker: Shaun Sandalls





Mrs Crowley, year group leader (3JD); Miss Chestnutt, class teacher (3AB); Miss Ayonrinde, class teacher (3LC)
Mrs Hemsley, teaching assistant; Mrs Page, teaching assistant, Mrs Ford, teaching assistant.

Welcome to Year 3

The transition from KS1 to KS2 is an exciting time and, here at Stanford Junior School, we aim to make this transition as smooth and enjoyable as possible.

We work closely with the infant school and other school settings to ensure that all of the children who are transferring to our school are well-prepared for the next step in their education.

Year 3 children settle quickly into their new setting and we support this in a variety of ways whilst maximising learning opportunities. For example, we facilitate an afternoon break for the first half of the autumn term.

There is lots to look forward to in Year 3 and the children are engaged in their learning from the outset.

We begin the year with a short topic planned alongside the Year 2 teachers from Stanford Infant School.

After this, we delve into a topic called 'I have no words' which explores different ways of explaining and conveying meaning. We also take the children back in time as far as the Stone Age to discover what life was like for early man.

Other topics include Rainforests and the Ancient Egyptians.

During Year 3, the children enjoy many trips and visits. These include a prehistoric workshop and a trip to Kew Gardens, where the children discover the exotic life of the rainforest.



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Ms Ross, year group leader (4JW); Miss Steele, class teacher (4AF); Mr Templeman, class teacher, (4MR)
Mrs Beazley, teaching assistant; Mr Heathfield, teaching assistant.

Welcome to Year 4

Year 4 make a spectacular start to our Here Come the Romans topic by taking part in a drama morning, immersing ourselves in the topic. We create Roman coins and link the topic with maths, designing and making pizzas. At Fishbourne Roman Palace, we study a genuine Roman mosaic, which we use to inspire the creation of our own versions. Our first science topic is Humans as Animals, and we discover how the digestive system works and make our own version in class. We investigate sound through vibrations in water and make string telephones and stringed instruments. Year 4 have an opportunity to perform in front of the school as well as parents and carers at the end of the autumn term. Last year we put on a spectacular performance of 'Aladdin'.

Our spring topics are Water and Solids, Liquids and Gases. We explore the life of the famous Antarctic Explorer, Ernest Shackleton—a topic that lends itself to some fantastic writing as the children apply for jobs on his expedition. In maths, the children plan what is needed for the trip, including the cost and weight of the items.

Summer is special, as the children go on their first three-day residential trip to Sayers Croft. It is a wonderful opportunity for children to learn outside the classroom and to study more about water, linking it to rivers and to habitats. We develop independence and team building whilst splashing about in shallow rivers, pond dipping, climbing low ropes and orienteering. Our history topic is Viking and Anglo-Saxon Invasion. Our year culminates in a superb trip to Battle Abbey, where we are able to recreate the Battle of Hastings. We visit Brighton Museum and the Pavilion, linked to art and D&T. It is amazing how much fun and learning Year 4 pack into just one year.



RESPECT HONESTY CREATIVITY KINDNESS FAIRNESS HARD WORK





Ms Uphus, year group leader (5JKR); Mrs Hawkins, class teacher (5MM); Mr Tyson, class teacher (5QB)
Mrs Cleary, teaching assistant; Mrs Harmer, teaching assistant/individual needs assistant..

Welcome to Year 5

Packed with exciting learning experiences, Year 5 starts with our mini Upstairs, Downstairs topic focusing on life for rich and poor children in Victorian times. We visit Preston Manor and experience a Victorian School Day, during which the children meet Mr Bumble, the infamous Victorian head teacher. Later in the autumn term, our topic shifts to Song of Freedom where we will travel from slave ship to freedom road, discovering the secrets of the transatlantic slave trade and how some very inspirational people in history helped shape our modern culture.

In the spring, we learn about daily life in Ancient Greece through Greek myths and legends. The children design and make their own Greek vases— a messy but enjoyable affair! Children participate in a Grecian soldier training day and an interactive drama experience. Earth and Space is a particularly fascinating topic and the children are enthralled by the visit from the Astronomy Roadshow as they learn inside the UK's largest mobile planetarium.

Life Cycles and Coastlines immerses the children in some fascinating science and geography. The children study plant and animal lifecycles and visit Wakehurst where they dissect flowers and visit the Millennium Seed Bank. We hatch butterflies in class - a highlight of Year 5. Our Coastlines topic looks at the formation and biodiversity of the coastline both close to home and overseas. We 'Bike-it to the Beach' to explore the rock-pools.

Mathematics learning is creative and engaging. There are opportunities to programme and design in computing, to take part in a wide range of PE activities, including swimming, and a comprehensive PSHE Education syllabus. Children also learn to play a musical instrument with Soundmakers.



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Mr Persaud, year group leader (6CR); Miss Doran, class teacher (6MB); Mr Smith, class teacher (6AH)
Mrs Mountford, teaching assistant/individual needs assistant; Mrs Beazley, teaching assistant.

Welcome to Year 6

Year 6 is a very special year and one that is action-packed from start to finish. We start with an adrenaline rush on our annual residential visit to Bowles, to develop the children's team building skills, which will serve them well throughout the year. The children ski, zip-wire, climb, problem-solve, kayak, raft-build, orienteer and then sleep!

We love investigative mathematics and use real-life contexts through which to further develop the children's knowledge and understanding. Examples include our Skittles challenge and planning a celebratory event as part of our World War II topic. We plan opportunities to link topics with other curriculum areas where possible.

Most of our writing relates to each term's topic. In the autumn term, the children learn about World War II from an evacuee's point of view. They write stories and explore biographical writing through film, drama, art and diary writing.

In PSHE Education, the children develop the skills needed to keep themselves safe as they prepare for secondary school and the wider world. These topics are often linked to science and current affairs.

In the final term, it is time for the children to take to the stage to rehearse and produce their end of year show as they prepare to say a fond farewell to friends and school staff that they know and have learned to trust. We gather together for a last goodbye in the final week of term for our very emotional leavers' assembly. Not a dry eye in the building!



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Ms Gough, PE and sport co-ordinator/intervention teacher; Mrs Slaymaker, music and performing arts co-ordinator; Mr Richards, religious education co-ordinator; Miss O'Reilly, dance and performing arts coach; Mr Wilson, PE coach.

Introducing our PPA team

Each week, year group teams meet to plan, prepare and assess the effectiveness of teaching and learning and the progress that the children are making. This is referred to as planning, preparation and assessment time (PPA).

During PPA time, teaching and learning is supported as follows.

Mr Wilson is the school's PE and sports coach. He has regular contact with each class and teaches elements of the national curriculum for physical education. In partnership with **Ms Gough**, who maintains a strategic overview of PE and our provision for children, Mr Wilson ensures that the school's sporting provision is planned to meet the needs of all children. Ms Gough also supports children with their learning in class.

Mrs Slaymaker, covering Mrs Graimes maternity leave, is the school's music and performing arts co-ordinator. In addition to teaching the national curriculum for music, Mrs Slaymaker leads weekly singing assemblies and organises musical events.

She also ensures that our children continue to have an opportunity to learn the recorder in Year 3 – a follow on from Stanford Infant School. **Miss O'Reilly** will be working alongside Mrs Slaymaker and Ms Gough, and will teach dance, gymnastics and drama across the school.

Mr Richards, as well as being a talented artist and avid supporter of the Children's Parade, has a passion for religious education (RE) – a statutory requirement.

Mr Richards leads regular Wednesday assemblies. With a focus on spiritual, moral, social and cultural education.



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Additional information about our school

Equal opportunities

At Stanford Junior School, we believe that it is the right of all children to have equal access to all curriculum areas. We aim to provide education that is firmly based on equality of opportunity for all. In promoting a broad and balanced curriculum, we recognise the abilities, difficulties and learning styles of individuals.

We foster respect for fellow human beings, question and expose stereotypes and challenge racism, sexism and any other discriminatory behaviour where these occur.

We comply with the Equality Act 2010.

Absence return

September 2016 - July 2017 there were 362 pupils on roll for at least one session.

Rate of authorised absence: 3.2%

Rate of unauthorised absence: 0.5%

Lateness and poor attendance has an impact on learning. This should be infrequent and only in exceptional and unavoidable circumstances.

Please Note: Holidays during term time will not be authorised and are liable to a fixed penalty notice.

Organisation of the school day

School Day

The school day begins at 8.55 a.m. and ends at 3.30 p.m.

The children may enter the playground from 8.40 a.m. onwards, when staff members will be on duty. Before this time, we cannot be responsible for the children. On very wet mornings, the children will be allowed into their classrooms from 8:45 where they will be supervised by their class teacher.

Assemblies are scheduled to take place daily and include:

whole school assemblies; singing assemblies; one world assemblies; year group assemblies and class assemblies.

Break time is from 10.30 a.m. to 10.50 a.m.

Lunchtime is from 12.10 p.m. to 1.15 p.m. The children are encouraged to balance socialising with time spent eating during the lunch period. Staff on duty encourage the children to eat as they chat but no child is asked to leave before they have finished eating.

There is a privately operated breakfast club at Stanford Infant School and after-school care is offered by a private company at the Junior School. Details are available from the school office.

Teaching Hours

Our weekly teaching hours, excluding assemblies, registration and breaks, are 23.75 hours. The minimum national requirement is 23.5 hours.

The time set aside each day for teaching is four hours and 45 minutes.

Classes

We have 12 classes; three per year group. All children belong to one of four houses and are rewarded with team points for positive behaviour and effort. The four houses are: Griffin, Phoenix, Dragon, and Unicorn.

Curriculum

Our Key Stage 2 curriculum meets statutory requirements and includes: mathematics, English, science, computing, history, geography, French, design technology, art, music, religious education, personal, social and health education, physical education.

Teachers use a variety of strategies to deliver the National Curriculum, including whole-class teaching, group and individual work. We ensure that provision reflects the

context of the school and the local community and place a strong emphasis on sport, music and the creative and performing arts.

While some subjects may be taught discretely, we encourage cross-curricular learning in order to deepen the children's understanding of a broad range of topics. Subjects can also be blocked, rather than taught weekly, providing opportunities for learners to become fully immersed in a project at points across the school year.

Special Educational Needs

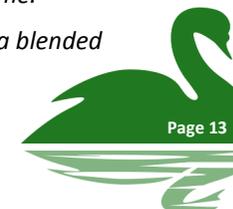
Stanford Junior School is an inclusive school and we welcome all children. We recognise that some children need extra help and support throughout some or all of their schooling. With robust assessment and support arrangements in place, and with support from appropriate specialist agencies, we aim to deliver a high quality education for all of our children.

We recognise the central role that parents and carers play in identifying and supporting the needs of their children. We ask that you communicate any concerns to your child's class teacher, or the school's inclusion co-ordinator at the earliest opportunity.

English

At Stanford Junior School, we recognise the importance of both reading for pleasure and in order to gather information, key skills that support the rest of the curriculum. We ask that parents promote good reading habits at home, as we do in school. The school has a library and each class has an attractive book corner from where books can be borrowed to read at home.

The teaching of writing incorporates a blended approach to spelling, grammar and punctuation. The children are encouraged to apply their skills to



the development of a fluent and cursive handwriting style that supports presentation.

Speaking and listening are recognised as important skills and opportunities are planned that support learning.

Mathematics

The national curriculum for mathematics places a strong emphasis on developing fluency, reasoning and problem solving. It also demonstrates a commitment to a mastery curriculum and we are dedicated to broadening and deepening the children's mathematical understanding.

While mathematics may be taught discretely, project-based learning, including making cross-curricular links and connections, supports the teaching of mathematics in a lively, engaging and structured manner. Mathematics lessons will include practical work, investigative opportunities and mathematical games that stimulate thinking. The school aims to develop every child's mathematical skills with a strong focus on fluent and efficient mental and written calculation strategies.

To support the school's aim of raising standards and developing every child's self-esteem, the children are taught mainly in mixed attainment groups.

Targeted teaching focuses on individual needs and, where appropriate, groups of children may be pulled together for whole group support. This is a teaching strategy referred to a 'fluid grouping' and is usually for a relatively short period of time e.g. half a term.

Science

The teaching of science at Stanford Junior School has a dual focus. We provide the children with a sound knowledge and understanding of key scientific concepts and equip them with the practical skills of scientific investigation. We encourage the children to be curious of the world around them and, through this, to develop an enquiring mind.

Topics are informed by the National Curriculum, which outlines four areas of learning: scientific enquiry, life processes and living things, materials and their properties,

physical processes. These areas are taught using a wide range of methods and techniques, including practical experiments, fieldtrips and visitors to school.

Religious education (RE)

In accordance with the requirements of the 1988 Education Act, non-denominational religious education is taught in all year groups and follows Brighton & Hove's agreed syllabus. Parents have the right to withdraw their children from both religious education lessons and morning assembly. Parents wishing to exercise this option are asked to inform the head teacher in writing, so that arrangements can be made for supervision during periods of withdrawal.

Music

Music and singing are high profile at Stanford Junior School. All children have regular music lessons, during which they have opportunities to sing together, to explore a wide range of percussion and electronic instruments and to listen to a variety of live and recorded music.

We have a thriving school choir, and are always on the lookout for opportunities for the choir to perform.

It is possible, through private arrangement, for children to learn to play a range of instruments taught by local authority peripatetic teachers.

Modern foreign languages

Our pupils are taught French during their time at Stanford Junior School. Currently, French is taught in short-bursts by the class teacher with timetabled sessions each week.

Other subjects

Learning in history, geography and design technology is informed by the National Curriculum. This involves pupils in whole-class, individual and group work, including investigative and co-operative learning. The children are taught how to develop their research skills to obtain and then present information in a variety of engaging ways. Visits are planned within the topic framework and, on occasion, visitors are invited into school to share their experience and knowledge of an aspect of learning.

The school has a computing suite that is used by all children. Where possible, computing skills are utilised to support other learning.

Personal, social and health education

PSHE throughout the school promotes the personal development and safety of all pupils. Our curriculum includes; oral hygiene and tooth care, healthy eating, relationships, identity and stereo-types, keeping safe and managing risk. Children are also taught sex and relationships education (SRE) in all year groups. All of our children learn about risk, including drugs education.

PSHE develops children's social skills in a range of ways. All topics are managed sensitively and year group leaders will keep parents and carers informed of forthcoming learning opportunities that may be sensitive so that they are able to respond to any questions posed by children whilst at home.

Sex and relationship education (SRE)

The governors of Stanford Junior School, in consultation with the head teacher, have decided that sex and relationship education should form part of the secular curriculum. The aims of this policy are to ensure that the children have an opportunity to talk about the way in which they relate to others, to discuss the importance of developing loving, caring relationships with family, friends and partners, and to encourage the children to respect their own rights and feelings as well as those of others. The children are also taught how to keep themselves safe from abuse and exploitation, and explore what is important for the development of healthy relationships, both within the family setting and among friends. Skills such as listening, sharing and co-operating are taught.

Sex education at Stanford Junior School is respectful of different religious, cultural and moral viewpoints, and family diversity. It is acknowledged that "family" means different things to different children, according to the make up of their own families

Through sex education, by the end of Key Stage 2, the children are taught



how their body works and how humans reproduce. Much of this information is taught as part of the compulsory Science National Curriculum. Themes such as “growing and changing” (both physically and emotionally) are covered.

Teachers use a broad range of age-appropriate resources (including videos, books, charts and models) to impart information, promote awareness and encourage discussion. Visitors with particular fields of expertise (e.g. a police officer or school nurse) may be invited to work alongside teachers, in order to fully cover a particular area of study.

Year group leaders communicate with all parents and carers and plan opportunities to discuss the content of the SRE teaching sequence, including the resources used to support this.

N.B. Parents and carers can withdraw their child from the non-statutory element of SRE. Parents and carers will need to inform the school of this in writing.

Art

The children are encouraged to use a variety of media to produce both 2D and 3D work. They are supported in the development of their observational drawing skills. The children learn about the work of artists from different periods and explore creating and modifying their own work in order to communicate ideas, thoughts and feelings.

P.E., sport and games

We teach athletics, dance, games, gymnastics and swimming, as required by the National Curriculum. The children are provided opportunities to take part in mixed teams as well as single gender teams. Each year 5 class is taken for weekly swimming lessons (over the course of one school term) at Surrenden Swimming Pool. Currently, we employ two sports coaches through Premier Sport to support and deliver physical activity throughout the school.

Homework

Every child is encouraged to learn times table facts, number bonds and spelling rules at home. The children also complete a wide range of interesting and creative home

learning tasks from a menu of activities which is linked to their topic work over the course of each term. Home learning is not intended to become a source of anxiety to children or parents. The children are given plenty of opportunities to engage in home learning, supported by parents/carers. Home learning is responded to whole class and time is allocated for children to share their work and for their peers to respond to it.

Clubs

A range of extra-curricular clubs are provided before school, at lunchtime and after school at 3.30 p.m. (see clubs brochure on the school website). These are extra-curricular opportunities designed to enhance the children’s enjoyment and enable them to develop new skills. Parents are asked not to regard these clubs as child care as occasionally they might be cancelled at short notice due to inclement weather or sickness. Also, some clubs are not scheduled to at the beginning of a term/half-term.

N.B. Whilst there is a charge for all after school clubs, those children who attract the Pupil Premium Grant are offered one club of their choice free of charge each term.

We encourage any parent/carer experiencing financial hardship to contact the school office as no child should be prevented from attending a club for financial reasons.

After School Care

A private company currently offers after-school care on the school premises. This begins at 3.30 p.m. and runs through to 6.00 p.m. The office will provide details on request.

School trips

Currently, Year 6 and Year 4 children have opportunities to participate in two residential visits. Year 6 go to the Bowles Outdoor Centre and Year 4 to Sayers Croft. Both centres offer exciting environmental activities, as well as a range of challenging outdoor activities. A charge for these trips is required, on the basis described below. A copy of the LA’s policy for charging pupils for outside trips and visits is appended for your information, as is a copy of the school’s governing body’s statement regarding charging for these activities.

Trips and visits, as well as school performances and workshops, are organised in order to enhance curriculum provision and enrich the children’s learning.

N.B. Stanford Junior School values educational trips and visits that are used to enrich the children’s learning and life experiences. Whilst the funding of these trips is through voluntary contributions, the school may have to cancel trips and visits if they are not financially viable.

Behaviour

The school has high expectations of behaviour, which ensures that all members of the school community can work, learn and play together harmoniously and safely.

Children have an opportunity to enjoy thirty minutes of Golden Time each week by adhering to the school’s Golden Values. Please refer to the school’s Golden Values on page 2. Golden Time is linked to learning and good learning behaviours. Behaviour at breaktimes and lunchtimes is managed in a different way as explained in the school’s behaviour policy, available on the school’s website - see Statutory Information.

All children are expected to be respectful and polite to each other and to all staff. In the case of marked and persistent poor behaviour, we will consult with parents.

Our behaviour policy is available to view on the website under statutory information. The children are made aware of our Golden Values and expectations at the beginning of the school year and are reminded of them, as necessary, throughout the year. Should a child’s unacceptable behaviour result in them being given a playtime sanction, they will usually miss a morning break and work with a member of school staff to reflect on the causes and impact of their behaviour. Parents and carers will be kept fully aware of such situations as and when they arise.

We do not allow children to bring sweets, chewing gum or fizzy drinks to school and encourage healthy eating.

Although bullying is a rare occurrence, we have an agreed school policy to deal with reported incidents of bullying.



Home/School Agreement

A Home/School Agreement, which details the philosophy and aims of the school and the responsibilities of parents, children and teachers, is distributed to all parents once a place has been accepted. This agreement should be signed by parents/carers and returned to school.

Communication with parents

The school has a supportive and greatly valued Parent, Teacher and Friends Association (PTFA) which assists the school in many areas, particularly in raising funds and organising social events. The PTFA is always looking for new recruits and people to volunteer their support.

The school also has a parent/carer link (PCL) attached to each class. Our PCLs meet regularly in small groups with a member of the senior leadership team and the year group leader. The aim of these meetings is to further improve communication between the school and parents/carers and to enable parents/carers to understand the school's priorities, as identified in the School Development Plan, and support the school in meeting them.

A regular newsletter is made available electronically to parents/carers. As well as celebrating what is happening in school, it provides parents/carers with important information, including diary dates.

The head teacher and staff welcome the interest and co-operation of parents and are always happy to discuss the curriculum, individual progress and any problems that may arise. Two parent/teacher evenings and an open afternoon are arranged during the year.

Parents who wish to discuss their child's learning and progress in school should first arrange an appointment with the class teacher via the school office. Appointments with other members of staff can be arranged after this initial meeting. Confidential matters can be referred direct to the head teacher or member of the senior leadership team.

Ofsted inspection reports about the school are made available on request and can be accessed via the school's website.

Curriculum overviews are sent out to parents at the start of each academic year and at the beginning of each term.

The school operates an e-mail and text system for contacting parents.

All letters and other written communications are sent home via e-mail. Letters are also posted for reference on the school website.

The Governing Body

The governing body is made up of parent representatives, local authority governors, community governors, staff members and the head teacher. In recent years, we have been fortunate enough to have a full complement of governors. Should you be interested in becoming a school governor please contact the chair of the governing body via the school office.

Complaints Procedure

In the unlikely event that you have a complaint against the school, please refer to our complaints policy which is available on the website under Statutory Information, or request a hard copy from the office.

Absence

In the event of a child being unavoidably absent from school, please telephone or e-mail the office before 10 a.m. and then send in a letter/e-mail to the office upon your child's return. Government legislation requires that a record of attendance, and any unauthorised absence, is noted on the child's annual report.

If a child has been sick, we ask that they are kept off school for 48 hours to help reduce the spread of illness across the school.

In line with national and local government policy, leave during term time will not be authorised, other than in exceptional circumstances. Parents are discouraged from booking family holidays during term time; this will result in fixed penalty notices being issued by the local authority.

School dinners

Our school canteen runs a cashless cafeteria system. Parents pay via 'ParentPay'. A letter, with details of this system and a username and password, will be issued when your child starts at the school.

School uniform

We have a simple school uniform that all children are expected to wear. Our colours are bottle green, white and black/grey.

Winter uniform:

Black or grey trousers (long or short), skirt or pinafore dress; white shirt or polo shirt; plain bottle green sweatshirt and/or fleece (without hood).

Summer uniform:

As per winter uniform but to include plain shorts in black or grey; green and white summer dress (striped or chequered).

Footwear: plain black shoes, trainers, boots or sandals. For health and safety reasons, open-toed sandals are not recommended.

Socks and tights – plain black, white or green.

At Stanford Junior School, we encourage a neat appearance and certain items are therefore not suitable for school wear. These include: patterned shorts, T-shirts, coloured clothes under uniform tops, jeans, coloured trainers or laces, high-heeled shoes, jewellery (other than a watch and plain stud earrings) or make-up/nail varnish.

We feel that our uniform allows choice and, while we can suggest an acceptable standard of dress, we do look to parents to ensure that children are neatly and appropriately dressed for school in our uniform.

P.E. For P.E., children should be provided with plimsolls (black or white) or trainers, bottle green or black P.E. shorts and a green or white T-shirt. During the colder months, children should have access to a long sleeved



top or fleece and plain jogging bottoms. PE will be taught outside whenever possible.

School uniform with the school logo on can be purchased from Logo Sports either online (www.logosports.co.uk) or at their shop in Hove (Industrial House, Conway Street, Hove BN3 3LU).

The vast majority of school uniform items can be purchased from supermarkets at a very reasonable cost.

Holiday term dates 2018/19

The School will close at 3.30 pm and open at 8.55 am on the dates given below:

School Closes	School re-opens
Summer Holiday 2018 Tue 24th July	Wed 5th September
Autumn Half Term 2018 Fri 19th October	Mon 5th November
Christmas Holiday 2018 Wed 19th December	Thu 3rd January
Spring Half Term 2019 Thu 14th February	Mon 25th February
Easter Holiday 2019 Tue 9th April	Wed 24th April
May Day 2019 Fri 3rd May	Tue 7th May
Summer Half Term 2019 Fri 24th May	Tue 4th June
Summer Holiday 2019 Fri 26th July	TBC
Inset Days Mon 3rd September Tue 4th September Fri 15th February Tue 23rd April Mon 3rd June	

Charges for school activities - statement by the school governors

The 1988 Education Reform Act states what activities must be free and what may be charged for if parents wish to contribute.

Free

1. School education is free.
2. Activities that are required by the National Curriculum are free, whether they take place in or out of school hours.

Voluntary charges

1. The headteacher is available to discuss any anxieties or questions you may have concerning charges for activities.
2. Additional activities, not required by law, can be funded through voluntary contributions from parents. Voluntary contribution levels cannot be raised to cover the costs of non-paying pupils.
3. The policy of the governors is that children should not be denied any activity as a result of their parents' inability or unwillingness to contribute.
4. The governors do have to point out that contributions have to cover most of the cost of any planned additional activity, or the activity cannot take place.
5. The LA does not provide extra money to pay for additional activities. Costs for additional activities must either come from existing funds or from voluntary contributions from parents. When insufficient funding is available, the additional activity will not take place.
6. Pupils who are entitled to free school meals will not normally be expected to make full voluntary contributions, nor will cases of hardship recommended by the headteacher, provided sufficient funds are available.
7. The governors have agreed that the policy on charges drawn up by the LA will be the policy of the school.

Brighton & Hove - Education Committee - Charging and Remission Policy for School Activities - provided or arranged by the local authority

1. This policy statement has been drawn up by Brighton and Hove Council in accordance with the requirements of Section 110 of the 1988 Education Reform Act. The policy is effective from April 1 1989 and applicable to all registered pupils in maintained schools and tutorial units in East Sussex.

2. In this policy statement:

'1988 Act' means the 1988 Education Reform Act.

'Prescribed public examination' means any examination that is specified in regulations made by the Secretary of State for Education and Science under the 1988 Act.

'Outside school hours' means those times treated as outside school hours, following the application of the calculations contained in Section 107 of the 1988 Education Reform Act.

'Statutory duties relating to the National Curriculum' are those imposed by Section 10 (2) of the 1988 Education Reform Act.

'Statutory duties relating to religious education' are those imposed by Section 10 (b) of the 1988 Education Reform Act.

3. Charges may be made by Brighton and Hove Council to cover the cost of the following:

a) individual music tuition that takes place in or out of school and is not provided as part of the syllabus for a prescribed public examination or to fulfil the requirements of the National Curriculum.

b) Activities taking place outside school hours that are not provided as part of the syllabus for a prescribed public examination and are not required in order to fulfil statutory duties relating to the



National Curriculum or to religious education.

c) Board and lodging on all types of residential visits.

d) Examination fees for entering pupils for public examinations that are not prescribed in Regulations made under the 1988 Act.

e) Examination fees for entering pupils for prescribed public examinations in a syllabus other than that for which they have been prepared at the school.

f) Preparing pupils for non-prescribed public examinations, where the preparation takes place outside the school.

g) Entering pupils for re-sits of prescribed public examinations, where no further preparation has been provided by the educational establishment.

h) Materials involved in producing 'a finished product' of a lesson, where a parent/carer of the pupil has indicated in advance a wish to own the product.

Remission of charges

Remission of any charges levied by a school will normally be granted (except in the case of the finished products of practical lessons) where:

Parents are in receipt of Family Credit or Income Support (and, in the case of board and lodging, the activity can be classified as taking place in school hours), and if outside school hours are provided specifically to fulfil requirements of the National Curriculum, religious education or a syllabus of a prescribed examination.

Parents are in receipt of a maintenance grant and/or free transport if the pupil is aged 16+ (and, where board and lodging is concerned, the activity can be classified as taking place in school hours).

The head teacher (the director of music services and study support for individual music tuition) has recommended remission of the charges in individual cases of hardship.

Type of school - Community

Information about admissions to Stanford Junior School

The arrangements for the admission of children to this school at age 7+ are made by the Council. A detailed description of the arrangements is contained in the guidance 'Infant, Junior & Primary School Admissions in Brighton & Hove 2018/2019' which can be found at www.brighton-hove.gov.uk/schooladmissions. A hard copy can be obtained from the School Admissions Team, Hove Town Hall, Hove BN3 3BQ (tel: 01273 293653). A copy is also available for inspection in the school.

However, parents/carers may find it helpful to know that, if there are insufficient places available to meet demand, these will be allocated to children in accordance with the following list of priorities:

- i) Children in the care of the local authority; or who were previously in the care of the local authority;
- ii) Children with compelling medical or other exceptional reasons for attending the school;
- iii) Children who in September 2018 will have a brother or sister at the school or at a linked junior school;
- iv) Children transferring between a linked infant and junior school;
- v) Other children

If it should be necessary to decide between children within any of these priority groups, this will be done by giving the places to those children who live closest to the school.

The following information, reflecting the outcome of the admission arrangements at 7+ for September 2017 may give parents/carers some idea of their chances of obtaining a place for their child at this school in September 2018.

These allocations were made using the equal preference system.

TABLE A

Published Admission Limit 2017/2018:

96

Number of preferences received by the closing date:
156

TABLE B

The initial allocation of places after closing date

TABLE C

Priority	1 st pref	2 nd pref	3 rd pref	LEA allocation	Totals
SEN					
Priority 1					
Priority 2					
Priority 3	17				17
Priority 4	69	1			70
Priority 5	5				5
Alloc				1	1
Totals	91	1		1	93

APPEALS (as at 1/9/17)

Number of formal appeals considered: 0
Number of applications agreed on Appeal: 0
Number of applications conceded: 0



