



## Introduction

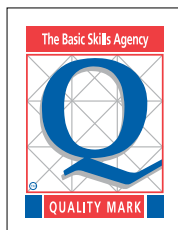
### Every Child Matters – Our Aims

Borough Green Primary School has a long and proud history of successfully providing a broad, balanced and enjoyable education for children aged 4 to 11 years. Throughout that long history our school has embraced the need for change where change would offer innovation and improvement. The agenda for change can be found at national, local and school levels. The national requirement is for schools to address the five outcomes of the “Every Child Matters” agenda and so our overall aims are to provide an environment and curriculum that enables all of our children to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being



Borough Green Primary has high expectations and these have been externally recognised through such quality marks as the Basic Skills Quality Mark, Healthy Schools Mark, the Activemark and Kent’s Foreign Language Mark (FLAIR).



Fundamentally, our school is all about learning, whether this be academic, social or emotional. Everyone at our school is engaged in learning and in developing the skills and habits essential to long-term success.

The success of the individuals at Borough Green Primary School is success shared by us all.

***“What is especially noticeable as a visitor is the strong family atmosphere amongst the whole school community and a desire to make sure that all pupils succeed.”*** Ofsted Inspection Report (June 2006)

# TABLE OF CONTENTS

## School Vision

1. General Information
  - 1.1 Organisation
  - 1.2 Facilities
  - 1.3 Information Technology
2. Admissions to Borough Green Primary School
  - 2.1 General Admissions
  - 2.2 Admittance Of Pupils With A Disability
  - 2.3 Current Access Facilities
  - 2.4 Accessibility Plan
  - 2.5 Special Educational Needs (SEN)
  - 2.6 Secondary Education
3. Equal Opportunities
4. School Times
5. Absences
6. School Lunches and Packed Lunches
7. Teaching and Learning - The Curriculum
  - 7.1 Pupil Voice
  - 7.2 Homework
8. Out Of School Activities
9. Pupil Welfare
  - 9.1 Emergencies
  - 9.2 Medicines in School
  - 9.3 Medicals
  - 9.4 Dental Checks
10. Behaviour and Discipline
  - 10.1 Home-School Agreement
11. School Uniform
12. PE Kit
13. Personal Possessions
14. Parental Involvement
  - 14.1 Supporting Learning
  - 14.2 Parents' Association (PA)

## Inserts

- Accessibility Plan
- Pupil Data: Key Stage 1 Results And National Comparisons
- Pupil Data: Key Stage 2 Results And National Comparisons
- Contact Information & Our Governing Body
- Teaching Staff
- Support Staff
- Term Dates
- Home-School Agreement
- Ofsted Report and letter to Pupils



## ***School Vision***

Borough Green Primary School aims to enable all children to become confident, independent and self-motivated learners actively involved in guiding their own learning and the development of our school community.

In order to achieve this, school leadership is distributed throughout our staff who all contribute to monitoring, evaluation and improvement planning. Leadership at Borough Green School is learning centred. The work of everyone is based on honesty, trust, respect, constructive criticism and teamwork. We will celebrate success of all kinds and be inclusive in all we do.

In our planning, teaching and assessment we recognise that not only does each child have individual strengths and weaknesses, with personal needs and a preferred learning style, but also that all children require a positive and caring school ethos in which to develop a strong emotional intelligence fundamentally important to their long-term personal success. We will work in partnership with parents/carers and other professionals to realise each child's academic, physical and personal potential.

We have consistently high expectations for our teaching and learning within a distinctive and positive ethos. We will provide a broad and balanced curriculum that promotes creativity and, as a school, we will be self-evaluating and actively seek to learn from the best practice locally, nationally and internationally. In an ever-changing world we will be prepared to change and be willing to take risks in order to innovate. We will utilise the power of information and communication technology to support both skills development in the curriculum and the effective management of all aspects of our school.

Finally, we aim to develop our school as a local community resource and support the concept of extended schools. We will strive to build links with a range of community groups so that Borough Green Primary School is seen to be at the heart of the community providing high quality education.

*Steven Garst*

Headteacher

# 1. General Information

## 1.1 Organisation

Our school caters for children from 4 to 11 years of age and is organised into three well-integrated departments:

<b>Foundation Stage</b>	(Reception)
<b>Key Stage 1</b>	(Infants)
<b>Key Stage 2</b>	(Juniors).

The National Curriculum is taught in Key Stages 1 and 2 but the Foundation Stage has its own curriculum which is made up of six areas of learning.

Borough Green is a Foundation School which means that the school's Governing Body has greater powers than in community schools. For example, the Governors employ all school staff, they own the school site, can set certain school policies and have the power to determine the timing of the school year. However, our school is also part of the Malling Local Children's Service Partnership (LCSP) and we work very closely and collaboratively with our Partnership schools and with Kent Local Authority. We are funded on the same basis as all other Kent maintained schools.

We currently (June 2009) have a roll of approximately 340. From September 2009 (due to demographic changes) the school's published admission number (PAN) is reduced from 60 to 45. This gives an intake each September of 45. There will then be two Reception classes (EYFS) of 22/23 children, three mixed classes of 30 Years 1&2, three mixed classes of 30 Years 3&4 with Years 5&6 becoming mixed in September 2010.

## 1.2 Facilities

The school is fortunate in having good facilities, including interactive whiteboards in all classes. The original building, dating from 1911, is well maintained and contains:

- the Key Stage 2 (junior) classrooms,
- a well-equipped library that has been computerised ,
- a bank of laptop computers that allow flexible usage via a wireless network
- a small kitchen giving cooking facilities
- administrative offices and Steps to School Pre-school

There is also a more modern block of six classrooms, which houses our Reception and Key Stage 1 children. Our Reception classes have the benefit of a dedicated outside activity area that allows our youngest children to experience the Foundation Curriculum's 6 Areas of Learning both indoors and out. This is very important in fostering our children's active participation in learning.

Attached to the Key Stage 1 block is a large hall that is used for a variety of activities. Part of this building contains our canteen where school meals are prepared by our own staff. Our school meals contribute significantly to our drive to promote healthy lifestyles for our children. Our school meals are good and we spend significantly more on the food content compared with contract caterers. Parents are invited in to sample the meals from time to time.

The school's grounds are extensive with:

- playing fields,
- netball courts,
- outdoor heated swimming pool,
- a pavilion,
- a nature area,
- a small adventure playground
- gardens.

There are three playground areas.



Borough Green also has extended school facilities, mainly “wrap around” childcare. In July 2007 our Governors started Steps to School Day Nursery, Pre-School and Club. As well as providing excellent and flexible childcare for children between the ages of three months to five years, we also offer ‘before and after school’ care for children up to the age of 11. (Steps to School was Ofsted inspected in July 2008 and received an outstanding report.) During the school holidays childcare is offered for children between the ages of 4 and 11 in the holiday club. In recent years we have also hosted one of Tonbridge & Malling’s Summer Playschemes which are activity mornings during the first 4 weeks of the summer break.

### **1.3 Information Technology**

Information and Communication Technology is a key tool within the curriculum and there is an entitlement that children should have access to, and learn from and through, computers. Every class is connected to our curriculum network, that gives children access to a range of curriculum software. Our school has full specification broadband as required by government and all classrooms have an interactive whiteboard which gives teachers access to almost unlimited teaching resources via the internet. Controlled and supervised access to the internet is also part of the curriculum and complements the traditional paper-based research and information skills taught across the curriculum. As well as networked computers in every classroom and the interactive boards, our children also have access to laptop computers that operate flexibly across the school on a wireless system.

## **2. Admissions to Borough Green Primary School**

### **2.1 General Admissions**

Although we would always hope to admit all children who wish to come to this school, whether they live in Borough Green or in the surrounding area, this cannot be guaranteed. Borough Green is a Foundation School and as such our Governors determine the school's Admissions Policy. If we are oversubscribed, priority according to the following criteria will apply:

i) Looked After Children

As required by the Education (Admission of Looked after Children) (England) Regulations 2006 all looked after children will be given priority.

Looked after children are those in the care of a Local Authority, or provided with accommodation by that Authority. This includes asylum seekers unless education is offered in accommodation.

ii) Current Family Association

This refers to a brother or sister at the school at the time of entry. This includes: natural or adopted siblings; step or foster brothers or sisters; those who live as brothers or sisters in the same house.

iii) Health Grounds

The medical condition must be demonstrated by written evidence from a qualified person, normally a medical doctor.

iv) Proximity

We use the distance between a child’s permanent address and the school, measured in a straight line using Ordnance Survey Address point data. Distances are measured from a defined point within the child’s home to a defined point within the school as specified by Ordnance Survey. These are provided by Kent Local Authority.

The cut-off date for applications for admission to the Reception classes is usually in the January before the start of the new academic year. A comprehensive booklet is prepared by Kent in order to inform parents as to the process and this includes the relevant admissions forms. In June further information is sent out by us, including arrangements for a meeting for new parents, and dates for “taster days”.

When children start in Reception there is a short phased programme of shorter days etc. to ease them in gently.

Please come and visit our school. The Headteacher has regular planned visits for parents and we usually hold two Open Mornings before Christmas. You may bring your child if you make an individual visit, or come on your own if you prefer. Of course, you are welcome to make more than one visit if you so wish. Telephone or call in at the office to make an appointment. Should you decide to send your child to Borough Green you will then be required to follow the admissions procedure that applies to all Kent schools.

If you have any questions about admissions, please contact the School Office in the first instance.

### **Admission for Year Groups Other than Reception**

For parents seeking admission of children other than for the first time the same basic procedure will be followed. The upper limit of 30 places per class shall apply and in the event of more than one applicant for a vacancy, the Admissions Criteria shall apply.

### **2.2 Admittance Of Pupils With A Disability**

We are a fully inclusive school and welcome applications for admission from all children. Our Admissions Policy contains no criterion that discriminates against any child on the grounds of disability or any special or additional need. We will always work in partnership with parents/guardians and other services to support children with particular needs. We will manage the admissions of such children in consultation with all involved and hope to admit as long as this admission is not detrimental to the education of the child concerned or to the education of other children.

### **2.3 Current Access Facilities**

Wherever possible we will adapt and manage the curriculum, and the school site and accommodation, in order to make provision for a disabled child. For example, access for wheelchair users to our swimming pool has been made possible by the fitting of a hoist and classrooms in the two storey Key Stage 1 block have been allocated so that ground floor access has been made available to one pupil using a wheelchair. Similarly, we have provided adapted information technology hardware for users with particular physical/co-ordination needs. There are ramps to enable easier access to the main building/hall and the Key Stage 2 building has been painted to give doorways better visibility. In planning the curriculum we assess the needs of all children and will deploy our available resources to match those needs. *The key consideration in admitting any child is whether or not Borough Green can provide the most appropriate education to suit their needs.*

### **2.4 Accessibility Plan**

In line with national requirements we have an Accessibility Plan that appears as an insert to this pack.

### **2.5 Special Educational Needs (SEN)**

The school SEN Policy is reviewed annually and has recently been updated to reflect the national development towards collaborative working practices between Social Services, Health and Education under the "Every Child Matters" agenda. Borough Green Primary actively uses and supports the wide range of other agency support that is first accessed through the Malling LCSP. We have a very well qualified and experienced Special Needs Co-ordinator (SENCo) who manages a team of skilled Teaching Assistants who deliver a range of support programmes.

School self-evaluation of SEN is undertaken annually and an analysis of provision for children on the SEN continuum has helped to focus on how we target our support staff and resources. We have systems in place to ensure that we track our children's progress from when they start with us, and we seek to recognise those children who need extra support as early as possible. Pupil data shows that our children make better than expected progress.

Support groups such as "Circle of Friends" and groups centring around the "Social Use Of Language" (SULP) have been used very successfully and our staff are always seeking professional development with specific SEN training and updates. Whole school training on ADHD and Teaching Assistant training on moving and handling children, as well as play therapy, are examples of how we have increased our understanding to support vulnerable groups of children.

In all we do we wish to work in partnership with parents and we always seek to work to the benefit of all of our children.

### **2.6 Secondary Education**

Children remain at our school until the end of Yr 6, when they transfer to a secondary school. Between 40 and 50% of the year group normally take part in the Kent selection procedure to assess their suitability for grammar school. We are proud of our high success rate, which reflects the academic standards of the school and the professional advice given to parents by teaching staff.

We have systems for tracking children's progress and parents are given clear information three times per year about the National Curriculum levels at which they are working. Parents of Year 5 children are invited individually to discuss their child's possible secondary transfer options with the class teachers and Headteacher. We aim to give honest and clear information at regular intervals so that parents are well aware of their child's progress.

A meeting is then held for all parents at the start of Year 6 in order that the details of the transfer process can be updated and any questions answered. We will do all we can to support parents in this process but secondary option choices are decisions ultimately made by parents.

A wide range of secondary schools is available to our pupils in Maidstone, Sevenoaks, Tonbridge, Tunbridge Wells and north Kent/Medway. Historically our children have transferred to anything between 12 and 17 secondary schools of all types.

## **3. Equal Opportunities**

The school promotes equality of opportunity for all pupils, irrespective of gender, race, religion or disability. The school's Equal Opportunities Policy is available on request.

## **4. School Times**

School Starts	08:50
Lessons begin	08:55
Morning Break	10:10 to 10:25 for infants 10:30 to 10:45 for juniors
Lunchtime	12:00 to 13:10
Afternoon Break	14:10 to 14:25 for infants No break for juniors
School Finishes	15:25 for infant children and 15:30 for juniors.

Please ensure that your child arrives in good time for the start of school. However, children should not arrive before 08:40. There is no teacher on duty before this time, and we cannot be responsible for the safety of pupils who arrive early.

Junior children are in lessons for four hours and forty-five minutes per day. Infants are taught for four and a half hours.

## 5. Absences

If a child is away from school then their education will be affected, and it is a national requirement that all schools set targets in order to promote the highest possible rates of attendance. In order to support the welfare of our children we expect parents to contact the school by phone as soon as possible on the first day of a child's absence. If we receive no contact we will then phone parents to check. The school can take recorded messages for absence.

Following an absence a short letter should be sent to school. It is helpful if we are informed in advance of any medical or dental appointments. All absences are electronically recorded on our information management system and parents will receive a record of this information annually. Reasons for absence are coded and absence data is sent to Kent on a weekly basis.

We strongly discourage parents from taking their children on holiday during term time. In 2007 we agreed an Attendance Policy that includes the facility to issue penalty notices (a fine) should a child be persistently absent. The same policy has been adopted by the majority of Malling primary schools. If there is absolutely no alternative then holidays of up to 10 days in the school year can be approved subject to the submission of a completed holiday form. Every holiday application is considered individually in light of a child's progress and attendance record. Children with less than 95% attendance are unlikely to be granted permission. Holiday forms are available from the school office. Applications for absences greater than 10 days are referred to our Chair of Governors and could result in children being deemed to have unauthorised absence. ***Year 6 children will not be granted absence during SATS week (May/June- see national website or call school for specific dates). The school will work with the LA who will probably issue penalty notices – currently a fine of £50 per family member.***

## 6. School Lunches and Packed Lunches

Being healthy is an important part of Every Child Matters and the food children eat has an important long-term effect upon their health and their ability to learn. There are national nutritional standards that apply to school lunches, which we follow. Our school lunches are cooked in our own canteen and are prepared by experienced cooks who provide well prepared food made from fresh ingredients. Compared with contract caterers a far greater proportion of the cost of our dinners is spent on the ingredients. We aim to make each meal time a pleasant social experience and parents are able to sample the lunches from time to time. Each day there is a choice of hot meal, with at least one vegetarian option. Salad and bread and butter are always available. There is also a choice of sweet – including yoghurt or fresh fruit.

The weekly charge for meals is payable on the first day of the school week. Payment can also be made termly by cheque. Parents on income support may apply for free meals. Application forms are available from the school office. Applications are treated with the utmost confidence. Children receiving free school meals are treated no differently from the other children.

Children may of course bring a packed lunch. As with school lunches there are national guidelines as to what should be included in packed lunches and we support this guidance whilst also recognising that some children have very particular dietary needs. Packed lunches should be brought to school in a named plastic container. Drinks provided with a packed lunch should also be in a plastic container or a carton – no glass bottles, please. Fizzy drinks are not permitted.

## 7. Teaching and Learning - The Curriculum



***“The school’s good curriculum provides all learners with an interesting range of activities. Teachers have successfully planned a curriculum that makes meaningful links between subjects that enhance pupils’ enjoyment and their learning.”***  
(Ofsted, June 2006)

At the heart of our School Vision is the aim that children should become independent learners. We want to provide them with the skills and attitudes that will carry them on through the next phases of their education and beyond. We want to provide an education that is broad, balanced, relevant and enjoyable. We recognise that children have different preferred learning styles and need to develop robust emotional literacy together with well founded self-esteem and confidence. We have high expectations for children’s progress in both their academic and personal/social development.

The content and balance of the work throughout the school is in line with the requirements of the Early Years’ Curriculum and the National Curriculum. We have long-term curriculum maps that ensure that children’s learning covers the required national curriculum programmes of study but we amend and adapt all guidance to meet the needs of our children and to match our school ethos and vision. Our School Plan includes areas for development within the curriculum and we have an effective tracking system in place that supports target-setting for individuals and our school as a whole.

Through tracking children’s progress we can cater for children’s needs. For example we run a gifted mathematics group to which other local schools are invited.

All of our children benefit from regular teaching of French, they benefit from an intensive period of swimming teaching in the summer months and have specialist teaching in music. From Year 1 through to Year 6 we also provide regular Personal, Social and Health Education which helps to support children’s wider personal and emotional development.

Children may be taught as a whole class, in small groups or individually depending on the learning objectives. Key Stage 2 classes work in ability-grouped sets during most mornings. This means that each Year Group is organised according to ability for aspects of Literacy and Numeracy. This allows us to move higher achieving children to older year groups whilst also deploying classroom support to groups of children in need of more small-group/individual support.

A well qualified and experienced team of Teaching Assistants work alongside class teachers to support SEN and intervention (booster) programmes. Parents are regularly invited to discuss the progress of their child and appointments can be made to meet with the SEN Co-ordinator who is happy to discuss any queries.

### 7.1 Pupil Voice

We want to give our children opportunities to voice their own opinions about our school and so make a positive contribution to our on-going development. In order to do this we have regular meetings of our School Council and there is a “Have Your Say” box into which children can post written suggestions. School Councillors are voted into office by their peers. Some of our pupils also sit on the Tonbridge and Malling Youth Forum and this gives them a perspective beyond our school. Within our Personal, Social and Health Education (PSHE) programme there are also regular circle time opportunities during which a range of issues might be discussed. On the playgrounds a system of mediation has been put in place whereby a group of trained Year 6 pupils can help younger pupils to sort out any minor problems.

## 7.2 Homework

Homework should be used as a means of linking home and school in the learning process and should also be used so that children develop increasing independence in their learning in preparation for secondary education. The amount of homework given to pupils increases as the children move up through the school. The core homework activity is reading. Infant children should read for at least ten minutes a day and junior children at least twenty minutes a day.

## 8. Out Of School Activities

***“You have a great range of clubs, visits and visitors.”***

(David Collard – Lead Inspector Ofsted 2006 in a letter to pupils)

Our clubs include:-

Cricket  
Chess  
Tag Rugby  
Recorders

Robolab  
Choir  
French  
Netball

Football  
Cup Stacking  
Athletics  
Poetry



## 9. Pupil Welfare

***“Outstanding levels of enjoyment and well-being are evident throughout the school.”***

***“What is especially noticeable as a visitor is the strong family atmosphere amongst the whole school community and a desire to make sure that all pupils succeed.”***

(Ofsted June 2006)

### 9.1 Emergencies

In the event of an emergency it is vital that school records are accurate. Please let us know immediately of any change of address or any change of telephone numbers on the emergency contact form.

### 9.2 Medicines In School

Occasionally it is necessary for parents to send prescribed tablets or medicines to school for children to take during school hours. These must be given to the school office with the child's name and the directions clearly printed on the container. **We can take no responsibility in the event of medicines being incorrectly administered.** There are certain medicines and treatments we are unable to administer, but we are very happy for parents to come to school at lunchtime to give medicines themselves.

Children who suffer from asthma must have their inhalers with them at school, which must also be clearly labelled.

### 9.3 Medicals

Children normally have a height and weight check at school during their reception year and in Year 6.

### 9.4 Dental Check

The school dentist makes occasional visits to the school and the parents are notified if treatment is needed. Parents may then make their own arrangements or return to the school dentist.

## 10. Behaviour and Discipline

***“Behaviour is excellent”*** (Ofsted June 2006)

We expect high standards of behaviour, politeness and thoughtfulness from everyone on our school site. The children are regularly reminded of our expectations and a Five Step Approach for rewards and sanctions is on display around the school. The school has an Anti-Bullying Policy and this clearly defines what we understand as bullying, states that we do not accept bullying and that suspected cases will be dealt with and not be ignored.

Our aim is to create a stable, ordered, caring community where children are encouraged to be responsible, self-reliant and sensitive to the needs and feelings of others.

### 10.1 Home-School Agreement

In line with government legislation we have a home-school agreement. Although this is not a legally binding document it does represent the spirit of the partnership we want to develop between home and school. A copy of our agreement is with this pack.

## 11. School Uniform

All our pupils wear school uniform, details of which are as follows:-

### Boys – Winter Uniform

Grey trousers

White shirt/polo shirt

Grey socks

School tie (juniors only)

School bottle green round/V-neck sweatshirt

### Girls – Winter Uniform

Grey skirt, pinafore dress or tailored trousers

White blouse/polo shirt

White or grey socks

Grey, black, green or white tights

School tie (juniors only)

School bottle green round neck/v-neck sweatshirt or sweatshirt fabric cardigan

### Summer Uniform

Grey trousers or shorts

White short-sleeved shirt/polo shirt

### Summer Uniform

Green checked dress

**Please ensure that your child wears sensible black or brown shoes or sandals to school, NOT TRAINERS.**

Many items are available from the school office. Please request an order form if you wish to purchase uniform.

## 12. PE Kit

Plimsolls

White tee-shirt

White or green shorts

Trainers or footballs boots (for games lessons from year 3 upwards)

Sweatshirts and jog trousers may be worn for outdoor games in cold weather.

Swimming costumes, hats and towels are needed by all pupils in the summer term.

### **Please Note:**

- Long hair must be tied back for all PE lessons, and **earrings and studs must be removed.**

- If you are considering having your child's ears pierced, please wait until the beginning of the summer holiday. This is because sleepers must not be removed from newly pierced ears, and children **will not be allowed to participate in PE lessons wearing earrings.**
- Please ensure that all items of uniform, PE kit and other personal possessions are clearly marked with your child's name, preferably by sewn-in or ironed-on labels.

### **13. Personal Possessions**

Please do not allow your child to bring valuables to school, such as expensive watches, jewellery or more than a small amount of money. The school cannot take responsibility if such items are lost or damaged.

### **14. Parental Involvement**

#### **14.1 Supporting Learning**

We share specific information with you about your child's progress and also provide a booklet which explains what the various assessments mean, how we use the information and will help you to help your child progress.

We are about to embark on a programme designed to explain to parents how we teach certain subjects (things will have changed since you were at primary school) so that you can use the same strategies when helping your child.

#### **14.2 The Parents' Association (PA)**

The Parents' Association extends a warm welcome to parents of new pupils. The aims of the Association are to form bonds between home and the school, and to provide the children with extra facilities. Membership is given to parents of all pupils, past and present. There are regular committee meetings but the PA always needs parents to help on an ad hoc basis – so any offer of help is always appreciated.

The Association has been most valuable in providing facilities to the School over and above those gained through the school's delegated budget. These have included our swimming pool, an assortment of playground equipment, new data projectors for every classroom to use with the interactive whiteboards and a large contribution towards the construction of the outdoor area for Reception children.

In support of our "Healthy School" agenda, the Association has also funded water coolers throughout the School and bottles for each child so that they have access to fresh, chilled water at all times.

The Association is also a valuable consultative body for the school.

Regular fund raising activities include: Christmas Fair, Stars in Their Eyes, Summer Fayre, children's Discos, 100 Club. There are additional fund-raising events from time to time, for example, quiz nights, pamper evenings and a brilliant bi-annual Summer Ball.

The association is self-supporting and benefits every child in the school. The PA is a registered charity.

*Thank you for taking the time to read through our prospectus. Every effort is made to keep this document updated, but any recent changes in policies or practices might not always be recorded until the prospectus is reviewed.*

## **Borough Green Primary School**

### **Accessibility Plan**

#### **1. Background**

- 1.1 Schools have a duty under the Disability Discrimination Act 1995 (DDA) to produce, implement, review and revise an Accessibility Plan.
- 1.2 The definition of disability is very broad. The DDA states that:  
“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”
- 1.3 This definition includes any visible or hidden disability and includes learning difficulties such as autism and dyslexia, and physical conditions such as diabetes.
- 1.4 A pupil with a disability has a special education need if they need any special educational provision to be made for them to access school education. Pupils may have either a disability or special educational need or both.
- 1.5 Any part of a building open to the public (e.g. all lettings, public performances etc.) had to be fully accessible by October 2003 under Part III of the DDA 1995.

#### **2. Accessibility Plan – Borough Green School Aims:**

- 2.1 To increase the extent to which pupils with a disability can participate in the school’s curriculum.
- 2.2 To improve the physical environment of the school so as to increase the extent to which pupils with disabilities are able to access the education provided
- 2.3 To improve the delivery of information, already provided in writing to pupils /parents without a disability, to those pupils and parents with disabilities.

#### **3. Access in respect of pupils and people with Physical Disabilities and/or Sensory Impairments**

- 3.1 The DDA requires that where a physical feature makes it impossible or unreasonably difficult for disabled people to make use of the service, reasonable steps must be taken to remove it, alter it, or provide a reasonable means of avoiding the feature.
- 3.2 Physical features include: steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilet and washing facilities, public facilities (such as telephones, counters or service desks), lighting and ventilation, lifts and escalators. Also included could be seating in a garden, stiles and paths, and fixed signs.

#### **4. Access Audit**

***Access audits identify the main areas that will impact on access such as:***

<b><i>Car parks and footpaths</i></b> <b><i>Doors and door controls</i></b> <b><i>Sanitary conveniences</i></b> <b><i>Signage and way finding</i></b> <b><i>Finishes and decorations</i></b> <b><i>Stairs/stairways</i></b> <b><i>Medical rooms</i></b> <b><i>Communications, alarms and security</i></b>	<b><i>Ramps and ramp systems</i></b> <b><i>Lifts and lifting devices</i></b> <b><i>Handrails and hardware</i></b> <b><i>Lighting and acoustics</i></b> <b><i>Furniture and equipment</i></b> <b><i>Emergency access routes</i></b> <b><i>Toileting and changing facilities</i></b>
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## **5. Building Access Planning**

At Borough Green Primary School:

- all building projects that adapt, replace or add to existing buildings must take account of and improve accessibility;
- the School Improvement Plan (SIP) will take account of the continual need to audit and improve access to the school buildings, the curriculum and information provided by the school

## **6. Accessibility Planning**

6.1 Health and safety monitoring is provided by regular visits of the Governors' Health and Safety group. This group invites different governors to participate. The findings of monitoring visits will inform governors' accessibility planning. Through the H&S monitoring visits a range of governors gain valuable accumulated knowledge of the school site and curriculum, and are in touch on a day-to-day basis with issues pertaining to access. Via the Headteacher this group will communicate with other committees of governors and from time to time it will call upon the expertise of other individuals or external advisors, e.g. SENCO, PEP Head

6.2 Accessibility planning by governors and Headteacher aims to:

- audit school accessibility at least once a year and make recommendations to the governors' finance committee based on these audits;
- monitor accessibility to the school and curriculum through reporting upon the relevant sections of the SIP in which access priorities have been included;
- support the Headteacher and governors in collating information and seeking external advice as appropriate;
- evaluate and review progress, and report the findings to the full governing body;
- ensure that the school's prospectus includes statutory information regarding access.

## Key Stage 1 SATS 2008 COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2008) and nationally (2007) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 43

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	0	0	65				29	0	0
	Girls	0	0	69				31	0	0
	Whole School	0	0	67				30	0	0
	National	2	11	65				22	0	0
Reading	Boys	0	6		0	12	47	29	0	0
	Girls	0	4		4	23	19	50	0	0
	Whole School	0	5		2	19	30	42	0	0
	National	3	13		13	22	24	26	0	0
Writing	Boys	0	6		6	53	6	24	0	0
	Girls	0	4		15	15	38	27	0	0
	Whole School	0	5		12	30	26	26	0	0
	National	5	15		22	27	20	13	0	0
Mathematics	Boys	0	0		0	12	35	47	0	0
	Girls	0	0		15	8	50	27	0	0
	Whole School	0	0		9	9	44	35	0	0
	National	2	8		16	24	27	22	0	0
Science	Boys	0	0	35				59	0	
	Girls	0	0	69				31	0	
	Whole School	0	0	56				42	0	
	National	2	9	66				23	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1

## Key Stage 2 SATS 2008

## COMPARATIVE REPORT

These tables show a summary of the National Curriculum results of pupils in the school (2008) and nationally (2007) at the end of Key Stage 2, as a percentage of those eligible for assessment.

The number of eligible children is: 61

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2008 and NATIONAL 2007											
		Percentage at each level								Pupils disappled	Pupils absent
		W	1	2	3	4	5	6			
English	School	0	0	3	11	59	21	5	0	0	
	National	0	1	4	17	48	29	0	0	0	
Mathematics	School	0	0	3	8	52	26	10	0	0	
	National	0	1	4	17	45	33	0	0	0	
Science	School	0	0	0	13	48	38	2	0	0	
	National	0	0	2	12	47	38	0	0	0	

TEST RESULTS 2008 and NATIONAL 2007								
		Percentage at each level					Pupils not entered <sup>#</sup>	Pupils absent
		Below level 3*	3	4	5			
English	School	5	3	59	33	0	0	
	National	6	13	47	33	0	1	
Reading	School	7	0	28	66	0	0	
	National	7	9	36	48	0	1	
Writing	School	3	13	67	16	0	0	
	National	5	27	48	19	0	1	
Mathematics	School	3	10	41	46	0	0	
	National	6	16	45	33	0	1	
Science	School	0	10	41	49	0	0	
	National	3	9	41	46	0	1	

*W* represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

\* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

# pupils working at the levels of the tests, but unable to access them, formally referred to as disappled.

## CONTACT INFORMATION & OUR GOVERNORS

### **BOROUGH GREEN PRIMARY SCHOOL**

School Approach, Borough Green, Sevenoaks, Kent TN15 8JZ

Telephone 01732 883459 Fax 01732 882169

Email: [office@bgpschool.kent.sch.uk](mailto:office@bgpschool.kent.sch.uk)

Website: [www.bgpschool.co.uk](http://www.bgpschool.co.uk)

Headteacher: Mr S T Gorst

### **MEMBERS OF THE GOVERNING BODY**

LEA Governors	Chair	Mr T Coppard Vacancy
Partnership Governors	Vice Chair	Mrs V McWilliam Mrs M West Vacancy
Community Governors		Mr M Kitchingham Vacancy
Headteacher		Mr S Gorst
Staff Governors		Mrs J Moat Mrs H Simmons
Parent Governors		Mrs C Brown Mrs T Flower Mrs J Rolfe Mrs L Wheeler Mr T Shaw Vacancy
Associate Member		Mrs K Sandberg
Clerk to the Governors (Contact through the school)		Mrs A Entwistle
Clerk to the Committees		Mrs R Chacon

## TEACHING STAFF

Foundation Stage Leader	Mrs R Jeffery	Reception
	Mrs M Heffernan	Reception
Key Stage 1 Teachers	Mrs C Carpenter	Year 1/2
Key Stage 1 Leader & Acting Deputy Head	Mrs J Moat	Year 1/2
	Mrs M Brown	Year 1/2
Key Stage 2 Teachers	Mrs S Maton/ Mrs S Martin	Year 6
	Mrs E Gage/ Mrs K Sandberg	Year 6
Deputy Head	Miss D Moat	Year 5
	Mr D Powles	Year 5
	Mrs T Burton	Year 3/4
	Mrs N Pilfold	Year 3/4
	Mrs A Wibroe	Year 3/4
Special Needs Co-ordinator	Mrs J Denton	
French Leading Teacher	Mrs H Burdess	
Specialist Music Teacher & Instrumental Tuition		
	Mrs C Johnson	

**SUPPORT STAFF**

Office Manager	Mrs C Dennis
Clerical Assistants	Mrs A Berry Mrs A Entwistle Mrs R Radclyffe Mrs C Petrucci (Steps to School)
Higher Level Teaching Assistants	Mrs J Cason Mrs C Marsh
Teaching Assistants	Mrs J Baines Mrs S Barlass Mrs D Bennett Mrs L Bryce Mrs L Cumbers Mrs S Dobson Miss S Galloway Mrs K Gregory Mrs S Haley Mrs R Harvey Mrs K Jones Mrs T Mills Mrs H Simmons Mrs D Wicks Mrs N Worf
ICT Technician	Mr C Finnis
Kitchen Staff	Mrs T Howes (Catering Manager) Mrs S Bull Mr A Cant Miss G Johns Mrs S Matthews
Premises Staff	Mr R Layberry (Caretaker) Mr A Larsen (Assistant Caretaker) Mrs S Gould (Cleaner) Mrs J Haime (Cleaner)
Road Crossing Patrol	VACANCY

**TERM DATES FOR THE 2009-2010 ACADEMIC YEAR**

(all dates are inclusive)

**Term 1**

*Thursday 3 September 2009 is a Staff Development Day*

*Friday 4 September 2009 is a Staff Development Day*

Monday 7 September 2009 - Friday 23 October 2009

**Term 2**

*Monday 2 November 2009 is a Staff Development Day*

Tuesday 3 November 2009 – Friday 18 December 2009

**Term 3**

Monday 4 January 2010 – Friday 12 February 2010

**Term 4**

*Monday 22 February 2010 is a Staff Development Day*

Tuesday 23 February 2010 – Thursday 1 April 2010

**Term 5**

*Monday 3 May 2010 is a Bank Holiday*

Monday 19 April 2010 – Friday 28 May 2010

**Term 6**

Monday 7 June 2010 – Thursday 22 July 2010

*Friday 23 July 2010 is a Staff Development Day*

# **Borough Green Primary School**

## **Home-School Agreement**

### **The School agrees to:**

#### **1. Teaching and Learning**

- Deliver a broad and balanced curriculum that meets individual needs
- Ensure that homework tasks are appropriate and in accord with school policy
- Provide a range of extra-curricular opportunities

#### **2. Well-being and Safety**

- Ensure your child's physical and social well-being and foster in them feelings of confidence, self-worth and belonging
- Expect high standards and set clear guidelines for behaviour
- Not tolerate bullying

#### **3. School- Home Partnership and Communications**

Actively welcome parents/carers into the life of our school and ensure that teachers can discuss with you any concerns you have about your child's progress/welfare at a mutually agreed time

Offer regular information about your child's progress and give early warning of any problems with their work, behaviour or well-being

Keep you informed about the school's policies, guidelines and expectations

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### **Parents and carers agree to:**

#### **1. Children's Learning**

- Ensure that my child attends school regularly, arrives punctually and properly equipped with personal items clearly labelled
- Ensure that my child gets sufficient sleep and nourishment in order that they can work productively in school
- Support my child in his/her homework and promote opportunities for home learning where possible

#### **2. Well-being and Safety**

- Support the school's policies, values and rules regarding behaviour and safety and encourage a positive attitude towards school

#### **3. Home - School Partnership and Communications**

- Keep the school informed about any factors which might affect my child's work, well-being or behaviour
- Attend parents' meetings and discussions about my child's progress

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### **Children agree to:**

#### **1. Learning**

- Always do my best in lessons, use my time well and let my teacher teach
- Try hard to solve problems but ask for help if it's needed
- Make sure that I have the right equipment/clothing

#### **2. Well-being and Safety**

- Always be polite and thoughtful towards other people
- Behave safely and sensibly at all times
- Respect property that belongs to other people and my school
- Tell an adult if anything is worrying me

#### **3. Home - School Partnership and Communications**

- Make sure letters from school are taken home and delivered

Signed on behalf of the school: \_\_\_\_\_  
Headteacher