Dear Parents/Carers

The Hellingly School Prospectus has been produced in order to provide you with information concerning life, work and developments at the School and to assist you and your child as preparations are made to start school in September 2017.

Our school ethos of **Reach For The Stars** is based on three values:
- **Respect**
- **Achievement**
- **Perseverance**

We want all the children at Hellingly to be motivated and successful in their learning with high aspirations for what they can achieve. We want them to look forward to coming to a school where their work is celebrated and their contributions valued. We very much want each child to feel confident and have high self-esteem. We believe that with your full partnership and our commitment to each individual, all this can be achieved.

We hope to ensure that you experience a growth in confidence in the relationships you develop with each individual member of staff in the school and feel that you can work together with us for the happiness and progress of your child. Hellingly School provides a caring environment, with close cooperation between home and school. The staff seek to help all children reach their full potential and will always be eager to talk to you about aspects of your child’s development.

It is hoped that you will find the contents of this folder informative and from time to time it will be updated. Further details regarding your child’s education will be sent home in the fortnightly *Hellingly Newsletter* or other documents at relevant times.

Parents are invited to share in making life at Hellingly School enjoyable and successful. Please do not hesitate to contact the school should you have any queries or require advice.

Yours sincerely,

Kyra Ward
Headteacher
INFORMATION FOR PARENTS

Our School

Hellingly School is a Primary School for children aged 4 to 11 years and from September 2016 has 241 children on roll. We have eight classes split into 3 stages; 1 class in Early Years Foundation Stage (4-5 years), 3 classes in Key Stage 1 (5-7 years) and 4 classes in Key Stage 2 (7-11 years).

Each class has a name themed with our vision to Reach For The Stars:

<table>
<thead>
<tr>
<th>Year group</th>
<th>Class name</th>
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<tbody>
<tr>
<td>Reception</td>
<td>Galaxies</td>
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<tr>
<td>Year 1</td>
<td>Asteroids</td>
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<tr>
<td>Year 2A</td>
<td>Comets</td>
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<tr>
<td>Year 2B</td>
<td>Cosmonauts</td>
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<tr>
<td>Year 3</td>
<td>Satellites</td>
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<tr>
<td>Year 4</td>
<td>Meteors</td>
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<tr>
<td>Year 5</td>
<td>Planets</td>
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<tr>
<td>Year 6</td>
<td>Stars</td>
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</tbody>
</table>

Our teaching is planned carefully to ensure that each child’s learning develops as they move from class to class throughout the school. Every child’s progress is tracked individually and achievement is shared regularly with parents. Exciting and engaging opportunities are planned daily to ensure the children are enthusiastic and motivated to learn. We set the expectation of 100% participation in all our classes.

We are delighted to announce that following the recent inspection we have been judged by Ofsted as good with outstanding features. We are so proud of our collective achievement and are delighted for the children who excelled themselves during the inspection and demonstrated just how good typical days are at our school.

We were so proud when the inspectors noted ‘the excellent improvements in attitudes to learning have contributed well to the improved progress that pupils are making. A consistent example across the school is how pupils work together with partners to discuss issues and politely challenge each other to improve their work’. Also, ‘there is an extremely positive and ambitious culture within the school. Everyone works together to achieve the best for the pupils of Hellingly.’ We are thrilled that the inspection team recognised the tireless hard work, commitment, dedication and diligent professionalism that occur every day across our school. What the inspectors saw on the two days of the inspection was no different to life in school on a daily basis at Hellingly and the inspection team recognized this from the moment they walked through the door on the first day.

Our building is old but utilised efficiently. We have 4 classrooms in the main building and 4 mobile classrooms located outside in our grounds. There is a school hall, an ICT suite, a fully equipped food technology room and a library. We have laptops in each classroom and a bank of 30 learning pads so all pupils can enjoy lessons using our wireless network. We are fortunate to have beautiful grounds including a wonderful wildlife garden which is cared for by our gardener Delia Cottingham. The outside facilities are used well for playtimes, PE and other areas of the curriculum.
School Code of Conduct

Good behaviour is an essential condition for effective teaching and learning to take place. At Hellingly School we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair.

Our School Code of Conduct was created by School Council and Pupil Leadership Team. It is displayed in classrooms and around the school. We ask parents to support us by promoting the Code with their children.

We aim to help our children develop into caring and thoughtful people who:
- respect and value the feelings, opinions, beliefs, property and differences of others
- encourage our children to co-operate with one another and with adults in the school
- create a positive climate with realistic expectation
- emphasise the importance of being valued as an individual within the group
- show appreciation of the efforts and contributions of all

And we aim to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for playing a positive role in society.

To support our aims we have the Hellingly school vision and mission statement: Reach for the Stars.

We will achieve this through:
- Respect: we value others for who they are and always show respect
- Achievement: we always try our best to achieve our full potential
- Perseverance: we celebrate taking risks and are determined to never give up

Together, we RAP!

Our Code of Conduct forms the basis for our Behaviour Policy, which is available for parents to read. It may be accessed either on our website or by requesting a hard copy at the school office.
Our Children for the Future

We are keen to develop children’s skills in preparation for the world of work. To support this we look for a variety of opportunities for the children to develop their leadership skills.

House Teams
As your child joins Hellingly they will become part of a housing team. Being a member of a house team promotes teamwork, community and reflect our core values of respect, achievement and perseverance (RAP). Following the amazing London 2012 Olympics, the children voted for sporting heroes to represent their houses and provide a role model who has high aspirations, a strong work ethic and has experienced amazing success in their chosen field.

The Olympians the children selected are:

![Olympians Images]

The house teams compete both in sporting events and through the collection of commitment tokens. Each house is led by a representative of the Pupil Leadership Team.

Pupil Leadership Team
The Senior Leadership Team is well supported by our Pupil Leadership Team, a Year 6 representative from each house is voted into post by the rest of their team. The Pupil Leadership Team, who can be easily recognised by their purple jumpers, meet regularly with the Headteacher and other Senior Leaders to support, challenge and agree key decisions which need to be made. They also play a very important role in supporting whole school assemblies, celebrating behaviour and attendance at the start of the week and then the Headteacher’s Gold Award assemblies at the beginning of the week.

School Council
We also have an active school council who meet regularly to discuss current issues of concern raised in their classes, including such subjects as playtime activities and lunchtime organisation: in this way all the children are involved in discussions about their school. The School Council liaises with the Pupil Leadership Team to raise these issues and ensure they are discussed. The school runs a democratic system for voting in class representatives with elections taking place in Term 2 each year.
The Curriculum

Early Years Foundation Stage Curriculum

Children begin with the Foundation Stage Curriculum in the Reception Year. This stage is divided into seven areas of learning. Hellingly follows the new Early Years and Foundation Stage Curriculum introduced in September 2012.

The areas of learning are:

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

At the beginning of the year the class teacher completes a baseline assessment which then supports the planning and assessment process throughout the year. The class teacher will share your child’s profile of development with you at regular intervals and welcomes all parents to feed into the profile.

At the end of this important year, pupils move on to Key Stage 1 and the National Curriculum. The National Curriculum is split into Key Stage 1 and Key Stage 2 programmes of study.

National Curriculum 2014 for Key Stage 1 and Key Stage 2

Hellingly offers a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

National Curriculum 2014 provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

National Curriculum 2014 is just one element in the education of every child at Hellingly. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.
Structure of the National Curriculum 2014

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow National Curriculum 2014. In primary school it is organised on the basis of 2 key stages and eleven subjects, classified in legal terms as ‘core’ and ‘other foundation’ subjects.

National Curriculum 2014 is required to publish programmes of study for each national curriculum subject, setting out the ‘matters, skills and processes’ to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the national curriculum programmes of study is taught to all pupils.

The structure of National Curriculum 2014, in terms of which subjects are compulsory are set out in the table below:

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<thead>
<tr>
<th></th>
<th>Key stage 1</th>
<th>Key stage 2</th>
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<tbody>
<tr>
<td><strong>Age</strong></td>
<td>5 – 7</td>
<td>7 – 11</td>
</tr>
<tr>
<td><strong>Year groups</strong></td>
<td>1 – 2</td>
<td>3 – 6</td>
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<tr>
<td><strong>Core subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Science</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Foundation subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art and Design</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Computing</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Languages</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>History</td>
<td>✓</td>
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</tr>
<tr>
<td>Music</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Physical Education</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

All schools are also required to teach Religious Education across both key stages. At Hellingly we follow the locally agreed syllabus.

**English**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
• appreciate our rich and varied literary heritage
• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading
The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

• word reading
• comprehension (both listening and reading).

We understand how essential it is that teaching focuses on developing pupils’ competence in both dimensions; different kinds of teaching are needed for each.

At Hellingly we use Read Write Inc to teach reading at Key Stage 1 and then a whole class guided approach in Key Stage 2. Each class has a quality text for the term to improve their reading fluency, comprehension, inference and language.

Writing
The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

• transcription (spelling and handwriting)
• composition (articulating ideas and structuring them in speech and writing).

At Hellingly effective teacher modeling of writing underpins the writing curriculum. A range of strategies including guided writing and talk for writing support the writing process. The children are then provided with opportunities to imitate and finally to write independently.

Spelling, Vocabulary, Grammar, Punctuation
The programmes of study for Spelling, Vocabulary, Grammar and Punctuation at key stages 1 and 2 are constructed as follows:

• Opportunities to enhance pupils’ vocabulary which arise naturally from their reading and writing, understanding the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils are also taught how to work out and clarify the meanings of unknown words and words with more than one meaning.
Pupils are taught to control their speaking and writing consciously and to use Standard English, including use of the elements of spelling, grammar and punctuation.

Pupils are taught a wide vocabulary with which to discuss their reading, writing and spoken language. We stress the importance of learning the correct grammatical terms in English and ensure that these terms are integrated within teaching.

**Mathematics**

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Hellingly, we use the Singapore approach to Mathematics through the INSPIRE curriculum. This provides opportunities to secure key mathematical concepts whilst supporting the mastery approach to mathematics.

**Science**

The national curriculum for Science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
Art & Design
The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Hellingly, we value the processes and techniques and ensure the art portfolios demonstrate the exploration of ideas and independent recording of experiences.

Computing
The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

At Hellingly we are wireless enabled and have both a bank of laptops and a class set of learnpads for the children to use. Each class also has 5-6 classroom computers. We use cameras, flip cameras, easi-speak microphones, Nintendo DS, interactive whiteboards and visualisers to support all learning in the classroom. Children have access to a range of software to support their learning both in the classroom and at home.
Design & Technology

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Geography

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
History

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-term and long-term timescales.

Languages

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.
Music

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Hellingly, we use Charanga to support the teaching of music. Year 3 are taught to play the recorder.

Physical Education

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.
Religious Education

- Under the terms of the Education Reform Act 1988, Religious Education has to be provided as part of the basic curriculum for all registered pupils in maintained schools. The Religious Education offered in this school is in accordance with the East Sussex Agreed Syllabus of Religious Education.
- Staff, pupils and visitors work together to provide an essentially Christian education, but attention and respect is also given to the views of other world religions. The School provides a daily act of collective worship for all pupils.
- Parents should be aware of the provision in the 1944 Education Act allowing for exemption of pupils from Religious Education and daily worship upon the request of parents.

Personal and Social Education

- Personal and Social Education is concerned with the development of the whole child in the School’s caring environment. At Hellingly we prepare our children for the responsibility, experiences and opportunities of adult life by providing for their spiritual, moral, cultural, mental and physical development.
- We aim to help the child gain self-awareness, to understand and relate well to others and develop their relationships. We help them to build a framework for personal and moral development. We encourage our children to develop independence and a realisation of citizenship and how they can contribute positively in society.
- At Hellingly, our children strive for excellence and celebrate their achievements with the whole school.

At Hellingly, we follow the Jigsaw approach to teaching PSHE.

Sex and Relationships Education

- Sex and Relationships Education forms part of the Science curriculum but is taught as part of our whole school Personal and Social Education Programme. During an annual Healthy Schools Week, the children are taught right across the school about caring for themselves and awareness of the needs of other people. Safety in the home, at school, on the roads and near water also form part of the programme, along with healthy eating and exercise.
- As the children grow and develop, sex education is introduced as part of the programme, and in Years 3, 4, 5 and 6 television videos are used. Social Programmes, i.e. drugs, alcohol, tobacco education etc. are also discussed and children are made aware of the implications.
Assessment of National Curriculum 2014

- formative assessments take place on a daily basis by the class teacher against the intended learning outcome
- summative assessments take place on a termly basis and are reportable to parents in term 2, 4 and 6
- Standard Assessment Tasks (SATS) take place at the end of each Key Stage
- phonics testing takes place at the end of Year 1 and again at the end of Year 2 for those pupils who did not pass it at the end of Year 1
- assessments are made against the early learning goals at the end of Early Years Foundation Stage

At Hellingly, we use Chris Quigley depth of learning assessment framework to make termly judgements on progress and attainment. Parents receive written notification of their child’s progress and attainment at the end of term 2, term 4 & term 6.

Home Learning

At Hellingly School we believe that home learning tasks are an important aspect of the children’s education, helping them to develop the skills and attitudes they will need for lifelong learning.

All children are asked to read at home at least 5 times a week and are rewarded with a commitment token for doing so. Other activities may also include learning multiplication tables/spellings, mathematics tasks and independent research.

Through home learning tasks we expect children to consolidate and reinforce the learning which takes place at school, as well as developing the independent study skills needed in preparation for Secondary School. We appreciate the great support offered by adults at home and always welcome your views.

More information on home learning can be found in the home school agreement.

Extra-curricular opportunities

Educational Visits

Educational visits are an integral part of schoolwork. Whilst the school endeavours to offer stimulating experiences, the regularity of educational visits does place a financial burden on school funds. Certain activities can only be continued with financial assistance from parents. Much of the cost of such activities is met by the school, but it is hoped that parents will continue to offer voluntary help towards the total cost involved.

Parental consent will be required before any child is allowed to take part in a visit.
After School Clubs

There are a number of extra-curricular activities currently available after school which are run by our staff; some of the clubs currently on offer include art and craft clubs, computer programming, cookery, Science, tag rugby and netball.

There are also clubs run by outside providers and these are very popular. These clubs include: football, chick-boxing, fencing, drumming and gymnastics.

Details of clubs are sent out on a termly basis and are filled on a first come, first served basis.

Wider Opportunities

Violin and Keyboard lessons given by professional musicians who visit the school each week are also currently available.

Year 3, 5 and 6 pupils also have the opportunity to take part in the Bikeability programme in the Summer Term.

We are very lucky to have a strong link with a school in France and each year welcome a group of children from the school to spend a week with us. A wide range of activities take place and Year 6 play host to our visitors for the week. It provides our children with the opportunity to experience the cultural differences between the two schools and, of course, make some new friends.

Charging and Remissions Policy

Voluntary contributions for curricular activities

The Governing Body may invite parents to make a voluntary contribution towards the cost of the varied additional activities organised for pupils to enrich their learning. Parents are under no obligation to make a voluntary contribution and pupils will not be treated differently if no contribution is made.

Parents should be aware that if a sufficient sum of money is not received by a certain date, then the activity may not take place. Some activities, such as Individual Music Tuition and School Journeys, do incur a charge.

If there are circumstances which mean that a family feels unable to contribute, then parents are invited to apply in confidence to the Governors via the Headteacher for the remission of charges in part or full. Authorisation will be made by the Headteacher in consultation with the Chair of Governors.
Inclusion: Special Educational Needs

We recognise the different needs of children and provide opportunities through class work, in smaller teaching groups and through extension classes to realise the full potential of all our children, including the most able.

We identify children with special educational needs as early as possible, using information from various sources, such as our feeder pre-schools, parental consultations, teachers and teaching assistants. We give as much support as possible to children with special educational needs, following the Special Educational Needs Code of Practice. Special educational needs work across the school is co-ordinated by our SENCO Mrs. C Andrews and our Pastoral Leader Mrs. S Ribbons, who will regularly review the progress and attainment of children with particular needs. We seek to involve parents at all stages to support children.

Our team of teaching assistants works under the supervision of the class teachers. They may at times support children who have special needs, following programmes devised in discussion with our SEN team. This may include small group or individual work with a teaching assistant, according to need. Please see our Local Offer on the school website for further information.

Child Protection Procedures

The school governors and staff have a legal responsibility under these procedures.

Parents should be aware that we would take any reasonable action to ensure the safety of our children. In cases where we have reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, we have no alternative but to follow Sussex Child Protection and Safeguarding Procedures and may inform Social Care, Family Assessment or other relevant agencies of our concerns. Parents will always be contacted at the earliest possible time, following guidance from Social Care.

Equal Opportunities

At Hellingly we are committed to ensuring that all of our community are included and have equal opportunities. The school has an Accessibility Plan in accordance with the Disability Discrimination Act 1995. For more details please contact the school or see our school website for more information on our equality objectives.
The School Day

School Hours
The school hours are:

Reception & Year 1:
- Morning session: 8.55am – 12.00pm
- Afternoon session: 1.00pm – 3.15pm

Year 2 - 6:
- Morning session: 8.55am – 12.15pm
- Afternoon session: 1.00pm – 3.15pm

There is a 15-minute break in the morning and the afternoon for all pupils.

Arriving at School
The school day starts at 8.55am and children should be on site by then. The gates to the school playground open at 8.45am and parents and carers are very welcome to walk into the playground with their children. Children are able to enter their classrooms from 8.45am, where a range of morning work is in place to prepare them for the start of the school day at 8.55am. A Teaching Assistant is present on the main doors to the school to pass on any key information you feel the teachers need to know. If you do need to meet with the teacher, please make an appointment via the school office.

Parking at Hellingly is at a premium and during peak times the road becomes very congested. We would be grateful if drivers would consider all children’s safety when choosing where to drop their children off or parking in a safe place. Parking across the road at Hellingly Preschool is only permitted for those families dropping off pre school children. Please do not park there if you are only dropping off to school. We are constantly working in conjunction with our local Police Officer to keep the area as safe as possible for our children.

Attendance
We must by law keep a record of each child’s attendance. If a child is marked absent this may either be authorised or unauthorised. Authorised absence includes sickness, medical appointments, attendance at music exams, etc. Unauthorised absence includes truancy and parentally condoned absence (e.g. long weekends away). Lateness is also recorded.

It is very important that children arrive at school on time as lateness causes disruption to the rest of the class and can potentially be embarrassing for the children concerned.

We urge you to refrain from arranging holidays, days out, etc. during term time, as our experience is that this causes a significant disruption to the child’s education. Absence due to holidays in term-time is normally unauthorised unless there are exceptional circumstances. If you wish to take your child on holiday during term time, please complete a form available from the school office. Please be aware
that if a holiday is unauthorised and a parent still decides to take their child out of school, this may incur a fine from East Sussex County Council.

Please leave a message on the school answer machine if your child is absent because of sickness. This needs to happen before 9.30am on the first day of absence. Please send a note on your child’s return, for our records. The Education Welfare Office might choose to follow up any un-notified absence. Please notify the school of any change of address and ensure that we always have up to date contact numbers where you or another responsible adult can be contacted in case of emergency.

Playtime

All children will have a morning playtime and infants will also have an afternoon playtime. Playtime will generally take place in the playground, but during the summer months children may also use areas of the school field. There are always members of staff on duty during each play session.

Each Key Stage has their own playground which allows for age appropriate play at breaktime. At lunchtime, free flow play between the playground zones is actively encouraged. Reception and Year 1 children must remain on the Key Stage 1 playground at all times. There is equipment provided and play is supported by our Midday Supervisors.
School Uniform

All pupils wear school uniform to present a consistent and corporate image and to encourage a tidy and purposeful appearance. This also removes any problems with peer pressure or early morning discussions on what to wear today.

Girls - Winter

- White blouse or white polo shirt
- Navy knee length skirt, pinafore dress, plain navy/black trousers
- School sweatshirt / cardigan
- White or navy socks or tights
- Sensible black shoes or black trainers
- Skirts and/or dresses should be knee length

Girls - Summer

- Blue and white check knee length dress (or)
- White blouse or white polo shirt
- Navy skirt/pinafore dress
- School sweatshirt
- White socks
- Sensible black shoes or black trainers
- No sandals, flip-flops, ‘crocs’ or similar slip on shoes

Boys - Winter

- White shirt or white polo shirt
- Navy/black trousers
- School sweatshirt
- School fleece
- Black or white socks
- Sensible black shoes or black trainers

Boys - Summer

- White shirt or white polo shirt (short sleeved)
- Navy/black trousers (long or short)
- Black or white socks
- Sensible black shoes or black trainers
- No sandals, flip-flops, ‘crocs’ or similar
Reception Children

- As above for summer and winter
- Pair of wellington boots – to remain in school at all times
- Wet weather waterproof all in one to remain in school at all times

PE - All children - Summer and Winter

- PE t-shirt (red, yellow, blue or green depending on your child’s sports house)
- Navy shorts (summer)
- Jogging bottoms (winter)
- Navy or white socks
- Plimsolls or trainers

We request that items of clothing be named to avoid confusion. For the safety of the children, only stud earrings may be worn. Long hair should be tied up.

Other jewellery, dyed hair and inappropriate shaved haircuts including tramlines are not seen as appropriate school uniform. Parents will be contacted if inappropriate uniform is worn by letter in the first instance. If parents persist in not providing the correct school uniform for their child then a meeting will be arranged with the Headteacher and a representative from Hellingly Governing Body to discuss ways forward.

Personal Possessions

All items of clothing and belongings must be clearly named so they can be returned to the correct classroom. If your child mislays an item, please support them to search for it if at all possible, and inform classroom staff. We have a lost property box which is emptied at the end of each term.

All money for school dinners should be in a named purse and handed into the class teacher at the beginning of the day. Children collect their purse from the cashier in the hall to pay for their meal. Purses are returned to classes at the end of the school day. Staff cannot be responsible for money left in bags or in the cloakroom.

We do not allow children to bring in any toys or items from home UNLESS it is at the request of the class teacher to support their learning.

Hand-held computer games brought onto site will be confiscated and returned to parents/carers and/or child at the end of the school day.

Mobile Phones

Mobile phones are not necessary during the school day and we prefer that children do not bring them to school. If you feel there are extenuating circumstances for your child to have a mobile phone then please contact the Headteacher. The phone will then be locked in the office safe and the child should return to the office to collect it at home time.
Snacks

Free fruit is provided for all children in Key Stage 1. We encourage children in Key Stage 2 to bring in fruit or a healthy snack for break time and a bottle of water for use throughout the day. A water bottle with the Hellingly logo and sporting house colour can be purchased from the school office. Sweets and chocolate are not allowed as mid morning snacks. PLEASE DO NOT SEND NUTS as snacks as some children are allergic to these.

Children under 5 will receive free milk everyday provided by www.coolmilk.com. All other children are welcome to purchase a carton of fresh milk through the website www.coolmilk.com.

Lunch Arrangements

At lunch time, the children are looked after by a team of experienced midday supervisors. School meals are cooked on the premises. Parents who wish their child to have a school lunch can pay for it online by joining our parent pay scheme www.parentpay.com.

Children can choose from the main meal with a vegetarian option or jacket potatoes with a variety of fillings. Each school meal currently costs £2.02.

We recommend paying via www.parentpay.com but will accept cash. Any money brought into school must be placed in a named envelope.

From September 2014, all pupils in Reception, Year 1 and Year 2 in state-funded schools in England became eligible for free school meals (FSMs). This will include academies, free schools, pupil referral units and alternative provision as well as maintained schools.

Existing entitlements to free school meals for disadvantaged pupils in nursery classes and at key stages 2-4 will continue as now, based on the existing free school meals eligibility criteria.

In England, children in Key Stage 2 in state-funded schools are entitled to receive FSM if their parents or carers are in receipt of any of the following benefits:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Guaranteed element of State Pension Credit
- Child Tax Credit (provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by Her Majesty’s Revenue and Customs)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- During the initial roll out of the benefit, Universal Credit

Packed lunches should be in named containers, for storage until lunchtime. Please do not include fizzy drinks, sweets and chocolate. PLEASE DO NOT SEND NUTS as some children are allergic to these.
Keeping in Touch / Partnership with Parents

A school, where children can develop successfully, has to be a partnership between all parties – the school staff, parents and the children themselves. We will do our best to keep lines of communication open through:

- The Hellingly Newsletter emailed out
- Letters about specific events
- Termly class curriculum letters
- Updates to this prospectus
- Contacting you if there is a problem
- Sending an annual written report on all the subjects of the National Curriculum and RE
- Holding induction/information evenings
- Text messages
- Emails
- Twitter messages – see website to follow us
- Parent evenings twice a year
- School Website – www.hellingly.e-sussex.sch.uk
- Anomaly screen in the playground
- SLT representative on the gate

You can always:

- Ring us
- Email us through the office: office@hellingly.e-sussex.sch.uk
- Call into the office – we’ll always do our best with any queries, etc.

The Hellingly School ‘Newsletter’ is issued fortnightly throughout the year, providing parents and friends with information relating to events and day to day happenings in the school. It is emailed out to parents and is also available on our school website.
Medical Care and Safety

The Health and Safety of the children is of paramount importance to us. Please keep the school fully informed of any medical issues regarding your child. We need to know about any **allergies**, **diabetes**, **epilepsy** or other **ongoing conditions** and any **medicines** that children take regularly. **Asthmatics** need two inhalers at school, one in their possession (usually stored in their classroom) and one to be kept in the office. Children requiring **epipens** should also have two in school. Any medicines must be handed in to the office and a protocol agreed for their administration. Normally we can agree to the oral administration of medicines prescribed by a doctor, however, please note staff are not obliged to administer medicines nor are they responsible for reminding children for the need to take them. Parents will always be asked to provide written permission if staff agree to administer medicines.

On occasion, there are visits from health professionals in school but no examinations will be made without your prior knowledge and permission.

The school has a number of qualified First Aiders or ‘appointed persons’ who can deal with children’s everyday mishaps. If we have any concern about an illness or injury, we will advise parents immediately. At that time it is important for parents to resume responsibility for their children’s wellbeing and quickly come and collect them if it is obvious that they cannot continue at school.

Parents, Teachers, Friends Association

We have a wonderful PTFA who put on a number of events throughout the year and raise a lot of money for the school which in turn benefits the children. The core committee meets regularly to plan events ranging from our Summer Fayre to children’s discos.

Recent fundraising has provided us with some funding towards our purchase of 30 Learnpads, a Christmas reward trip to the theatre and funding towards our brand new ICT suite.

Helpers at events are always needed and it is a great opportunity to get to know the school better and make new friends. Please contact the PTFA Chair via the school office if you are able to help.

Chairman: Mrs Ritchie
Secretary: Mrs Miller
Treasurer: Mrs Vos
# STAFFING TEAM 2016-2017

## Senior Leadership Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteacher</td>
<td>Mrs Ward</td>
</tr>
<tr>
<td>Deputy Headteacher</td>
<td>Mrs Crawford</td>
</tr>
<tr>
<td>Key Stage 2 Leader</td>
<td>Miss Griggs</td>
</tr>
<tr>
<td>Key Stage 1 Leader</td>
<td>Miss Breeze</td>
</tr>
<tr>
<td>School Business Manager</td>
<td>Mrs Hill</td>
</tr>
<tr>
<td>SENCO &amp; EYFS Leader</td>
<td>Mrs Andrews</td>
</tr>
<tr>
<td>Pastoral Leader</td>
<td>Mrs Ribbons</td>
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</tbody>
</table>

## Teaching Team

<table>
<thead>
<tr>
<th>Teaching Teams</th>
<th>Teachers</th>
<th>Teaching Assistants/ Individual Needs Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Galaxies</td>
<td>Mrs Green &amp; Mrs Andrews</td>
<td>Mrs Barry</td>
</tr>
<tr>
<td>Asteroids Year 1</td>
<td>Miss Burgess</td>
<td>Mrs Wood</td>
</tr>
<tr>
<td>Comets Year 2</td>
<td>Mrs Noble</td>
<td>Mrs Brown</td>
</tr>
<tr>
<td>Cosmonauts Year 2</td>
<td>Miss Breeze</td>
<td>Mrs Humphreys, Mrs Hedges/Mrs Kendall</td>
</tr>
<tr>
<td>Satellites Year 3</td>
<td>Ms Anstey</td>
<td>Mrs Foy</td>
</tr>
<tr>
<td>Meteors Year 4</td>
<td>Miss Whyman</td>
<td>Mrs Kendall &amp; Miss Wilson</td>
</tr>
<tr>
<td>Planets - Year 5</td>
<td>Miss Griggs</td>
<td>Mrs Farrier/Mrs Ribbons &amp; Mrs Norton</td>
</tr>
<tr>
<td>Stars - Year 6</td>
<td>Mrs Hall &amp; Mrs Osborn</td>
<td>Mrs Holmes &amp; Mrs Camp</td>
</tr>
<tr>
<td>Food Tech Teacher</td>
<td>Mrs Meg Moore</td>
<td></td>
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<tr>
<td>PPA Teachers</td>
<td>Mrs Single/Mrs Crawford/Mrs Norton</td>
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</tbody>
</table>

## Premises Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Business Manager</td>
<td>Mrs Hill</td>
</tr>
<tr>
<td>Secretary</td>
<td>Mrs Boorman</td>
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<tr>
<td>School Caretaker</td>
<td>Mr Forward</td>
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<tr>
<td>School Gardener</td>
<td>Mrs Cottingham</td>
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<tr>
<td>Midday Supervisors</td>
<td>Mrs Humphreys</td>
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<td></td>
<td>Mrs Brown</td>
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<td></td>
<td>Mrs Holmes</td>
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<td></td>
<td>Mrs Perez</td>
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<td></td>
<td>Mrs Barry</td>
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<tr>
<td></td>
<td>Miss Powell</td>
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<tr>
<td></td>
<td>Miss Lock</td>
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<tr>
<td>Cook</td>
<td>Mrs Clayton</td>
</tr>
<tr>
<td>Kitchen assistants</td>
<td>Mrs Edwards</td>
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<td></td>
<td>Mrs Groves</td>
</tr>
</tbody>
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Admissions

Information about admissions to Hellingly Community Primary School

The arrangements for the admission of children to this school at age 4+ are made by the County Council. Further information can be found at www.eastsussex.gov.uk/admissions

However, parents 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) Looked after children

ii) Children with strong medical or exceptional evidence which leads the Director of Children’s Services to conclude that attendance at any other school would be inappropriate. The evidence submitted, such as a letter from a doctor or social worker, must clearly demonstrate that the needs of the child can only be met by attending a particular school.

iii) Children who will have an elder brother or sister at the school at the time of admission.

iv) Children wishing to transfer between a 'linked' infant and junior school

v) Children living within a predefined community area, prioritised if necessary on the basis of the shortest route from home to school using surfaced, passable routes.

vi) Children living outside the predetermined community area, prioritised if necessary on the basis of the shortest route from home to school using surfaced, passable routes.

<table>
<thead>
<tr>
<th>Published admission limit 2016-2017</th>
<th>30</th>
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</thead>
<tbody>
<tr>
<td>Number of first preferences received by the initial closing date</td>
<td></td>
</tr>
</tbody>
</table>
GOVERNORS

Governor Representative | Designation
------------------------|------------------------
Mrs Diane Aldridge Chair of Governors | Local Authority Representative
Mr Sam Jaquet Vice Chair of Governors | Parent Governor
Craig Ribbons | Co Opted Governor
Matt Wynn | Parent Governor
Ali son Miller | Parent Governor
David White | Co opted Governor
Michael Nix | Co opted Governor
Kyra Ward Headteacher | Staff Governor
Christina Green | Staff Governor
Lynn Hill School Business Manager | Associate Governor
Corrine Crawford Deputy Headteacher | Associate Governor
Gaynor Newnham | Clerk to Governors

The Chair is available by contacting the Clerk at the school office, North Street, Hellingly, Hailsham BN27 4DS

The Governing Body is made up of parents, staff and other people from the local community who work together to make the school a success.

The Governors have an important job to do. The full Governing Body meet regularly, in addition to sub-committees concerned with finance and the school curriculum and are involved in:

- Deciding what is taught
- Interviewing and selecting staff
- Deciding how the school budget is spent
- General welfare and care of all associated with the school

Governors know the school through regular visits and personal liaison and every year they draw up a school report and present it to a meeting of parents. The Chair and Clerk may be contacted via the school office.

Complaints Procedure

We welcome parents to discuss any issues which may arise regarding school and encourage you to make informal contact as soon as possible. In the first instance, please contact the class teacher if you have any concerns. If they are unable to help, they will refer you to the Team Leader for the appropriate year group, the Deputy Headteacher or Headteacher as appropriate.

We hope that any problems may be resolved through this informal approach. In the event that this is unsuccessful, our formal complaints procedure is outlined below. Time for responses should be allowed at each stage:

- Write to the Headteacher
- Write to the Chair of Governors.
- Write to the Clerk to the Governors, requesting that a Complaints Committee of Governors is formed.

If you remain dissatisfied you should: Write to Children’s Services at County Hall, Lewes. If you are still not satisfied you should: write to the Secretary of State for Education and Skills, or the Local Government Ombudsman. The full Policy for Complaints is available from the school office/ on the school website.
Our Success Story

We are very proud of the achievements of our children and our results show each year that achievement at Hellingly is above National average in both Key Stage 1 & Key Stage 2.

**EYFS RESULTS**

![EYFS GLD: All Pupils % Achieving Expected Standard (GLD)](chart1)

**PHONICS RESULTS**

![End of Year 1 Phonics: All Pupils % Achieving Expected Standard](chart2)

![End of Year 2 Phonics: All Pupils % Achieving Expected Standard](chart3)
KEY STAGE 2 RESULTS

Reading Attainment: All Pupils
% Achieving Expected Standard

Reading Attainment: All Pupils
% Achieving Higher Standard

Reading Average Scaled Score: All Pupils

Reading Progress: All Pupils

Writing Attainment: All Pupils
% Achieving Expected Standard

Writing Attainment: All Pupils
% Achieving Higher Standard