

High View Primary School

Learning to succeed in life



School Prospectus
2010/11

High View Primary School

Learning to Succeed in Life

High View Primary School
The Chase
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Head Teacher: Mrs Elizabeth Brailsford B.Ed.

Dear Parents

We are pleased to present our school profile. It is impossible to reflect the things that make High View Primary unique in a document such as this, as so much of the atmosphere and environment we aim to create can only be experienced. However, it contains much information about our school that will give you an insight into how we operate.

We firmly believe that a child will progress at school if a supportive partnership exists between school and home. You, as parents, are your child's first and most important teacher. He/she has learned a lot before starting full-time education. Starting school is another step, an important one, on your child's path to a lifetime of learning.

At High View we value literacy and numeracy. The power to be able to communicate through the spoken and written word enhances independence. Handling numbers and mathematical concepts increases confidence. Including other subjects gives children a broad and balanced curriculum. Gradually your child will come to know and understand the world around him/her. We aim to ensure that this happens in a co-ordinated and developmental way.

We set out to provide a safe environment in which your child can learn. High standards of behaviour are expected in order that nothing interrupts each child from learning at his/her best. Children get only one chance of education. At High View we realise the importance of that chance and set out to enable each child to make the most of it.

Please, if you have any concerns about your child's education do not hesitate to share them with us. We value your involvement and take your comments seriously as we know that both home and school want the best for each child. We sincerely hope that our partnership results in a successful and memorable learning experience for your child.

Yours sincerely

Liz Brailsford
Head Teacher

Introduction

High View Primary School opened in 1932. It is situated in the east of the London Borough of Sutton.

The school consists of a substantial red brick building on two floors; a modern section, which was opened in September 1998, and a further first floor extension completed in 2005. In 2010 the Reception area was re-modelled in order to create a fabulous Independent Learning Area and improve access for parents.

A nursery class was opened in September 1994 and now occupies a position within the main body of the school.

As well as classrooms, the building houses a multi-purpose hall equipped for gymnastics, a music & drama studio and a computer room linked to the Internet. All classrooms are linked to the computer network. There are also a number of laptops for children to use along with the computer huddles in the ILA.

The school now has its own playing fields at Sheen Way and also makes use of facilities at Wilson's School, Mellows Park and the local cricket grounds which are all a short walk from the school. Swimming is taught (Years 3, 4 and 5) at Westcroft Leisure Centre.

There are fourteen classes (two per year group) plus a Nursery. Children are taught in mixed ability classes of approximately 30. In later years, children are taught in ability groups for Mathematics. KS2 children are taught Spanish.



Admission Arrangements

All prospective parents are encouraged to visit the school whilst it is in session. In this way it is possible to appreciate the true nature of our school. All children now begin in Reception in the Autumn term of the year that they have their fifth birthday. Entry dates are staggered carefully throughout the beginning of the Autumn term so that the children can be introduced and settled gradually.

If the school is oversubscribed, priority will be given to children fulfilling the following criteria in the order listed.

1. Applicants who have an older sibling in the school on the date of admission.
2. Applicants who have an exceptional and professionally supported medical or social need for a place in the school.
3. Applicants for whom High View is the closest county school in order of nearness to the school.
4. The remainder of places are allocated on the basis of nearness to the school measured from the home of the applicant.

For the admission of children during the school year, the same list of criteria applies if there are spaces in the desired year group. If there are no places available, parents can put their child's names on a waiting list by obtaining the required form from the school office.

Our aims



“Learning to Succeed in life”

High View Primary promotes high achievement and learning for life by working with children to:

- Develop enquiring minds and a spirit of curiosity
- Become confident, ambitious, tenacious and motivated life-long learners
- Develop the skills for living successfully in the 21st. Century
- Have positive opinions of themselves while being appreciative of others' differences
- Achieve their potential in all aspects of the curriculum
- Be able to work and play independently and co-operatively
- Create a sense of community

We believe that each child will succeed if we as a school

- Have high expectations of ourselves and others
- Provide a broad and balanced curriculum
- Foster a secure, welcoming and stimulating learning environment
- Work in partnership with parents and the local community
- Promote and celebrate achievement in all areas of school life
- Continually strive to develop our teaching practice to promote a learning culture
- Create an ethos which values support, challenge and encouragement



Dates of School Terms 2010/2011

<i>Autumn Term 2010</i>	
First Day	Thursday 2 nd September
Last Day	Friday 17 th December 1.30pm
Half Term	25 th – 29 th October
<i>Spring 2011</i>	
First day	Wednesday 5 th January
Last day	Thursday 8 th April 1.30pm
Half Term	21 st – 25 th February
<i>Summer Term 2011</i>	
First Day	Wednesday 27 th April
Last Day	Friday 22 nd July 1.30pm
Half Term	30 th May – 3 rd June

School Attendance

From 3rd September 2009 to May 2010

Number of compulsory school age pupils in September 2004 (This figure does not include all the children in the Reception and Nursery classes)	370
Number of authorised absences	3.6%
Number of unauthorised absences	0.9%



School Hours

Nursery- am

Arrival- 8.30- 11.30am

Nursery- pm

12.15-3.15pm

Infants

Registration is at 8.55am

Children may enter classrooms from 8.45am

Lunch is at 12 noon

School re-commences at 1.00pm

School finishes at 3.10pm

Juniors

Registration is at 8.55am

Juniors assemble on the playground from 8.40am

Children may enter classrooms from 8.45am

Lunch is at 12.10pm

School recommences at 1.10pm

School finishes at 3.10pm

Collecting Children from School

The majority of children are collected from the playground at the end of the day with the exception of Nursery, Reception and one Year 2 class who are collected from their classroom door.

When children have to be collected during the school day, parents should always call at the office. Children may only leave the school premises during the school day if they are accompanied by an authorised adult.

Parents are requested to advise the school office by telephone or in writing if they have arranged for their child to be collected by someone other than themselves. Parents wishing their Year 5 and Year 6 children to walk home alone should inform the school in writing.



School Premises

Over the past few years we have made many improvements to the school building. The most recent of these is the creation of an Independent Learning Area (ILA), the relocation and refurbishing of the school office and staff room, a new pupil entrance, refurbishing and extending the pupil toilets and most significantly provision of a portacabin to house the pre and after school club as well as providing extended schools services to the local community and an extra learning space with kitchen for the school.

An earlier and equally ambitious project was the design and construction of the new first floor extension in 2005. This houses a new Music and Drama Studio, linked to a large Group Teaching Classroom, and two small studies suitable for individual music tuition or small group SEN support. These rooms are now available for after school clubs.

We have extended the ICT Room to create a much larger space so that it now has 30 networked computers. This room is used by every class from Reception to Year 6 for around an hour a week.

All of the playgrounds and courtyards have seen a huge transformation with the addition of play houses, a train, excellent markings and games. This has been funded by the PTFA.

There are several exciting building projects planned for the next 12 months including the development of the Quiet Area, the creation of the Wildlife area and the installation of new playground apparatus.

School Security

We take school security very seriously. We ask parents and visitors to ensure gates are kept shut at all times. All doors to the school building are secured. Some have digital combination locks. All doors to the school are kept shut during the school day, unless the children are outside.

Any visitors to the school during the day must enter and leave through the Main Entrance and sign the visitors book. The Main Entrance through the Foyer has recently been equipped with a camera entry system operated from the School Office and CCTV has been installed in the corridors in order to aid in security. External gates have also been recently fitted with a video entry system.

Religious Education and Collective Worship

At High View we have no affiliation with a particular religion or denomination. However Religious Education is taught in accordance with the locally agreed syllabus. This means that at the heart of our RE syllabus is Christianity although other major religions i.e. Buddhism, Islam, Hinduism, Judaism and Sikhism are also covered as well as aspects of morality.

There is an act of collective worship each day which is mainly Christian in character but which also centres on moral issues such as sharing, being kind etc. and uses other religious festivals and stories to reinforce a respect for one another. Parents have the right to withdraw their child from acts of collective worship. If you wish to do so, please write to the Head Teacher making her aware of your intentions.

Special Educational Needs

At High View we believe that it is the responsibility of all who come into contact with children to differentiate their approach according to individual needs. We feel that some children may manifest difficulties that require a more co-ordinated and planned approach than the remainder of their peers. Our comprehensive Special Educational Needs Policy is concerned with those pupils and aims to:

- Identify pupils with special needs early so that intervention can be as effective as possible.
- Address any needs identified by setting specific objectives for each child so that pupils have as equal access to the curriculum as possible.
- Monitor progress regularly.
- Ensure that those involved with pupils with special needs are kept informed of all action and their role within the process.
- Ensure that there is effective liaison with parents and outside agencies including the Learning Support Service, the Educational Psychology Service and the Primary Language Service.

Our comprehensive Special Educational Needs Policy not only embraces but also exceeds the Code of Practice in our dealings with children with special needs. There are three stages:

School Action - An Individual Education Plan for each pupil is produced by the Class Teacher, in conjunction with the Inclusion Manager, where there are ongoing concerns about a child's progress. The school will work closely with the parents and advice may be sought from outside agencies. The Individual Education Plan is regularly reviewed.

School Action Plus - the Inclusion Manager takes a lead role and continues to work closely with the child's parents, class teacher and external support agencies.

Children with Statements of Special Educational Needs – allocated resources are deployed to provide support for a particular child; the Inclusion Manager continues in a lead role and works closely with the child's parents, class teacher and external support agencies.

In addition at High View, when a teacher notices that a pupil is experiencing greater difficulty in accessing a particular aspect of the curriculum, they are carefully monitored and progress is reviewed each term with the Inclusion Manager.

As of May 2010, we have 49 children on School Action and 29 children on School Action Plus. Seven children currently have a statement of SEN.

The Special Educational Needs Policy is reviewed each year. More detailed information on Special Educational Needs may be obtained from the school.

Programmes of work for children with Special Educational Needs include:

EYSF:

Teacher/TA interventions as needed, including small group and 1:1 support focusing on phonics, speaking and listening and number skills.

KS1:

Y1/2 Project – A carefully tailored programme that helps to develop phonic skills to aid reading and spelling. This is accompanied by work on number skills and calculations for children who are struggling with maths.

KS2:

Y3/4 and Y5/6 Projects – carefully tailored interventions to support children who are struggling with Literacy skills, at the class teacher and Inclusion Manager's direction.

Toe-By-Toe – A programme of study which is carried out on an individual basis and helps to develop phonic skills for KS2 children through daily practice at school and at home

Snap on 2 maths, Spring Board, Stiles and the 'Power of Two' programme are all used to support children who are struggling with Numeracy

Whole School:

Use of Education City, Word Shark and Number Shark – interactive computer programmes with many games and activities which can be used to support children with spelling, learning high frequency words and with maths skills.

Gifted and Talented:

Children who are particularly able in one or more areas are included on a 'Gifted and Talented' register. Extra 'challenge' activities and projects are provided for these children in addition to the standard curriculum. As of May 2010, there are 42 children on this register and their progress is monitored termly.

EAL:

Children for whom English is an additional language settle quickly into High View and generally make very good progress. We employ a Teaching Assistant for four afternoons a week to support the children who are in the early stages of learning the English Language across the school. As of May 2010 there are 90 EAL pupils on the school roll and 39 of these are receiving support. Their progress is monitored termly.

An SEN information leaflet is available to parents upon request. It outlines the school's SEN policy and provision and describes some of the outside agencies that offer advice and support.

Equal Opportunities

At High View Primary we strive to create a welcoming environment for all and we are committed to creating a learning environment where all children can contribute fully and feel valued. These aims are implicit in everything we do;

- Help all pupils and staff to achieve their full potential
- Encourage pupils and staff to challenge racism and celebrate diversity and equality across all areas of the curriculum, and school life
- Utilise and value experiences and expertise of all children, parents, governors and the wider community
- Encourage parental involvement from all community and ethnic groups at all levels in the life of the school

The school is a two-storey building with wheelchair access to the ground floor. There are two specially designed toilets with wide doors and handrails. Admission arrangements for pupils with disabilities are in line with the Sutton criteria. Applications for jobs at the school from people with disabilities are also welcomed.

Accessibility: High View Primary is committed to inclusive education. We believe that the benefits of inclusive education are great both to the individual concerned and the wider school community. Our SEN and Medical policies set out to demonstrate how, wherever possible, we intend to provide for all pupils to be included in our school.

Admissions: The criteria for admission to High View are based on the LEA admission criteria. As part of the criteria, priority is given to those pupils who have an exceptional and professionally supported medical or social need.

The Physical Environment: All except four teaching bases are accessible at ground floor level. Access to the first floor classes is by stairs. If a pupil is admitted to the school who is not be able to manage the stairs, the school must either:

- Transfer the class to a ground floor level, or
- Make arrangements for that pupil to negotiate the stairs safely.

The school has two accessible toilets. In the event that this needs to be used, adult supervision will be provided.

Access to the Curriculum: All children have an entitlement to the curriculum offered by the school including the National Curriculum. Access to this entitlement begins at classroom level. It is the responsibility of the class teacher to differentiate activities so that the desired learning occurs. In the event of continuing difficulties, reference should be made to the Inclusion Manager.

Parents need to be an important stakeholder in this process and must be kept informed of targets set for their children, how they can support at home and any reviews that occur.

Reasonable steps are taken to ensure that technical aids are available to ensure that access to the curriculum is possible eg amplifying machinery, knowledge of signing etc.

Access to Information: It is our aim to make access to the information that the school disseminates available to all. We will take active steps to:

- Ensure that communications are wherever possible free of jargon
- Ensure that communications are available in a variety of forms as and when the need arises e.g. separate languages, large print etc.
- Ensure that we communicate verbally with parents as much as possible
- Ensure that parents feel that they are able to approach us for information

Monitoring: Each term the Governors receive a review of special needs provision throughout the school and access issues or work undertaken in this area is included in that report.

Behaviour and Discipline Policy

At High View we set out to create an environment in which positive relationships exist within the whole school community. This environment is built by encouraging everyone in the right way to behave.

Five Expectation of Behaviour

1. Treat the classroom as a place of learning
2. Create a calm atmosphere in and around school
3. Show respect and consideration for all
4. Take responsibility for your own behaviour
5. Enjoy your free time and allow others to do the same

All adults in the school community have a vital role to play in promoting positive behaviour by acting as good role models and leading by example.

Incentives

Praising children when they are being good is one of the most effective ways of encouraging good behaviour. In addition stickers and team points are awarded for good work and behaviour and effort. Children collect team points and “exchange” them for prizes with the school logo on. Each week, each class teacher has the option of awarding any child in his/her class a Certificate of Achievement. These are presented in whole school assembly and are taken home. Also these children have their star displayed on the Star Board for one week, a photograph of the children receiving Star of the Week is displayed each week in the foyer and names are published in the weekly newsletter. Each half-term the Head and Deputy have a Tea party for children who have set an especially good example to other children.

Sanctions

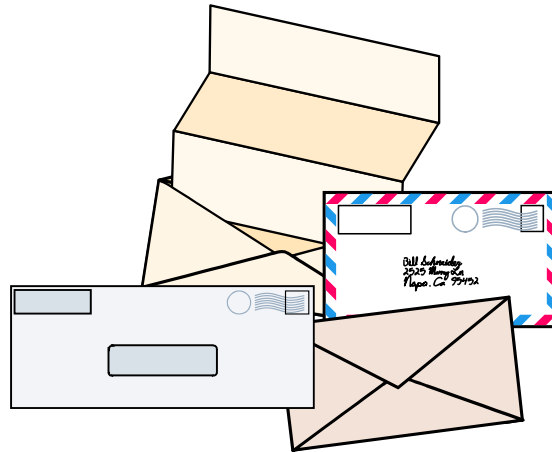
Children may receive misbehaviour crosses for inappropriate behaviour in class, assembly or the playground. Any child accumulating three misbehaviour crosses will be required to sit a lunch time detention. Parents will be notified if their child sits a detention and be expected to acknowledge receipt of the notification slip. The parents of pupils who are persistently misbehaving will be asked to see the Head in an effort to resolve the misbehaviour together. There are a range of more far reaching consequences which, whilst seldom needed, are embedded in our Behaviour Policy and are used when necessary. (See Behaviour Policy for more details)



Important Information

We ask parents to complete a pupil information form. This contains important information e.g. an emergency telephone at which we can contact you during the day. Please inform the school immediately if a contact number changes.

Please let the School Office know of any change of address, as soon as possible, particularly if you move out of the Borough.



Absences

All absences and their reasons have to be recorded. It is essential that the school is notified about ALL absences. We request that parents telephone us by 9.30am on the first day of a child's absence. Parents are required to explain the absence in writing when the child returns to school so that records can be maintained.

Please try to avoid planned absences during term time. If it is absolutely necessary to take an extended absence during term time, permission must be sought from the Head Teacher by completing an "application for absence" form which can be obtained from the office. Permission for holidays is not granted in September nor in May.

Arrival after 9.10am is considered to be an absence and as such written notification should be received by the school.

Hospital and clinic appointments

When these occur in school time, parents are requested to let the school know in writing as early as possible, and when collecting your child please call at the school office.

Attendance Officer

The Attendance Officer visits the school regularly to monitor registers, note absences or late attendance and discuss problems with staff. They are always willing to visit parents and to give advice and discuss difficulties. The Attendance Officer is a valuable link between the school and other agencies. Contact may be made through the school or directly through the Education Department (0208 770 5000).

Illness and Treatments

The school has qualified First-Aiders on the staff and minor injuries are treated appropriately. When there is a possibility that an injury could be more than superficial, the parent or emergency contact will be notified. When there is an urgent need for treatment, a medical opinion, or in an emergency the School will take whatever action it feels is appropriate, e.g. telephone for an ambulance or arrange for the child to be taken to hospital.

Prescribed medicines can not now be administered by the office staff. It is however possible for parents to administer medicine to their own children during the school day. Please inform the school office and we will arrange for this.

The school has an asthma policy which explains the arrangements for the administration of medication for asthmatics.

Dangerous Items

Any items brought to school and deemed hazardous by School Staff will be kept in a safe place and released to parents when they can be conveniently collected.

Holidays

Parents are asked to arrange family holiday during the 13 weeks of school holidays. Holidays during term time are disruptive. Children miss out on learning and have to “catch up” when they return. This means that teachers have to spend time covering previous learning for children who have returned from holiday. This causes inconvenience to other children. Please avoid holidays during term time. If this is unavoidable, permission has to be sought from the Head Teacher before leaving by completing the “application for absence form” obtainable from the office.

Road Safety

There are now crossing patrol ladies immediately outside the school in The Chase. Parents and children should use the crossing patrol whenever possible as The Chase is a very busy road and the area outside of school gets very congested in the mornings and afternoons. We also encourage parents and children to walk to school if at all possible to reduce this congestion. If you do drive to school, you must observe the ‘no stopping’ road signs for the safety of all the children. There is plenty of parking space in The Chase, away from the school.

Children should never use the vehicle entrance. This entrance is used by all manner of vehicles and there is no guard rail on the pavement. There are three pedestrian gates and we would appreciate your support in encouraging children to use the appropriate entrances.

Personal Items in School

Children may bring to school items of personal property e.g. watches, small toys. It is expected that they exercise responsibility for these.

All items should be named. Parents are asked to discourage children from bringing valuable, fragile or much-loved toys to school. There is a possibility that they could be lost or broken and the school cannot be responsible for these eventualities.

Kool Kids

Kool Kids is an independent organisation, registered with Ofsted, which provides childcare on the school premises, before school, after school and during the school holidays. Further details are available from the School Office.

School Responsibility

The school has a duty to adequately supervise its pupils at all times when they are on the premises or when they are on school-arranged visits to other venues.

Parental consent must be obtained for visits and out-of-hours functions. "Parental Consent" implies that the supervising teacher will be in loco parentis at those times. All visits are conducted according to the London Borough of Sutton's Policy and parents will be asked to complete and sign consent forms prior to such activities.

Complaints and Concerns

It is important to let the school know of any concerns you may have. Minor complaints should be dealt with by the class teacher. If you are not satisfied contact the Head Teacher or Deputy Head. All serious complaints should be explained to the Head Teacher so that an investigation can take place. Parents who are unhappy about something should contact us at once. The Head Teacher will always meet concerned parents in order to resolve difficulties.

Should you feel the problem has not been satisfactorily resolved there is a formal complaints procedure which allows matters to be referred to the Governing Body and, if necessary, the Local Education Authority. The names and contact numbers for the Chair of Governors or Local Education Authority Officers can be obtained from the Office.

School Meals and Milk

Parents may choose to have their children home to lunch, to provide a packed lunch or to purchase a school meal.

School meals are currently provided by Sutton Catering Services, an independent organisation. Meals are prepared on the premises. Because the meals have to be ordered before 10:00am

each day it is important to request a meal if you know your child is going to be late.

Payment for meals is in advance on Monday mornings. The payment must be made via Parentpay and each parent will be given a unique pay in code. School dinners can be paid in advance for up to half a term. Please contact the office for details.

If your child brings a packed lunch, it should be in a strong container with drinks in plastic containers only. Sweets, chewing gum, etc. are not permitted in school.

Children may bring a fruit or vegetable to eat during the morning break.

Milk may be ordered at the start of each term and paid for in advance. Milk is kept cool and is available at play time to children ordering it.

If you receive Income Support your child may be entitled to free meals and free milk. Information about this may be obtained from the School Office.

Medical/Health Interview

When children start at High View, parents are asked to complete a medical questionnaire and the School Nurse carries out health interviews and refers any concerns to the School Doctor. Parents are invited to attend with their child. If, at other times, any parents have concerns about their child's health the School Nurse can be contacted via the office and an appointment can be made to see her.

The audiometrician visits termly to see any new children and to see any children whose parents have requested a hearing check.

The Dentist visits once a year to see a selected year group.

School Charging Policy

To enrich the curriculum we look for opportunities to take the children out into the environment or have visitors to school who can provide specialist expertise. Parents are advised in writing of any charges in advance and payments should be made via Parent Pay. We seek voluntary contributions from parents to enable us to arrange these activities and cover costs. However, if these contributions are not made then the outings and workshops can not take place. In addition each year there is a residential school journey for children in Year 6 and Y4. The school offers peripatetic music tuition for which a charge is payable directly to the music specialist.

Clubs

High View Primary School offers a range of clubs. The number varies according to circumstances. Some are organised and run by teaching staff in their own time and are free while others are run by outside agencies who make a charge. Some clubs participate in inter-school competitions at High View Primary and other venues.

Children are informed about which clubs are functioning and when. Parents of children wishing to participate will be asked to complete consent forms. In the last two years the following clubs were available to children in selected year groups: Netball, Football, Girls football, chess, recorders, dance, short tennis, drama, choir, ICT, cross-country, athletics, fun club, knitting, cookery, art and cricket (Summer term). In addition the school enters swimming and district sports and quiz competitions.



Parent Teacher & Friends Association

At High View Primary School, we have an extremely active and hard working PTFA and anyone with a child at the school is automatically a member. You may become a member of the Committee, if you wish (it is informal and quite fun) or simply support the many functions the PTFA organises.

Traditionally the social calendar includes events such as Children's Discos, Christmas Shopping Evening, Sponsored Bounce, Quiz Night, Summer BBQ, Leavers Year 6 Disco, and our biggest event The Summer Fair.

Money raised by the PTFA is used in the school to provide equipment and additional facilities that benefit all the children. High quality lighting and modular staging for productions and assemblies in the Hall has also been purchased most recently. Climbing equipment to the value of £35,000 has been purchased for Nursery, Infants and Juniors during recent years along with provision of excellent playground equipment and markings. Current projects include the redevelopment of the Quiet Area.

School Uniform List

Winter uniform consists of:

- A green jumper or cardigan (with or without school logo)
- A white shirt and school tie (tied to show at least 7 black stripes)
- A grey skirt or pinafore with black or grey tights or white ankle or knee socks or grey trousers (traditional school cut) and grey or black ankle or knee socks
- Sensible low-heeled black shoes (no higher than 3cm)
- Year 6 have a special tie of their own

An optional green fleece is also available with the school logo

Summer uniform consists of:

- A white polo shirt (with or without school logo)
- A grey skirt or grey long or short trousers or a green/white striped or checked dress
- Sensible low-heeled black shoes or sandals (with closed toe and heel)

P.E. kit consists of:

- A cotton T-shirt in the child's house colour
- Black shorts
- Black plimsolls (trainers may be worn for outside games)
- Black or white socks (if children are wearing tights to school during the cold weather)
- A drawstring bag

Optional black jogging trousers may be worn in winter

Additional items are available in house colours with the school logo:

- P.E. bag
- Book bag
- A sweatshirt for Nursery children

Parents are asked to ensure that all items of property are clearly marked with the owner's name.

We request that parents ensure that children attend High View with a hairstyle appropriate for the school day. For boys and girls this means a neat modest style. Shoulder length or longer hair should be tied back throughout the day.

The Governors

Who are Governors?

Governors are like a Board of Directors. They meet at least once a term at school and make decisions about how the school is run.

Governors are appointed to help:

1. Decide what is taught
2. Set standards of behaviour
3. Interview and select staff
4. Decide how the school budget is spent.
5. Look after the school buildings, grounds and equipment

School Governors have legal duties, powers and responsibilities. They work together; they cannot act individually.

School Governors are:

1. Parents
2. Teachers and staff at the school
3. The Head Teacher of the school
4. Local council representatives
5. Community representatives, businessmen and women.

Parent Governors:

1. Have a child in the school
2. Are elected by the parents of the school
3. Serve, as do other Governors, for four years, even if their child has left the school

Name	Category	Date Elected	Role
Mr Roger Savill	Community	12/02/05 & 26/6/08	Chair of Governing Body
Mr Steven Godfrey	Parent	9/2/07	
Mr Jayson Chase	Parent	6/10/08	Vice-Chair of Governing Body
Mrs Antonia McDonagh	Parent	16/11/07	
Mrs Kelly Badwall	Parent	25/01/08	
Mrs Lee Bain	Parent	5/2/10	
Mrs Elizabeth Brailsford	Head Teacher	10/03/08	Head Teacher
Mrs Helen Williams	Teacher	5/2/07	
Miss Kate Sims	Teacher	3/05/10	
Mrs Sarah Gilligan	Staff	1/03/06 & 01/3/10	
Mr Mujibar Rahman	LEA	1/1/05 & 1/1/09	
Cllr Marian Williams	LEA	15/06/03 & 1/9/06	
Mr Rafael Rey	LEA	12/11/09	
Mr Jason Foster	Parent	28/5/10	
Mr David Harrison	Community	21/07/07	
Miss Ena Allen	Community	20/9/06	
Mrs Sandy Goodwin	Community	5/1/09	
Mrs Jo Riches	Bursar	06/03/06	

The Curriculum

The curriculum is the means by which our teaching and learning aims are achieved. The school follows the National Curriculum. The actual amount of time devoted to teaching and learning in each week after allowing for collective worship, registration and breaktimes is:

<u>Key Stage 1</u>	22 hours
<u>Key Stage 2</u>	23.5 hours

Parents are provided with a curriculum newsletter at the start of each term which sets out the learning to be covered in that following term.

For each subject a scheme of work exists which breaks down the knowledge and skills to be taught/developed on a half-termly, termly or yearly basis. In this way coverage can be identified, breadth, depth and balance ensured and continuity and progression provided. A whole School Curriculum map is drawn up. The Curriculum is monitored by the Curriculum committee which consists of Governors and staff.

The school fully complies with the Revised Literacy and Numeracy Frameworks introduced in 2009 and the Foundation Stage Framework which was introduced in September 2007. Parents are welcome to view all the school's teaching schemes on arranging an appointment.

At High View we are moving towards continual and gradual assessment of core subjects (Literacy, Numeracy and Science). At present Y6 children sit nationally set tests (SATs) in the Summer term. We do our best at High View to give parents as much information as possible about their child's education as we believe that children make most progress when home and school are working together. In the Autumn and Spring term there are parent evenings when parents are invited to meet with the class teacher to review progress. Your child's current levels in reading, writing and maths will be made available to discuss at parent's evening. In addition each child receives an end of year report and we do meet regularly with parents if there are any concerns regarding a child's progress. If you should have any concerns please make them known in the first instance to your child's class teacher.

Currently children sit nationally set tests in every year group from Year 2 to Year 6 each term. These tests (SATs) are designed to give parents information regarding the progress their child is making through the National Curriculum. However, we are in the process of introducing a new government recommended approach to assessment (Assessing Pupil Progress- APP) where children are assessed through teacher assessment over a period of the whole term and are less dependent on test results. These teacher assessment levels will also be communicated to parents each term.

Training and Development

High View is committed to continuous improvement through staff development and training which can only have a positive impact on the standard and quality of teaching and learning. Ensuring that our staff are well trained and continue to develop is one of our key priorities as it ensures that the high standards we provide for the children are maintained. Our work in this area is comprehensive.

INSET days

Throughout the year, we have 5 INSET Days. These days form a large part of the professional development for staff and link closely to the School Development Plan. This year INSET Days have been used to address issues linked to assessment and marking and providing children with next steps learning, the introduction of Managed Learning Environment (MLE) and Numeracy. A School Development Conference is held annually, enabling staff and governors to work together to develop the School Development Plan.

Performance Management

All staff, teaching and support staff, have their performance reviewed and targets for development identified. The school supports these targets by making links to the School Development Plan and by providing finance to attend courses, to observe colleagues from High View and other schools and to meet with advisers etc.

Developing Leadership

All staff are given the opportunity to be Leaders of curriculum subjects. Therefore, they have to be developed to be able to lead in their area of responsibility. We devote much time and energy into a subject review system. This relies upon the development of leadership skills which supports the system.

Individual Development

We also have to ensure that the individual development needs of staff are considered as well as the school's needs. Therefore, we support as fully as we can the career development of staff in a variety of ways e.g. preparing staff for more senior posts, special areas of interest that staff have, giving training in specific skills and engaging the support of a variety of experts in different fields etc.

Governors

Governors need training as well! Most recently Sutton's Training and Development Manager has led two separate meetings devoted to ensuring the Governing Body fulfils its responsibilities effectively. More of these will happen in the future. Additionally governors attend many of the LEA run training courses on various subjects to help them in their work.

Parents

We have continued to work with parents to improve their understanding of how the school teaches the basic skills. We hold parent workshops on a variety of issues including ICT, MLE, Numeracy and Literacy. All of the courses have been well received and parents have valued the opportunity to learn more about how their children learn. We hope to offer further courses on the teaching of reading, helping children develop mathematical skills and using ICT to support your child's learning as well as other areas of interest throughout the forthcoming year.

Destination Schools

Below is a list of the schools to which Year 6 children in July 2010 will transfer

SCHOOL	NUMBER OF CHILDREN
The Archbishop Lanfranc School	1
The Beacon	1
Carshalton Boys sports College	8
Carshalton High School for Girls	6
Greenshaw High School	5
Harris Academy Crystal Palace	1
Harris Academy Purley	1
Overton Grange	1
Stanley Park High School	18
Thomas Moore	1
Wallington High School for Girls	4
Wallington County Grammar School	3
Wilson's	1

National Results

The percentage of children achieving Level 4 or above at Key Stage 2 at High View compared to the national and Sutton averages over the past few years are as follows:

ENGLISH	2006	2007	2008	2009
High View	90%	88%	81%	87%
Sutton	83%	84%	83%	84.4%
National	79%	80%	83%	80%

MATHS	2006	2007	2008	2009
High View	80%	93%	74%	70%
Sutton	79%	82%	83%	82%
National	76%	78%	80%	79%

SCIENCE	2006	2007	2008	2009
High View	85%	92%	92%	84%
Sutton	89%	91%	90%	90.6%
National	87%	87%	89%	89%

On the next pages are detailed results of SATs taken by 7 and 11 year olds in 2009.

Key Stage 1 – Comparative results for 2009

This table shows the percentages of Year 2 children achieving each level in statutory tasks and tests at High View and nationally in 2009. The number of eligible pupils was 60.

NB The figures may not total 100% because the task or test does not apply at every level or because of rounding.

		Dis	Abs	W	1	2C+	2B+	2A+	3+
Reading	School	0	0	0	100	78	65	47	20
	National	0	0	3	97	84	72	49	26
Writing	School	0	0	7	93	82	60	32	13
	National	0	0	4	96	81	60	32	12
Maths	School	0	0	0	60	57	42	28	15
	National	0	0	0	100	95	70	47	25

Dis = excepted or disapplied under sections 364 or 365 of the Education Act 1996.

Abs. = Absent from tasks/tests.

W = Working towards Level 1

Key Stage 2 – Comparative results for 2009

This table shows the percentages of Year 6 children achieving each level in statutory tasks and tests at High View and nationally for 2009. The number of eligible pupils was 60.

NB The figures may not total 100% because of rounding.

Test Results

		Dis.	Abs.	B	3+	4+	5+
English	School	0	0	0	100	87	45
	National	1	-	5	95	80	29
Reading	School	0	0	0	100	87	57
	National	0	1	7	93	84	48
Writing	School	0	0	0	100	89	47
	National	0	1	5	94	67	19
Maths	School	0	2	4	93	70	33
	National	0	1	6	93	74	31
Science	School	2	0	0	100	84	37
	National	0	2	3	96	86	43

Dis = excepted or disapplied under sections 364 or 365 of the Education Act 1996.

Abs. = Absent

B = Below level 3