

# Thorpe Church of England Primary School



## School Prospectus

2023 - 2024

*Faith, Love and Excellence*

The Bence  
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# Message from the Headteacher

Dear Parents and Carers

Choosing a school for your child is one of the most important decisions a parent can make. At Thorpe, each child flourishes spiritually, socially and academically in a caring, safe environment shaped by our Christian vision and values-based ethos.

We are an inclusive church school and work hard to ensure each child is excited to learn and blossoms as a result of their time with us. Our achievements have been made possible by the dedication of our staff and governors who are continually striving to ensure our school is the best it can be.

Through regular reflection, we are aware of what we do well and quickly identify and address any area requiring development so that each child progresses well and achieves to the best of their ability.

Our effective partnerships with parents and governors offer a framework of supportive challenge regarding all aspects of school life. We also benefit from valuable collaborative partnerships with The Grace Learning Partnership of local schools; Lyne and Longcross, St Jude's Junior and St Jude's Infant School and Nursery.

We hope you find the information in this prospectus useful for both existing parents, carers and those of you who are new to our school.

We are currently booking individual visits for prospective parents to come and look around our school.

Mrs Helen Southgate

Headteacher

# Vision & Mission Statement & Golden Rules

Our vision and Values permeate throughout our school through all aspects of our school life.

## Our Vision

Through Christ who strengthens us, all will flourish at our school, with *Faith, Love and Excellence*.

*'Love the Lord your God with all your heart, with all your soul and with all your mind.  
Love your neighbour as yourself'*  
Matthew 22

## Our Mission Statement

As **learners** we will be enquiring, self-motivated, resilient and desire excellence.

As **individuals** we will have a Godly sense of right and wrong and have the opportunity to explore and develop our faith.

As **citizens** we will develop love, confidence and discipline, and enjoy contributing to our community and our world.

## Golden Rules

*Shown by our actions and words.*

1. We **look after** each other and our school.
2. We **respect** others and ourselves.
3. We **tell the truth** and learn from our mistakes.
4. We **try our best** and don't give up.
5. We **encourage** one another.

*Steps to Success will support the Golden Rules with sanctions or rewards.*

## School Values

EMPATHY	RESPECT	Autumn 1
	KINDNESS	Autumn 2
	HONESTY	Spring 1
	RESPONSIBILITY	Spring 2
	TRUST	Summer 1
	RESILIENCE	Summer 2

British Values of *Democracy, Rule of Law, Individual Liberty, Respect & Tolerance* are woven into our school day through School Council decisions, Year 6 Leadership Team decisions, Steps to Success, the Guildford Diocese RE Curriculum and Jigsaw PSHE programme as well as our School Values and Christian Ethos.

# Our School

## Curriculum

Our ambitious curriculum embraces individual needs to ensure each child flourishes in our church school. In planning our curriculum, we considered the experience, culture and locality of our children providing a range of learning opportunities to challenge and build curiosity. We look at where our children need to be and give them opportunities to get there. Class teachers and subject leaders plan and regularly review the curriculum, to ensure children's learning is enriched. English and Maths are taught on a daily basis; science, religious education are taught weekly. ICT, PE, French (KS2), Music, Geography, History, Art and Design Technology may be delivered in 'units' over a period of weeks. **Appendix A** shows a breakdown of the aims for each subject.

## Assessment

The underlying principles of assessment are that children's work should be valued whether by verbal or written comment or reward. All teachers ensure that assessment informs their planning to match the needs of individual children. Class teachers keep educational records for evidence of attainment and progress. These are passed on to the next teacher to ensure all children are reaching their potential. Assessment and marking are part of the School Self-Evaluation process.

## Special Educational Needs and Disabilities

Children may have additional needs either throughout, or at any time during, their school career. Curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child to ensure that they learn in line with their peers and reach their potential depending on their starting point. All children with special educational needs and disabilities are identified and assessed as early as possible to ensure good outcomes for all.

## National Curriculum Assessment at End of Key Stage 1 – 2023

**RWM National Combined 65.3% ~ School 50%**

By task/test	Thorpe results 2023		National results 2022	
	Greater Depth	Expected or above	Greater Depth	Expected or above
	%	%	%	%
Reading	27	63	25	75.6
Writing	7	57	14.8	69
Mathematics	7	63	21.7	75.1

## Last National Curriculum Assessment at End of Key Stage 2 – 2022 and 2023

**RWM National Combined 64.8% ~ School \*29% (\*awaiting validation of 2023 results)**

By task/test	Thorpe results 2022 *23		National results 2022	
	Greater Depth	Expected or above	Greater Depth	Expected or above
	%	%	%	%
Reading	38 *17	83 *46	28	75
Writing	13 *13	67 *46	13	69
Mathematics	17 *25	71 *38	22	71

## Communication with the school

We inform parents of events via academic calendar, through weekly newsletters, ParentPay texts, Studybugs and via the website. Each class has an email address and some updates are sent directly to parents. The school has an answer phone which is checked regularly. Office hours are 8.30am to 3.30pm. Parents also may contact the school via class emails or email on [info@thorpe.surrey.sch.uk](mailto:info@thorpe.surrey.sch.uk). We must have at least 2 if not 3 emergency contacts for each child.

## Parent Appointments and Reporting Progress

If parents have a question or concern, they may contact the class teacher to arrange a time to discuss any issues via the class email address (please also copy in [info@thorpe.surrey.sch.uk](mailto:info@thorpe.surrey.sch.uk) FAO class teacher). Autumn and Spring Term we offer a formal appointment session with class teachers. During the Summer Term, each teacher writes a detailed report to parents, showing end of year expectations as well as effort levels and next steps in learning which may be discussed with class teachers.

## Complaints

We will endeavour to resolve any complaints that we receive as quickly as possible. If a parent is still not happy then the Headteacher or Chair of Governors will advise regarding procedures to follow. A copy of our Complaints Procedures Policy is available from the school office and on our website.

## Safeguarding at Thorpe

We are fully committed to ensuring that children are safe at all times. All Staff, volunteers and all outside agencies are subject to statutory vetting and DBS checks, and the school maintains an up-to-date and comprehensive Single Central Record. During the school day all adults and visitors must sign in at reception and wait to be given a visitors' badge. Out of hours, visitors should contact a member of staff; sign in at the office and collect a badge.

## How do Senior Leaders ensure Safeguarding at Thorpe is effective?

- Mrs Southgate, Headteacher is the Designated Safeguarding Lead, appointed by the Governing Body. Miss White, Mrs Orriss & Mrs McLaren are Deputy Designated Safeguarding Leads, trained to the same standard.
- Headteacher delivers safeguarding training to all staff, volunteers and governors annually.
- All governors have read and understood Part 2 of *Keeping Children Safe in Education - 2023*
- All staff read Part 1 of *Keeping Children Safe in Education - 2023*
- Safeguarding Policy and up to date child protection procedures agreed with our Governing Body. Staff behaviour policy/ code of conduct are in line with 'Guidance for Safer Working Practice for Adults who work with Children and Young People', DCSF 2009 and *Keeping Children Safe in Education 2023*.
- All staff are aware of where to find information regarding managing allegations against members of staff, online/ e-safety and Whistleblowing policies.
- Mr Bryan Nixon is our Safeguarding Governor. Mrs Gillham is our Child Protection Governor.
- Robust staff and volunteer recruitment and selection processes, which safeguard children, are in line with the Government's document, '*Keeping children safe in education - 2023*'.
- We keep an up-to-date Single Central Record of employment and Disclosure and Barring Checks for all staff in regulated activity and undertake appropriate references and risk assessments for volunteers.
- Senior Leaders and Governors who undertake recruitment have undertaken Safer Recruitment Training.

## Academic Year 2023 - 2024

Start of Term	Half Term	End of Term
Autumn Term Friday 1 <sup>st</sup> September 2023	23 <sup>rd</sup> October to 27 <sup>th</sup> October 2023	15 <sup>th</sup> December 2023
Spring Term 2 <sup>nd</sup> January 2024	12 <sup>th</sup> February to 16 <sup>th</sup> February 2024	28 <sup>th</sup> March 2024
Summer Term 15 <sup>th</sup> April 2024	27 <sup>th</sup> May to 31 <sup>st</sup> May 2024	23 <sup>rd</sup> July 2024

We also have 5 School closure days (INSET) for staff training 2023-2024

Friday 1<sup>st</sup> September Safeguarding, Vision, Values, Curriculum

Monday 30<sup>th</sup> October SEND

Tuesday 2<sup>nd</sup> and Wednesday 3<sup>rd</sup> January 2024; Writing and Curriculum

Friday 28<sup>th</sup> June - Assessment

# School Uniform and PE Uniform

## Children's Dress

Children should take pride in their appearance and dress smartly, with the correct uniform at all times, as they are ambassadors for our school both in and out of school. Our school uniform is royal blue, grey and yellow for Infants and royal blue, grey and white for Juniors as follows:

Foundation Stage and Infant (age 4-7) Reception Year, Year 1 and Year 2	Junior (age 7-11) Years 3, 4, 5 and 6
	White shirt
	Royal Blue traditional tie with double gold stripes
Yellow polo top with school logo	White polo top with school logo
Grey trousers or shorts	
Grey skirts or pinafore dresses	
Summer dresses blue and white check	
Sweatshirts/cardigans royal blue with school logo	
Socks black, grey or white	
Tights grey, black or royal blue	
Black shoes	
<b>PE Uniform</b>	
Yellow T-shirts with school logo (Infant)	
Royal Blue Polo shirt with school logo (Juniors)	
Royal Blue or Navy Tracksuit Trousers (no logos)	
Navy shorts (and not too short please)	
Plain Black or white Trainers or Black Plimsoll shoes	
<b>Other items of clothing</b>	
Royal blue or neutral school coloured winter hats, gloves, scarves and coats	
Sun hats; Royal blue or neutral school colours (branded items should not be worn)	
Small, school coloured, soft hair bands.	

Please label ALL items clearly, so they can be returned should they get lost.

During PE it is important for reasons of hygiene and safety that children and staff have appropriate clothing (see timetable for class PE session) in a school drawstring bag [PE bags are available from the school office].

Children should wear their PE kit to school on PE days. For swimming, each child needs a towel, a swimsuit and a swim hat. We ask parents to name all items of clothing so that we can return lost property. No jewellery or pierced earrings to be worn on PE days.

## Code of Dress

Children must wear the correct uniform in order to follow the school's Golden Rules:

Please note that children should not wear jeans, unsuitable shoes e.g. shoes with open toes, crocs or flip flops or boots. No branded clothes or beach wear e.g. Bermuda shorts or short shorts. No sportswear e.g. branded football or cycle shorts. No make-up or nail varnish, no jewellery: Only small plain stud earrings, a small cross or other religious item may be worn but not on PE days. Parents should contact the Headteacher to discuss wearing religious jewellery to school. No tattoo transfers or extreme hairstyles or large hair accessories (all hair accessories should be school colours)

# Pupil Premium

Pupil Premium money is targeted by the Government to be spent on Adopted or Looked After Children, Services Children and those children who are eligible for Free School Meals. The following table outlines some of the areas where this money is spent.

The objectives for our Pupil Premium strategy are:

- To ensure all children make good academic progress
- To ensure all children are happy and safe at our school and attend school regularly
- To provide opportunities for all children to experience a broad and balanced curriculum
- To support families within the school community with any other social, emotional or financial circumstances affecting families.

This will be achieved through excellent partnerships with parents, careful analysis of assessment data and effective deployment of pupil premium and catch up funding.

## What we use the funding for:

### Quality First teaching for All

Providing regular, high quality Continued Professional development for class teachers and teaching assistants to ensure Quality First Teaching which provides the most effective support for disadvantaged pupils (EEF)

### Targeted Academic Support

We use 1:1 or small group teaching which focuses on personalised targets for children requiring additional support with their learning. Our teaching assistants also work with a pupil premium child over a 6-week intervention to raise attainment in Maths or English or develop Speech and Language skills or self confidence.

### ELSA

We have a trained Emotional Literacy Support Assistant (ELSA) for those children who require support to regulate emotions, promote good self-esteem and raise confidence.

### Support for Families

We support families with through early help assessments, focussing on attendance, housing, parenting and emotional well being.

In addition, we use Pupil Premium funding to support **music lessons, extra-curricular clubs and some school trips.**

These provide children with additional experiences that enrich their lives and support self-esteem and self-confidence.

Please note that other funding was also used to support these activities and some children who are not Pupil Premium may have taken part in some of these activities.



# Policies *can be obtained in full from the School Office or on our website*

**Admissions** - As a Voluntary Aided school, the governors are the Admission Authority and have agreed a Published Admission Number (PAN) of 30 with the Local Authority. In addition, they have determined the admission criteria in consultation with the Diocese of Guildford and the Local Authority, which will be strictly applied in order as soon as the number of applicants exceeds the PAN. Applications to Surrey through their website link: <http://www.surreycc.gov.uk/learning/schools/school-admissions> or by completing an application form available from the school office. In-Year Applications should be made direct to the school via the following website [CLICK HERE](#) or go to : [www.thorpe.surrey.sch.uk](http://www.thorpe.surrey.sch.uk) Key Information/Admissions

**Attendance** - We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage our children to attend, no term-time absences are authorised unless children are unwell. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school. In line with Surrey County Council's Policy ([CLICK HERE](#) or go to [www.surreycc.gov.uk](http://www.surreycc.gov.uk) ), we will be fining for 5+ days unauthorised non-attendances.

**Behaviour Policy** – We expect all children's behaviour to be excellent and reflect the distinctive Christian ethos and values of the school. Children are expected to respect each other and themselves. Children should be calm and conscientious during the school day. Rewards and sanctions are used to complement, support and assist the distinctive Christian aims of the school. All children should comply with our Step to Success Policy. Parents will be asked to support, with sanctions at home, should behaviour fall below expectations to ensure no child is left behind due to distracting others or being distracted.

**Child Protection and Safeguarding** - We strive to protect every child and ensure they receive the best opportunities to learn and grow. The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Children have the right to protection, regardless of age, gender, race, culture, sexual orientation or disability [Equalities Act 2010]. We do all we can to ensure children are safe in our school. All staff members and visitors are trained annually. All members of staff have enhanced DBS clearance and volunteers have appropriate checks and risk assessments undertaken.

**Collective Worship** - The aims and purpose of collective worship are:

- to provide an opportunity for our children to worship God and understand Jesus;
- to enable children to consider spiritual and moral issues within a Christian framework;
- to enable children to explore their own beliefs;
- to encourage reflection, participation, response and encourage a sense of awe and wonder;
- to develop in children a sense of community spirit and tolerance;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to teach children how to worship, pray and see the value of prayer and celebrate God's creation.

**Right of withdrawal** - We expect all children to attend collective worship. However, any parent can request permission for their child to be excused from attending religious worship. Any request for withdrawal must be made in writing. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

**Relationship and Health Education** – Relationship and Health Education in school is now statutory. RHE has always been a priority at Thorpe. We use a bespoke PSHE programme to support children to explore healthy relationships, friendships and the importance of self-respect and respecting all regardless of gender, race, culture of sexual orientation or disability. We also teach children in upper key stage two about puberty, how babies are made and born. Parents have a right to withdraw from aspects that are not statutory. Please see our RHE Policy on the website for more details.

**Equality Policy** - We aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove barriers regardless of age, gender, race, culture, sexual orientation or disability. We will actively challenge any discrimination towards members of our school community.

**Early Years Foundation Stage Policy** - We provide a quality teaching and learning environment that is committed to raising standards and ensuring appropriate challenge for all children. Our Early Years' class is a caring, happy, inclusive, secure environment where children feel valued and develop respect for others and their surroundings.

**Health and Safety Policy** - The Governors and staff strive to achieve the highest standards of health, safety and welfare consistent with their duties under Education Acts and Surrey Education Services' policies. We ensure that Risk Assessments are in place so that we can anticipate and reflect on good practice and be diligent in our commitment to protecting our school community and follow latest Government guidance.

**The Accessibility Plan and Disability Equality Scheme** - This policy outlines facilities for disabled people within our school community.

**Home Learning** - we recognise that high levels of parental involvement in their child's learning play a vital part in their ability to achieve. We therefore ask parents and guardians to support their children's learning through interactive, interesting and relevant, purposeful Home Learning activities set by the school. It is the policy of Thorpe Primary School to set Home Learning activities which support learning in school. Expectations are that Infant children spend 5-10 minutes reading every day and Junior children spend 10-15 minutes reading. Other activities should be completed within 10-15 minutes for Infant children and 15-20 minutes for Junior children. Home Learning activities will be acknowledged by the Class Teachers.

**Special Educational Needs Policy** - We provide a broad and balanced curriculum for all children. The National Curriculum for Key Stage 1, Key Stage 2 and Early Years Foundation Stage are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. We complete a SEND Support Arrangement Form in collaboration with class teams and parents to guide targets and support individual children. We seek advice from professionals regarding next steps for our children with additional needs.

**Teaching and Learning Policy** - Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- enable children to progress well in English and Mathematics from their starting point
- encourage children's self-esteem, and help them to build positive relationships with other people
- develop children's self-respect, encourage our children to understand the ideas, attitudes and values of others, and teach our children to respect other people's feelings
- show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards other people
- enable children to understand their community, and help our children feel valued as part of it
- help children grow into reliable, independent and positive citizens

# Useful information for Parents and Carers

**Parent, Carer Code of Conduct:** At the beginning of your time at our school we will give you a Parent Code of Conduct. This outlines expectations at our school ~ your attendance at our school is an agreement to adhere to the code of conduct.

**Morning Registration:** The gates open at 8.35am and children come into school at 8.40am. Junior children enter and leave school on their own using the pedestrian gate on the Bence and Infant children enter and leave school with their parents via the Infant Block footpath gate. All gates are closed at 8.45am to ensure the site is safe, children arriving after this will be marked down as 'Late' in the register. If you arrive after 8.45am, please alert the school office by ringing the bell on the vehicle entrance pad and the office will support you. Please note that children who arrive later than their drop off time, will miss out on vital learning opportunities.

**Absent from School:** If your child is poorly or has a hospital appointment (please ensure these are booked out of school hours), please notify the office as soon as possible via StudyBugs. We do not authorise any absences unless there is an exceptional circumstance or medical need ~ please ensure all planned absences are booked outside of term time. We require 2 or 3 emergency contacts for your children in case you cannot be reached.

**The Learning Paddocks and Outside Classrooms:** Each Infant classroom has a learning paddock outside their classroom. Please pass swiftly through these areas. It is important that no equipment is used in the paddocks and that children are supervised at all times.

**Labelling:** Please ensure everything that your child brings into school is clearly named.

**Snacks:** We are a healthy eating school. We encourage parents and carers to supply a piece of fruit or vegetable and fresh water everyday. Children under five receive free milk (this can be paid for from Cool Milk after they turn five if you would like). Snack pots should be clearly labelled. We issue a piece of free fruit in the afternoon to Infant children.

**Reading Books and reading records:** When your child starts a new class, they are given a Reading Record. This is for recording when you have shared a book with your child. Please ensure your comments are positive. In Infants reading books are changed once a week with children also having access to online 'ebooks'. All children are expected to read every day to an adult. We encourage parents and carers to ask questions about the pictures and text to engage children in exploring the different ideas presented in the text. Reading with your child every day significantly supports your child's progress across all areas of the curriculum.

If you need to let us know of any home issues or school worries, please email your child's class teacher via their class email: [CLASSNAMEclass@thorpe.surrey.sch.uk](mailto:CLASSNAMEclass@thorpe.surrey.sch.uk) and the office at [admin@thorpe.surrey.sch.uk](mailto:admin@thorpe.surrey.sch.uk) instead of writing in the reading records,

**Parking:** Please ensure that you keep The Bence free from vehicles at all time. For the safety of the children in our school The Bence should only be used by those who need vehicular access into the school grounds. If you park in neighbouring roads, please keep driveways and exit routes clear and be mindful of emergency services access.

**New to our School:** If you are new to our school, we will give your child an induction session to explain our expectations and ensure they are clear about where to go, what to do and who will help them if they are unsure. Your child will be paired with a buddy who will assist them for as long as they need. We will also aim to offer parents a parent buddy from your child's class.

If your child is being **collected by someone else**, you must let the office know as soon as you do. Please phone 01932 562329. No child will be able to go home with another adult unless we have had notification from the parent or carer. Passwords will be set up for people we may not recognise or have not met previously. Junior children will be able to leave on their own with permission from their parents or carers.

**Illness:** If your child has an episode of vomiting or diarrhoea, please ensure they stay away from school for 24 hours for vomiting (from the last episode) and 48 hours for diarrhoea (from the last episode). If your child is displaying flu or other contagious symptoms, please follow advice from NHS England – Click [HERE](#) for a link. If your child is ill in school, we will call you to come and collect your child. It is very important that we have at least 2 or 3 emergency contacts. Please record all illness absences on Studybugs.

## The School Day

### School Meal Information

All children have prayers before lunch. Packed lunch children store their lunch bags outside their classes. We ask that packed lunches contain a balance of sandwiches or pasta, meat, cheese or fish and a pudding of some sort i.e. yogurt, jelly, cereal bar. We would ask that they contain no nuts, no chocolate and only water to drink. Please also note that we have no refrigeration available for packed lunches.

School meal children choose from two options in the morning and collect their food from the serverly at lunchtime. Fresh bread and salad is available for children to choose and two members of staff support and encourage the children (If you would like any information regarding lunches, please speak to the school office).

For Infant children school meals are free. For Junior children, payment for school meals can be made online using ParentPay or via PayPoint, or at the school office.

**Families entitled to certain benefits are eligible for free school meals. Please discuss this with Mrs Southgate or the Office in confidence, on how to claim.**

### Extra-Curricular

If you would like an application form for any of these clubs please contact the office. We also have trips throughout the school year.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before school 7.30am	Earlybirds Breakfast Club	Earlybirds Breakfast Club	Earlybirds Breakfast Club Judo Club	Earlybirds Breakfast Club	Earlybirds Breakfast Club
Lunchtime		Planet Soccer Sports Guitar	Piano	Planet Soccer Sports School Choir	
After School	Dance 2, 3, 4 & 5 Netball 5 & 6 Art Club 4, 5 & 6	Planet Soccer Dodgeball 3 - 6 Coding 5 & 6	Steve Orriss Sports: Football 1 - 6 alternate wks	ERPSSA Football 5 & 6 Athletics (summer)	P Cornets 5 & 6
3.15 to 5.30	Owl Club	Owl Club	Owl Club	Owl Club	Owl Club

# Meet the Team 2023-2024

Headteacher	Mrs Helen Southgate
Deputy Head	Miss Laura White
SENCO	Mrs Carly Orriss (T am, W, Th am)
Year R <i>Sapphire</i> (EYFS)	Miss Lisa Wallage (M-W)- Class Teacher Mrs Naomi Warren (Th-F) – Class Teacher Mrs Chanelle Downs – Teaching Assistant (M,T) Mrs Lisa Sevier - Teaching Assistant (W, Th, F) Mrs Christine Manning – SNA 1:1 (M - Th)
Year 1 <i>Emerald</i>	Mrs Barbara Kaul - Class Teacher (M, T, W, F) Mrs Katherine Wade - Teaching Assistant (M, T) Mrs Sandra Elmer -Teaching Assistant (W, Th, F) Mrs Lottie Ives – SNA 1:1 Mrs Christine Manning – SNA 1:1 (M - Th) Mrs Victoria McGranaghan – SNA 1:1
Year 2 <i>Ruby</i>	Mrs Kimberley George – Class Teacher (M, T, W) Mrs Alyson Graham - Class Teacher (W, Th, F) Mrs Nicky Gardner - Teaching Assistant (M, T, W) Mrs Katherine Wade -Teaching Assistant (Th, F) Mrs Jilly Chamberlain – SNA 1:1 (M-W)
Year 3 <i>Amethyst</i>	Mrs Anna Vassallo - Class Teacher (M – Th) Miss Lisa Wallage – Class Teacher (F) Mrs Hollie Lucas – Teaching Assistant Mrs Lisa Rookes – SNA 1:1
Year 4 <i>Garnet</i>	Mrs Emma Whenman - Class Teacher Mrs Anne Williams – Teaching Assistant Mrs Dianne Glazier – SNA 1:1
Year 5 <i>Amber</i>	Miss Laura White – Class Teacher (M & T) Mrs Mandy Ambridge - Class Teacher (W - F) Mrs Anna Tambaro - Teaching Assistant
Year 6 <i>Topaz</i>	Mrs Sarah D'Abreo - Class Teacher Mrs Lisa McLaren – Teaching Assistant Mrs Natalie Sims – SNA 1:1
Owl's Team	Mrs Lisa Sevier – Supervisor Mrs Sue Elliott – playworker Mrs Jilly Chamberlain - playworker
Earlybirds Team	Mrs Chamberlain, Mrs Glazier & Mrs Gardner

More Thorpe Team	<p> Mrs Susan Holmes - School Business Manager  Mrs Melanie Wright - Office Administrator  Mrs Clare Tiller - Office Administrator  Mrs Chanelle Downs - Office Administrator  Mr Richard Lubbock - Site Manager </p> <p> Mr Steve Orriss - Sports' specialist  Mr Jack Mazzone - Sports' specialist </p> <p> Mrs Gilly Pearce - School Cook </p> <p> Mrs Natalie Sims and Mrs Anna Tambaro - Opal Play Leaders </p> <p> Mrs Lisa McLaren - ELSA (Emotional Literacy Support) </p>



# Meet the Governors

	Governors	Category of Governor
Co-Chairs	Mrs L Gillham Mrs M Alderson	Local Authority Foundation
Vice-Chair	Vacancy for Vicar	Foundation
Headteacher	Mrs H Southgate Mrs M Roberts Mrs M Harnden Mr A West Vacancy Mr B Nixon Mrs A Stirling-Williams Mr S Bainbridge Vacancy Miss L White Mrs S Holmes	Ex officio Foundation Foundation Foundation Foundation Foundation Foundation Parent Parent Teaching staff Co-opted

The full Governing Body meet once a term, and the minutes are available in school for public scrutiny. Committees meet on a regular basis throughout the school year.

The information in this prospectus was correct as at September 2023 but may be subject to change.

A Foundation Governor is a Governor nominated by St Mary's Church or the Diocese of Guildford.

## FOTSA (Friends of Thorpe School Association)

All parents are automatically members of our Parents' Association. FOTSA raises valuable funds for the benefit of the children at our school.

# Meet the Directors of Education

Director for Education, Lifelong Learning and Culture  
Surrey County Council

Mrs Liz Mills  
Surrey County Council,  
County Hall,  
Kingston-upon-Thames,  
Surrey KT1 2DN  
Tel: 0300 200 1004

Director of Education  
Diocese of Guildford Education Team

Mr Alex Tear  
Diocesan Board of Education  
Church House,  
20 Alan Turing Rd, Guildford GU2 7YF  
Tel: 01483 450423



# Appendix A – Approach to Curriculum

**Spiritual, Moral, Social and Cultural Education and British Values:** Embedded in our curriculum, ethos and our high expectations of effective relationships between all members of our school community, we promote the Spiritual, Moral, Social and Cultural education of the children at our school. In line with guidance from the Department for Education we also promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**Phonics and Early Reading:** At Thorpe we use the Rising Stars Rocket Phonics Scheme. All children will receive a reading book levelled at their independent reading stage. This will be sent home to be read aloud and be shared with an adult. Reception and KS1 will have a book to change once a week to ensure fluency in decoding, reading for meaning, comprehension, expression and intonation. KS2 will change their books when needed. All children will also have a library book to share with an adult or to read/look at on their own. They may choose a new book every week. Activities to support the learning of sounds (phonics) in KS1 and Spelling in KS2 will be sent home weekly. Year groups 3 – 6 use the No-nonsense Spelling Programme. A spelling rule will be sent home weekly and children will be assessed on this. Spelling suited to the weekly spelling rule will be set on Spelling shed and children are expected to access this.

**English:** English at Thorpe enables children to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables them to acquire knowledge and build on what they already know. Our curriculum teaches children: speaking and listening; reading; writing; spelling, vocabulary, grammar and punctuation.

**Mathematics:** Mathematics at Thorpe follows the White Rose scheme. It teaches children to make sense of the world around them, developing their ability to calculate, to reason and to solve problems. It enables them to understand and appreciate relationships and pattern in number, shape and space, measurement and data in their everyday lives. Through their growing knowledge and understanding, the children learn to appreciate the contribution made by various cultures to the development and appreciation of Maths.

**Science:** Science at Thorpe aims to ensure that children develop scientific knowledge and conceptual understanding and skills through the specific disciplines of biology, chemistry and physics. Science changes our lives. It is vital to the world's future prosperity and all children should be taught essential aspects of the knowledge, methods, processes and uses of science. Our children will be encouraged to understand how science can be used to explain what they observe, predict how things will behave, and analyse causes.

**Religious Education:** We are a distinctively Christian School, drawing our inspiration from the Christian faith. The school's ethos, values and curriculum are guided by these principles. We aim to develop children's own spiritual knowledge and understanding. We encourage our children to learn from religion as well as about religion by drawing upon the customs and practices of the Church of England. Children also learn about other religions, particularly the other Abrahamic faiths and Humanism, Buddhism and Hinduism.

**Art and Design:** Art and design stimulates creativity and imagination. At Thorpe we aim to provide an opportunity for children to produce creative work, exploring ideas and recording experiences. Children will become competent in drawing, painting, sculpture and other art, craft and design techniques. They will evaluate and analyse creative works using the language of art, craft and design. They will learn about great artists, craft makers and designers and understand the historical and cultural development to their art forms and build skills as they progress.

**Computing:** The aim of 'Computing' is to equip children to use computational thinking and creativity to understand and become active participants in a digital world. The core of computing is computer science, in which children are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. With regard to online safety our children will become responsible, competent, confident and creative users of information and communication technology.

**Design Technology:** Design Technology prepares children to take part in the development of our rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. This subject encourages children to become autonomous and creative problem solvers, both as individuals and as part of a team. It enables our children to identify needs and opportunities and to respond by developing ideas and eventually to make products and systems. Our children will Design, Make, Evaluate and develop their Technical Knowledge. Our kitchen facilities support children to apply the principles of nutrition and learn how to cook.

**Geography:** Through our Geography curriculum, children will develop a curiosity and fascination about the world and its people. We will aim to equip children with knowledge about diverse places, people, resources and both natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features interconnect and change over time.

**History:** Through our History curriculum, children are taught to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgements. We aim to inspire children to develop a curiosity and want to know more about the past. Our children will gain a coherent knowledge and understanding of Britain's past and that of the wider world. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time.

**Modern Foreign language;** Learning a foreign language provides an opening to other cultures. At Thorpe we aim for every child to develop confidence and competence in French. Children will discover and develop an appreciation for the French language and develop their communication skills in spoken and written words. They will also learn about other related countries and cultures.

**Music:** Music is a unique way of communicating that can inspire and motivate our children. Through our curriculum both in class and extra-curricular we aim to inspire our children to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As our children progress, they should develop a critical engagement with music, allowing them to perform, listen and review with discrimination.

**Physical Education:** We will offer high quality PE lessons to inspire all children to succeed and excel in competitive sport and other physically-demanding activities. We will offer opportunities to compete in sport and other activities to help embed values such as fairness and respect. Through taking part in team games, athletics, gymnastics, dance and swimming, our children will become increasingly competent and confident. We aim to ensure that all children are aware of the importance of leading healthy active lives.

**PSHE:** Children follow a scheme of work to learn about effective communication, including how to manage changing relationships, emotions and consent. Explore how to be assertive, when to seek help and support. Learn about the importance of self-respect and empathy for others who are different to us, including gender, race, sexual orientation, ethnicity and disability. How to recognise and maximise a healthy lifestyle as well as manage conflict.

**Remote Learning:** The aims of the Remote Learning Policy is to ensure consistency in the approach to learning for children who cannot attend school due to illness or school closure so that the curriculum may continue. It sets out expectations for all members of the school community with regards to remote learning and provides appropriate guidelines for data protection. We use Google Classroom for remote learning and supplement with information on our website and through class emails. Individual children who are unable to attend will be directed to Oak Academy Resources and the class Medium Term Planning on our website.