

# Thorpe Church of England Primary School



## School Prospectus

**2019 - 2020**

***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 improve.*

*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 fantastic 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, Christ Church Virginia Water and Englefield Green School.*

*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.*

*If you have not visited us recently, please call the office and arrange a time to have a look around to see our learning environment at its best, during a normal school day.*

*We warmly welcome you to come and see for yourself.*

*Mrs Helen Southgate*

*Headteacher*

# Vision & Mission Statement & Golden Rules



Thorpe Church of England Primary School

Motto: *Faith, Love and Excellence*



## God's Kingdom in our Community

### Our Vision

Everyone will flourish in our distinctively Christian school where adults and children are treated with dignity and respect. We will achieve academic, emotional and spiritual *excellence*, inspired by *faith* and *love*.

### 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, 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.

*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 took into account the experience and culture 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. English and Maths are taught on a daily basis; science, religious education, ICT, PE, French (KS2) and music are taught weekly. Geography, history, art, 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 pupils' 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 pupils. 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

Pupils may have special educational needs either throughout, or at any time during, their school career. Curriculum planning and assessment for pupils 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 pupils with special educational needs and disabilities are identified and assessed as early as possible and we work closely with parents to ensure good outcomes for all.

## National Curriculum Assessment at End of Key Stage 1 – 2019 Results Unvalidated

### RWM National Combined 65.3% ~ School 66.7%

By task/test	Thorpe results 2019		National results 2019	
	Greater Depth	Expected or above	Greater Depth	Expected or above
	%	%	%	%
Reading	24.1	72.4	25	75.6
Writing	10.3	55.2	14.8	69
Mathematics	27.6	65.5	21.7	75.1

## National Curriculum Assessment at End of Key Stage 2 – 2019 Results Unvalidated

### RWM National Combined 64.8% ~ School 66.7%

By task/test	Thorpe results 2019		National results 2019	
	Greater Depth	Expected or above	Greater Depth	Expected or above
	%	%	%	%
Reading	40.7%	85.2%	27%	64.8%
Writing	22.2%	74.1%	20.1%	78.4%
Mathematics	29.6%	77.8%	26.6%	78.6%

## Communication with the school

We inform parents of events via academic calendar, through weekly newsletters and via the website. 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 teachers or email on **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 [info@thorpe.surrey.sch.uk](mailto:info@thorpe.surrey.sch.uk) FAO class teacher. During the 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 Chairman 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 and Miss White, Mrs Orriss & Mrs Neathey are Deputies who are to be trained to the same standard.
- Headteacher delivers safeguarding training to all staff, volunteers and governors on an annual basis
- All governors sign to say they have read and understood Part 2 of *Keeping Children Safe in Education- 2019*.
- All staff read Part 1 of *Keeping Children Safe in Education – 2019*
- 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 2018*.
- 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 – 2018*'.
- We keep an up-to-date Single Central Record [signed termly by Chairman of Governors] of employment and Disclosure and Barring Checks for all staff in regulated activity and undertake appropriate references and risk assessments for volunteers.

# Academic Year 2019-2020

## Academic year 2019/2020

### Autumn term 2019

Start of term	Half term	End of term
4 September 2019	28 October – 1 November 2019	20 December 2019

### Spring term 2020

Start of term	Half term	End of term
6 January 2020	17 February – 21 February 2020	3 April 2020

### Summer term 2020

Start of term	Half term	End of term
20 April 2020	25 May – 29 May 2020	22 July 2020

### We also have 5 School closure days (INSET) for staff training 2019-2020:

Wednesday 4<sup>th</sup> September Safeguarding, Vision, Values  
Monday 4<sup>th</sup> November – Curriculum  
Monday 6<sup>th</sup> January 2020 – SEND and Quality First Teaching  
Monday 22<sup>nd</sup> June – Assessment  
Wednesday 22<sup>nd</sup> July – Evaluation

Last day of academic year – Tuesday 21<sup>st</sup> July 2020 at 1.30pm

# School Uniform and PE Uniform

## Pupils' Dress

Our school uniform is royal blue, grey and yellow and must be worn at all times:

Foundation Stage and Infant (age 4 - 7) Reception Year, Year 1 and Year 2		Junior (age 7-11) Years 3, 4, 5 and 6	
Girls	Boys	Girls	Boys
Yellow polo tops with school logo		White shirt - with Royal Blue traditional tie with double gold stripes (not elastic or clip on)	
		White polo tops with school logo *	
Grey trousers or shorts		Grey trousers or shorts	
Grey skirts or pinafore dresses		Knee length grey skirts or pinafore dresses	
Summer dresses blue and white check*		Knee length summer dresses blue and white check*	
Sweatshirts/cardigans royal blue with school logo		Sweatshirts/cardigans royal blue with school logo	
Socks black , grey or white		Socks black, grey or white	
Tights grey, black or royal blue		Tights grey, black or royal blue	
Black shoes		Black shoes	
<b>PE Uniform</b>		<b>PE Uniform</b>	
Yellow T-shirts with school logo Royal Blue Tracksuit Trousers Navy shorts Trainers or Black Plimsols		Royal Blue Polo Shirt with school logo Navy Blue Tracksuit Trousers Navy shorts Trainers or Black Plimsols	

\*For Summer Term and Autumn Term until October half term

During PE it is important for reasons of hygiene and safety that pupils 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 school uniform to school and bring their PE kit to change into for PE. 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 on PE days please ~

## Code of Dress

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

- No jeans
- No unsuitable shoes e.g. shoes with open toes, crocs or flip flops or boots
- No branded clothes
- No beach wear e.g. Bermuda shorts
- No sportswear e.g. football or cycle shorts
- No make-up or nail varnish
- No jewellery: Only stud earrings, a small cross or other religious item may be worn but not on PE days
- No tattoo transfers
- No extreme hairstyles; shaved patterns in hair 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:

<b>What we use the funding for:</b>	<b>Impact:</b>
<p><b>TRACKS</b> Children follow a specific programme in reading, writing and spelling to enhance their literacy skills. They enjoy the routine of each session and know exactly what they have to do.</p>	<p>Parents have commented on the good impact that TRACKS has had on their child's self-esteem; especially with their reading and writing. Teachers have noted an increase in progress with the children who attend TRACKS.</p>
<p><b>1st Class and Success at Arithmetic</b> Small group 'light touch' intervention programme. To help children who have difficulties in Maths to make faster progress and catch up with their peers.</p>	<p>Children report that they enjoy 1st Class/Success at Arithmetic and feel more confident with maths in class.</p>
<p><b>Jigsaw</b> Jigsaw PSHE brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme.</p>	<p>Our PSHE programme has been designed to support the emotional well being of all children. This programme will be delivered weekly by class teachers and its impact reviewed annually.</p>
<p><b>ELSA</b> 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.</p>	<p>Increase children's emotional literacy and self-awareness which impacts on good outcomes in attainment and progress. Good outcomes for behaviour.</p>
<p><b>Individual Learning</b> Teaching assistants from each year group, work with a pupil premium child over a 4 week intervention to raise attainment in Maths or English or develop Speech and Language skills or self confidence.</p>	<p>The impact of these interventions will be reviewed every 4 weeks to determine their impact on the children's progress and feelings about school.</p>
<p>In addition, we use Pupil Premium funding to support <b>music lessons, extra-curricular clubs and some school trips.</b></p>	<p>These provide children with additional experiences that enrich their lives and support self-esteem and self-confidence.</p>

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 pupils 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 pupils to attend, no term-time absences are authorised. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school. In line with Surrey County Council Policy, we will be fining for 5+ days unauthorised non-attendances.

**Behaviour Policy** - The behaviour of all pupils is expected to be excellent and should reflect the distinctive Christian ethos and values of the school. Pupils are expected to respect each other and themselves. Pupils 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 should behaviour fall below expectations so that 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 pupils are of paramount importance to all the adults who work in our school. Pupils 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 pupils 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 pupils to worship God and understand Jesus;
- to enable pupils to consider spiritual and moral issues within a Christian framework;
- to enable pupils to explore their own beliefs;
- to encourage reflection, participation, response and encourage a sense of awe and wonder;
- to develop in pupils a sense of community spirit and tolerance;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to teach pupils how to worship;
- to encourage pupils to pray and see the value of prayer;
- to celebrate God's creation.

**Right of Withdrawal** - We expect all pupils to attend collective worship. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. 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.

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

**Health and Safety Policy** - The Governors and staff will strive to achieve the highest standards of health, safety and welfare consistent with their duties under Education Acts and Surrey Education Services' policies. We will 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.

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

**Home Learning Policy** - We recognise that high levels of parental involvement in their child's learning play a vital part in the child's ability to achieve. We therefore ask parents and carers to support their child's learning through interactive, interesting, relevant and purposeful home learning activities set by the school. Please use the following table as a guide to how much time should be spent on home learning:

* every other week	Reading	Spelling/Phonics	Times Tables	English/Topic	Maths
	Daily	Weekly	Weekly	Weekly	Weekly
<b>EYFS</b>	5 mins	10 mins	na	10 mins*	10 mins*
<b>Year 1</b>	5-10 mins	10-15 mins	na	Handwriting	10-15 mins
<b>Year 2</b>	5-10 mins	10-15 mins	na	10-15 mins	10-15 mins
	Daily	Daily	Weekly	Weekly	Weekly
<b>Lower Key Stage 2 Year 3 and 4</b>	10-15 mins	10-20 mins	10-15 mins	Every two weeks	10-20 mins
<b>Upper Key Stage 2 Year 5 and 6</b>	10-15 mins	10-20 mins	10-15 mins	Every two weeks	20-30 mins

**Special Educational Needs Policy** - We provide a broad and balanced curriculum for all pupils. 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 pupils. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. We complete a SEND Support Arrangement Form in collaboration with class teams and parents to guide targets and support individual children.

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

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

# Useful information for Parents and Carers

**Morning Registration:** School starts at 8.50am. Children enter school via the footpath gate and the car park gate. Both pupil entry gates close at 9am to ensure the site is safe, pupils arriving after this will be marked down as 'Late' in the register. If you arrive after 9am, please enter school via the main entrance and record your child's reason for lateness in the file in the school office. Please note that children who arrive later than 9am 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 ours), please notify the office as soon as possible on 01932 562329 [on the answer phone if you call out of hours]. We do not authorise absences ~ 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:** You are welcome to shelter under the covered area in the outside classrooms during drop off and pick up times. No equipment should be used in the paddocks. Please supervise your child at all times. If you are able to offer time to sweep or tidy equipment in the outside classrooms please contact your child's class teacher.

**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 healthy snack in a pot, or a piece of fruit or veg and fresh water everyday. Pupils under five receive free milk. Snack pots should be clearly labelled. We issue a piece of free fruit in the afternoon to Infant children. Please note that there should be no chocolate and **no nut snacks** please.

**Book Bags:** Please can you label all book bags and encourage your child to place them in their trays. No water bottles should be placed inside book bags. Infants and Juniors may have **book bags** also *juniors* may have a very small backpack. We do not have the space for large backpacks.

**Home-School Link Books:** When your child starts a new class they will be given a Home-school link book. This is for recording when you have shared a book with your child or if you feel the school should know an important fact that may affect their learning that day. This is a good liaison between home and school, however, please ensure your comments are positive, if you need to let us know of any home issues or school worries, please email your child's class teacher at [info@thorpe.surrey.sch.uk](mailto:info@thorpe.surrey.sch.uk)

**Parking:** Please ensure that you keep The Bence free from vehicles at all time. For the safety of the pupils in our school The Bence should be only by those who need vehicular access into the school grounds. Limited parking for maximum of 5 minutes is available in the Red Lion Pub car park (01932 563350). 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. Staff will also aim to give parents a buddy who will guide them through the first few weeks of being at our school.

**Reading Books:** These will be sent home on a daily basis. Your child needs to bring their reading book and Home School link book to school every day so it can be checked.

If your child is being **collected by someone else** you must let your child's class teacher or the office know as soon as you do. Please phone 01932 562329 or fill in a 'Going Home with Someone Else' form available in class or the office. 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 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.

# The School Day

## School Meal Information

All pupils have prayers before lunch. Packed lunch pupils 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 pupils should collect their food from the servery. There will be a member of staff helping at the servery and other members of staff circulating around the hall (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.

## Extra-Curricular

We are delighted to be able to offer a range of clubs before, during and after school. 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	Earlybirds Breakfast Club	Earlybirds Breakfast Club	Earlybirds Breakfast Club	Earlybirds Breakfast Club	Earlybirds Breakfast Club
			Steve Orriss Sports: Multi-Sports	Judo	
Lunchtime	Planet Soccer Sports	Planet Soccer Sports		Planet Soccer Sports	
During School			Andreas Pavlou Piano Lessons		
After School	Coding Club	Coding Club	Steve Orriss Sports: Football	Choir KS2	
	Faith n' Fun KS1	Yoga KS2		Yoga KS1	
		Football Squad training Y5 & 6	Cooking Club Y1&Y2	Gardening Club Y2 (Spring/Summer)	
3.00 to 5.30/6.30	GAP Club	GAP Club	GAP Club	GAP Club	GAP Club

# Meet the Team

<b>Headteacher</b>	Mrs Helen Southgate
<b>Deputy Head</b>	Miss Laura White (Wed, Thurs, Fri)
<b>SENCO</b>	Mrs Carly Orriss (Tues, Weds, Thurs)
<b>Year R</b> <b>Sapphire</b> (EYFS)	Mrs Paula Fisher - Class Teacher SLT Mrs Sandra Elmer - Teaching Assistant Mrs Lisa Sevier - Teaching Assistant (Mon) Mrs Christine Manning - SNA 1:1 (Mon, Tues, Wed) Mrs Lisa Mellor - SNA 1:1 (Wed, Thurs, Fri)
<b>Year 1</b> <b>Emerald</b>	Mrs Anna Vassallo - Class Teacher (Wed, Thurs, Fri) Mrs Naomi Warren - Class Teacher (Mon, Tues, Wed) Mrs Tracy Betteridge - Teaching Assistant (Mon, Tues, Wed) Mrs Lisa Sevier - Teaching Assistant (Thurs, Fri)
<b>Year 2</b> <b>Ruby</b>	Mrs Sharon Osborne - Class Teacher (Mon, Tues, Wed) Mrs Alyson Graham - Class Teacher (Wed, Thurs, Fri) Mrs Nicky Gardner - Teaching Assistant (Mon, Tues, Wed) Mrs Lisa Mellor - Teaching Assistant (Wed, Thurs, Fri)
<b>Year 3</b> <b>Amethyst</b>	Miss Lisa Wallage - Class Teacher (Mon, Tues, Wed) Miss Laura White - Class Teacher (Thurs & Fri) Ms Michelle Tobias - Teaching Assistant Mrs Jill Chamberlain - SNA 1:1 Support
<b>Year 4</b> <b>Garnet</b>	Mrs Mandy Ambridge - Class Teacher (Mon, Tues, Wed) Mrs Kimberley George - Class Teacher (Wed, Thurs, Fri) Mrs Gill Heywood - Teaching Assistant Mrs Katherine Wade - Teaching Assistant
<b>Year 5</b> <b>Amber</b>	Miss Sophie Nicholson - Class Teacher Miss Yazmin Begum - Teaching Assistant Mrs Johanna Clarke - SNA 1:1 Support
<b>Year 6</b> <b>Topaz</b>	Mrs Susan Howie - Class Teacher Mrs Clare Tiller - Teaching Assistant Mrs Lisa McLaren - Teaching Assistant
<b>Earlybirds Team</b>	Miss M Tobias, Mrs J Chamberlain,
<b>More Thorpe Team</b>	Mrs Susan Holmes - School Business Manager Mrs Vivien Neathey - PA to Headteacher Mrs Helen Thompson - Office Administrator Mrs Melanie Wright - Office Administrator Mr Richard Lubbock - Site Manager Mr Steve Orriss - Sports specialist Mr Jack Mazzone - Sports specialist Mr Andreas Pavlou - Piano Teacher Mrs Jill Chamberlain - TRACKS Literacy Support Mrs Gilly Pearce - School Cook Mrs Debbie Sands - Catering Assistant Mrs Lisa Rookes - Catering Assistant Mrs Lottie Ives - Lunchtime Supervisor Mrs Lisa McLaren - ELSA (Emotional Literacy Support)

# Meet the Governors

	<b>Governors</b>	<b>Category of Governor</b>
<b>Co-Chairs</b>	Mrs Linda Gillham Mrs Margaret Alderson	Local Authority Foundation
<b>Vice-Chair</b>	Fr D Miles	Foundation
<b>Headteacher</b>	Mrs H Southgate	Ex officio
	Mr Eric Peacock	Foundation
	Mrs L Hales	Foundation
	Mrs M Harnden	Foundation
	Mr D James	Foundation
	Mrs M Roberts	Foundation
	Mr Bryan Nixon	Foundation
	Mrs E Perrier	Parent
	Mrs Andrea Stirling-Williams	Parent
	Mrs E Price	Associate member
	Miss L White	Teaching staff
	Mrs S Holmes	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 October 2019 but may be subject to change.

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

**Friends of Thorpe School Association (FOTSA)** All parents are automatically members of our Parents' Association. FOTSA raises valuable funds for the benefit of the pupils at our school.

**School Premises** *The school hall is available for hire. If you are interested, please speak with the school office staff.*

# 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 pupils 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.

**English:** English at Thorpe enables pupils 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, pupils 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 pupils: speaking and listening; reading; writing; spelling, vocabulary, grammar and punctuation.

**Mathematics:** Mathematics at Thorpe teaches children to make sense of the world around them through 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 pupils develop scientific knowledge and conceptual understanding and skills through the specific disciplines of biology, chemistry and physics. Science changes our lives and is vital to the world's future prosperity and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Our pupils will be encouraged to understand how science can be used to explain what is occurring, 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 pupils' own spiritual knowledge and understanding. We encourage our pupils to learn from religion as well as about religion by drawing upon the customs and practices of the Church of England. Pupils also learn about other religions, particularly the other Abrahamic faiths.

**Art and Design:** Art and design stimulates creativity and imagination. At Thorpe we aim to provide an opportunity for pupils to produce creative work, exploring ideas and recording experiences. Pupils 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 pupils 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 pupils 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 pupils will become responsible, competent, confident and creative users of information and communication technology.

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

**Geography:** Through our Geography curriculum, pupils will develop a curiosity and fascination about the world and its people. We will aim to equip pupils 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, pupils are taught to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgements. We aim to inspire pupils to develop a curiosity and want to know more about the past. Our pupils will gain a coherent knowledge and understanding of Britain's past and that of the wider world. History helps pupils 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.

**Languages:** Pupils will learn French at our school. Pupils will be taught how to listen carefully in order to discriminate sounds and identify meaning. They will learn techniques for memorising words and ultimately speak with increasing confidence and fluency. Pupils will also be taught about related countries and cultures.

**Music:** Music is a unique way of communicating that can inspire and motivate our pupils. Through our curriculum both in class and extra-curricular we aim to inspire our pupils to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As our pupils 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 pupils 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, performing dances and swimming, our pupils will become increasingly competent and confident. We aim to ensure that all pupils are aware of the importance of leading healthy active lives.

Notes: