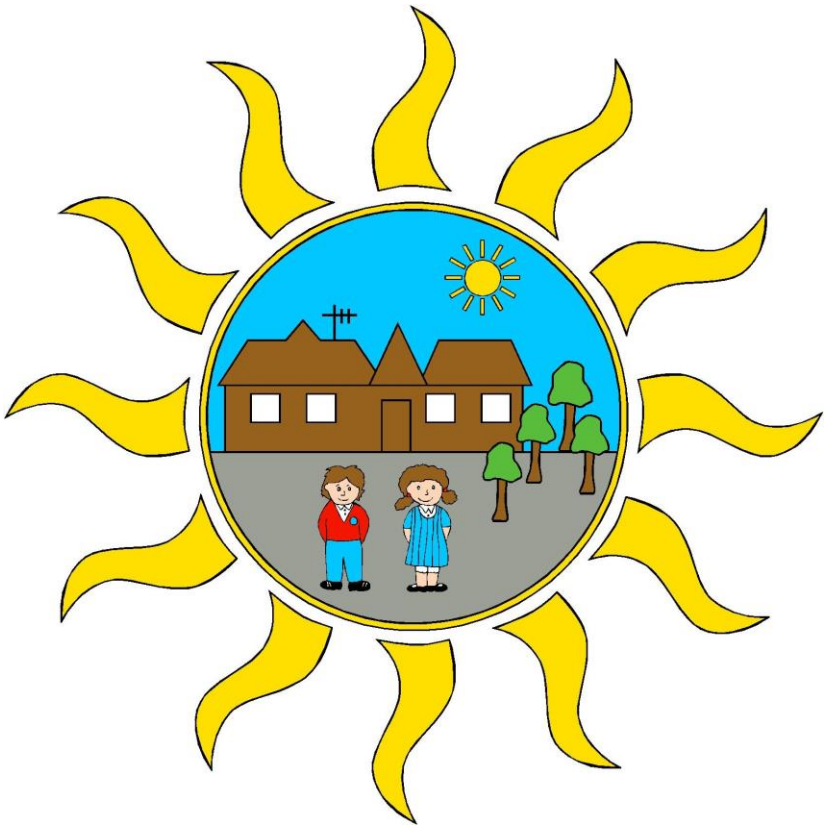
Stedham Primary School
Prospectus
2018 - 19

Stedham Primary School
School Lane
Stedham
Midhurst
West Sussex
GU29 0NY



Email: office@stedham.w-sussex.sch.uk
Website: www.stedham.w-sussex.sch.uk

This document was revised in September 2018

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Welcome to Stedham Primary School. It is the aim of all the staff here that during the time your children are with us we will support them not only in their learning but in their personal, social and emotional development.

It is our hope that in our school your children will feel secure and valued, enabling them to develop a life long love of learning and discover their talents through our 'stage not age' approach to learning. As a small village school we encourage a family ethos where everyone cares for one another and we all work together. By the time your children leave us we hope that we have prepared them to be independent, creative, collaborative, resourceful and adaptable in order that they may succeed in what lies ahead.

This prospectus is intended to give you a broad overview of our school and how we achieve our aims but if you have any further questions or would like to make an appointment to visit please contact the school office where our staff will be more than happy to help you.

Kind regards

Sally Dreckmann

Sally Dreckmann
Headteacher



Our Vision

To build on our strengths as a small and sustainable village school, attracting families by offering the best possible combination of good educational and personal development for all young children.

As a village school, with small year groups, we offer:

- the flexibility to provide great teaching tailored to the individual needs of every child – "stage not age"
- great teaching to promote high standards and accelerated progress
- a friendly environment which develops confident learners who are not afraid to make mistakes
- a sharing community with moral purpose, integrity and high standards of conduct, where every child is proud to wear the uniform of our school
- a welcoming atmosphere where every child and adult feels valued and respects each other
- a staff team committed to enriching our curriculum and helping to develop well-rounded individuals
- a small school in a beautiful setting in which children feel safe, secure and to which they enjoy coming

We work with our local community and with others to ensure the continuous development of this gem of a school.

Our Ethos

As a rural village school in the heart of the South Downs, not tied to any one religious faith, we have the perfect setting to sustain a school that can offer wider opportunities for children to develop their own way – and we aim to provide the perfect balance between high expectations and inclusive care.

<u>High expectations of all</u>

At Stedham Primary School we strive for continuous improvement of our teaching and learning by having the highest expectations of our staff and pupils at all times. Every adult in the school knows every child. We challenge each and every child to strive for academic, creative and personal accomplishment within our stimulating, broad and enriched curriculum. Alongside this we aim to offer enrichment opportunities which excite and motivate our children, both in weekly afternoon sessions and in enrichment weeks, in order to develop 'the whole child'.

<u>Passion for learning</u>

We want our pupils to have time to explore a wide range of subjects, developing a deep level of understanding and a passion for learning. We model, encourage and then expect perseverance and risk taking. We want Stedham Primary School to be a place where children see mistakes and failures as learning opportunities, a place where children learn resilience. We encourage our children to have the confidence to take responsibility for their own learning, to self-motivate and motivate others, to think creatively around problems and to become independent so that they will be able to cope with the ever-changing world of the 21st century. We want to offer our children extra-curricular opportunities and learning that will stay with them as useful skills and memories for life.

Stage not age

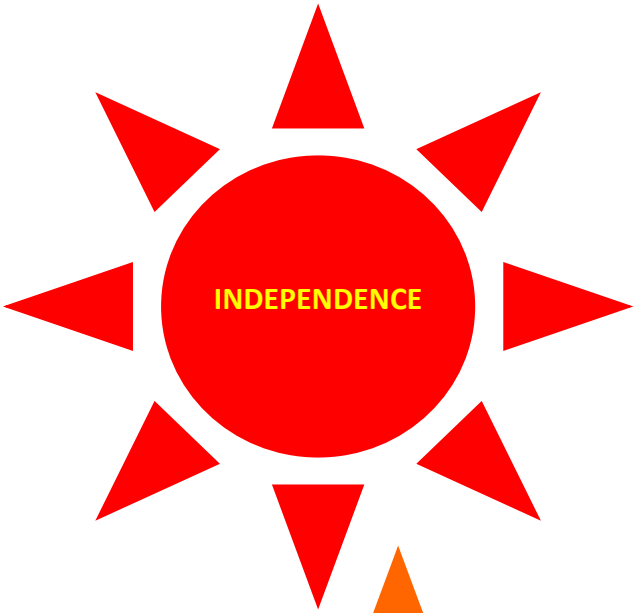
At Stedham we promote a 'stage not age' ethos; with our small year groups and staff team, we have the flexibility to tailor learning to each child's developmental needs and next steps. We strive to offer a flexible learning environment to meet the requirements of each individual. We believe in early identification of and intervention or extension for both the most able pupils and those with Special Educational Needs.

Inclusive community

Stedham Primary is an inclusive school. We are not a church school and so we value the beliefs of all faiths as well as respecting those who have no faith. We want all our pupils to enjoy coming to school and be keen to learn. We work hard to establish and maintain open and honest lines of communication with our families, working with them to improve attendance and remove barriers so that every child has the opportunity to excel in their learning and every family genuinely feels a valued and accepted part of our school community. We aim to strengthen this sense of community within school by regularly delivering activities linked to an enrichment programme run in mixed age groups across the whole school. To strengthen our wider community links we invite the families and neighbours into the school for both formal and informal events and we take opportunities to go out into our local community.

Our Values

At Stedham Primary School we have worked together as a whole school community to develop school values. From this we have chosen 5 words which we all believe are essential qualities to aim for in order to prepare our children for the world outside school:



is thinking and acting for yourself and understanding the impact of these choices.

Independence is about:

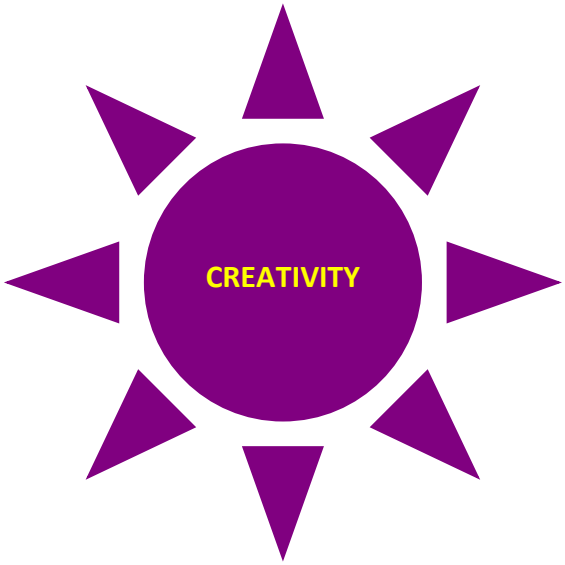
- Doing things yourself
- Making your own choices
- The ability to judge the impact your choices may have



is the desire to achieve the best for yourself and inspire this in others.

Motivation is about:

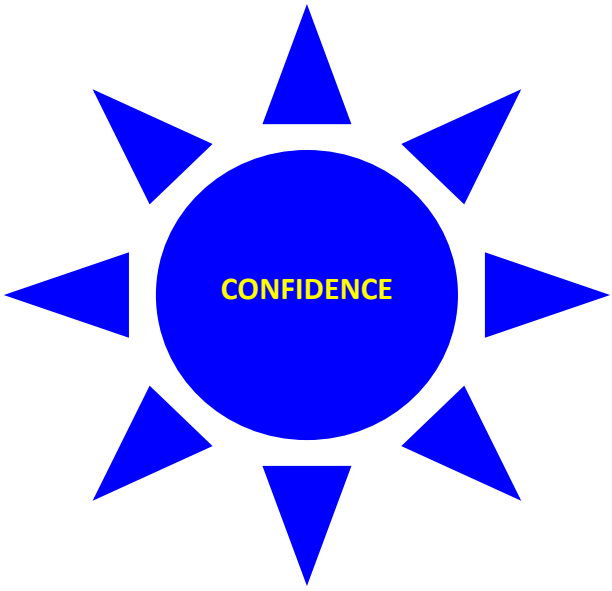
- Having a desire to learn and improve
- Enthusiasm
- Wanting to achieve and get better
- Being reflective
- Encouraging others



is being inventive and adaptable to enable you to achieve.

Creativity is about:

- Being inventive
- Imagination
- Being prepared to be flexible
- Resourcefulness
- Adapting
- Being original
- Thinking around a problem or challenge



is having belief in yourself to meet challenges in a positive way.

Confidence is about:

- Being brave
- Not being afraid to try
- Knowing you can do something well
- Having self belief
- The ability to take risks without fear of failing



is valuing and caring for yourself, others and the environment.

Responsibility is about:

- Behaving in a sensible way
- Showing thought
- Being accountable for your actions
- Reliability
- Trust
- Truth
- Seeing things through
- Being honest to yourself and others
- Setting a good example

Stedham Primary School

A school board was set up in 1874 to establish a school in the village of Stedham. The present school was officially opened in 1879 and was built to cater for children age 5 – 13 years.

In the early 1950's it became a Primary School catering for infants and juniors up to the age of 11.

During the 1970's the school changed to a first school as part of the new three tier system of education in the Rother Valley and adjusted the age range so that children now transferred at 10 rather than 11 years.

In 1986 the school was completely remodelled and re-equipped with three classrooms, a school hall, library, cloakrooms, toilets and administration facilities.

In September 2009 there was once again re-organisation in the Rother Valley, moving back to a two tier system. Stedham Primary became all through, going from 4 – 11 years. A new, fully equipped classroom was added to the school to accommodate the growing number of children on roll.

In April 2014 the school restructured to three classes for three years, but from September 2017 we moved back to a four class structure due to increasing numbers on roll.

As well as our four classrooms we have a covered outside area for Pre-school, Early Years and Key Stage 1 to use for outdoor learning and play. There is a good amount of hard surfaced play space and common land for the children to use in dry weather. There is a superb sports ground in the village that we are able to use for sports day, our annual football tournament and after school clubs.

We continue to develop the school grounds which all classes use as an outside classroom as much as possible. This includes offering Forest School, which is run from the common land next to the school.



Stedham Primary School's Admission Arrangements

Schools in West Sussex are categorised as community, voluntary controlled and voluntary aided. Community and voluntary controlled schools serve catchment areas and voluntary aided schools serve wider areas. Stedham Primary is a community school. Under the Education Act, parents can express a preference for any school but they do not have a right to choose a school. West Sussex Education Authority does however make every effort to meet parental preference where possible. Further information about how places are allocated and admissions arrangements can be found on the Authority's website at https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/

Details for your reference are as follows:

Pupil Admissions Team
Centenary House
Durrington Lane
WORTHING
West Sussex
BN13 2QB

Telephone: 03330 142 903
Email: admissions.south@westsussex.gov.uk

School Transport Team details:

Transport Coordination Group
County Hall
West Street
Chichester
West Sussex
PO19 1RQ

Telephone: 01243 753530
Email: school.transport@westsussex.gov.uk

First Admissions

The County Admissions Office advertises through a range of mediums to parents of children eligible to start school the following year. We welcome visits to the school at this stage (October onwards). Parents can then express a school preference online and will be informed of the outcome late in the Spring Term.

It is West Sussex policy for pupils to start school in the September following their fourth birthday. Parents are able to choose whether they wish their child to attend full or part time, subject to the caveat that children are receiving full time education in the term following their fifth birthday. The school is able to offer advice to parents should they need it, to assist them in making the decision.

Parents will be invited to attend a meeting in the second half of the preceding Summer Term to meet the Headteacher and Class Teacher. There will be four transition visits offered during the Summer Term to give children the opportunity to spend time in class prior to starting school that September.

Early Years Foundation Stage and the National Curriculum

Early Years Foundation Stage

The EYFS curriculum is divided into seven areas of learning although in practice, many overlap;

• **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

• **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

• **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

• **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

• **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

• **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

• **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



The Early Years Outside Classroom











Key Stage 1

KS1 lasts 2 years (Year 1 and Year 2). All children in KS1 study the National Curriculum and RE syllabus for West Sussex. Wherever possible, this is taught in a cross curricular way through our topics.

Key Stage 2



KS2 lasts 4 years (Year 3 to Year 6) and ends when the children transfer to secondary school. Again, the children follow the National Curriculum and West Sussex RE syllabus, still taught wherever possible in a cross curricular, topic based way. We firmly believe that we can achieve high standards of attainment by fully engaging the children in their learning.

As of 2016, the Government has set a new 'expected standard' at the end of Key Stage 2. In 2016, the number of pupils eligible for KS2 SATs was 13. In 2017 it was 8.

Percentage achieving expected standard	**Reading**	**Writing (Teacher Assessment)**	**Maths**	**Spelling, Punctuation and Grammar**	**R, W, M combined**
2016	61.5%	61.5%	46.2%	69.2%	30.8%
2017	75%	62.5%	75%	75%	50%
2018	Not reportable as the cohort contained only 5 pupils				

The Curriculum at Stedham

Our curriculum is reviewed at the end of each year to ensure it is still relevant, motivating and engages the children.



Each topic is planned with the following key characteristics in mind:

1. BREADTH – Our curriculum covers the following areas of learning through the National Curriculum, RE and Personal, Social and Health Education:
    - Mathematical
    - Linguistic and literacy
    - Scientific
    - Aesthetic and creative
    - Human and social
    - Technological
    - Physical, spiritual and moral

2. BALANCE – Each aspect of the curriculum receives appropriate attention through a range of teaching styles including whole class teaching, child led or teacher directed activities, group and individual work in practical and theoretical contexts.

3. RELEVANCE – We are trying to prepare our children for the 21st Century and challenges that we may not as yet be able to foresee. It is therefore the aim that through our curriculum the children can acquire skills to help them to cope with and understand the world in which they will grow up.

4. DIFFERENTIATION – Our philosophy is very much 'Stage not Age' and so our curriculum is planned and delivered in such a way as to cater for differences in ability for children of the same age. Each child is able to make individual progress at a challenging but appropriate pace through personalised learning.

5. CONTINUITY AND PROGRESSION – All learning reflects on and builds upon previous skills, knowledge and understanding. There is careful and continuous planning, preparation and teacher assessment and we make close links with our local pre-schools, other Rother Valley Primaries and the secondary schools to which we feed.







Inclusion

Our teachers plan for the needs of all the children in their class. They identify strengths and aim to provide challenge for all pupils on a daily basis.

Our teaching assistants work closely with the teachers to support the children in a range of different ways. They often work with small groups or individuals to support them for example with maths or literacy.

We believe that early identification and intervention is key to supporting all children with Special Educational Needs and Disabilities. The Co-SENDCOs meets regularly with teachers; children's progress and attainment is discussed and if necessary they are added to the Register of SEND. The school follows the framework laid down by the Code of Practice. Our SENDCOs are Sally Dreckmann and Anne Roberts. When deemed necessary, children are referred on to outside agencies such as Speech and Language or the Educational Psychologist for further assessment, advice and support.

Our school has access and facilities for disabled pupils.

The staff at Stedham also work hard to identify children working at a higher than expected level or those who have a talent, for example in music. We ensure we cater for the needs of these pupils in the best way possible both in school and in terms of additional enrichment opportunities. The Able, Gifted and Talented Co-ordinator is Sally Dreckmann.



Assessment and Reporting

The progress made by pupils in all areas of the curriculum is a matter of concern to parents and teachers. All parents are encouraged to take an active interest in their children's progress by attending the parent consultations held in the Autumn and Spring terms each year. Parents are welcome to discuss their child's progress at any other time as the need arises and should contact in the first instance, the class teacher to arrange a mutually convenient time.

Written reports are provided for parents towards the end of each Summer Term. Teachers assess pupils' progress and attainment each half term. There are end of Key Stage Statutory Assessment Tests (SATs) in the Summer for pupils in Year 2 and Year 6. Detailed observations are carried out for pupils in Reception throughout the year and these contribute to their Early Years Assessment towards the end of the Summer Term.

Physical Education

We are keen to ensure that our children have regular opportunities to develop their physical skills as part of the PE curriculum. This includes dance and gymnastics as well as games. There are weekly sessions for every child in the school with a specialist sports coach from a local company. These sessions cover a range of skills and games. From time to time other groups and coaches come into school and work with our Key Stage 2 children for example teaching them cricket or tag rugby.

We enter into different sporting events each year including netball and rounders tournaments and matches and we host a Six A Side Football tournament. We are always proud and delighted at the skill and sportsmanship of our children.

Swimming lessons for upper KS2 children take place during the summer term. The children are taught at a local leisure centre by qualified instructors. We always emphasise that it is very important that children continue to visit the pool with their families to maintain good progress.





The Arts



Music

Children have regular music lessons with their class teachers in which they follow the National Curriculum. Several of the children in the school also take up music lessons offered by peripatetic teachers, for which parents pay a fee. Children can learn a range of instruments from the brass, string and woodwind families as well as having piano or singing lessons or learning to play the drums!

Art

Art is of a high quality in our school, reflecting the good standards of teaching. Through the year children will get opportunities to work in a range of styles and mediums as well as appreciating the work of many artists. From time to time we are fortunate enough to have visiting artists who come to work with our children, enhancing their learning further.



Drama

Drama is a key part of the English curriculum and is used as a medium for learning across many other subjects. Each year, Key Stage 2 stages a production during the Summer Term. Our Early Years and Key Stage 1 children take responsibility for the Christmas production each year.





Educational Visits



We believe visits add value to a child's education and so we plan a varied programme of visits for our children, in the main part linked to the curriculum. Recent visits include a KS2 trip to the Petworth House and the EYFS and KS1 visit to the CASS Sculpture Park.

Every other year the older children go on a three day residential visit aimed at further developing independence and self confidence.

Charging and Remissions

No child will be excluded from a visit which takes place predominantly in school time because of a parental inability to pay. A voluntary contribution is asked for towards the cost of the visit. If the resulting contributions are not sufficient the visit may not go ahead.

Before each visit the member of staff responsible undertakes careful costing to ensure a minimum voluntary contribution is requested.

In some cases hardship may make it difficult for pupils to participate in activities for which there is a charge. In these circumstances parents are invited to apply in confidence for a remission of charges in part or full. This will be authorised by the Head Teacher.

The Travel Plan and the Walking Bus



Our school was very proud to achieve Travel Mark 3 in April 2010, which we have since maintained. The school community works hard to develop and maintain a travel plan to ensure the safety of our pupils and their families. We have a daily walking bus scheme in the morning which runs from the lay-by on the A272, through the woods to the school. We are keen to promote the walking bus and encourage as many as possible to use it, thus reducing the traffic in School Lane.

Community Involvement

As a school, we work hard to establish and maintain links with the village community and the wider community.

Although we are not a church school, we attend church for our annual Harvest and Nativity services and Rev Trish sometimes comes up to school to take an assembly.

Each year we try to support a range of charities through fundraising; in the last year we have raised nearly £50 for Macmillan by hosting a coffee morning, £87 for Children in Need, nearly £60 for Save the Children through our Christmas Jumper Day, £153.25 for Comic Relief and £83.40 for Sport Relief.

We work with a range of organisations in the wider community to try and improve our school and keep it safe. We are Sun Safe accredited and we work with e-Safe to keep our online activity safe for all children and staff.

Across 2017-18, we worked with a group of student teachers from the University of Chichester. They were tasked with helping us to turn an unused and unloved piece of land into a small garden where we could grow plants. They did a fantastic job!











Safeguarding

The Designated Safeguarding Lead for Child Protection is Sally Dreckmann and the deputy DSL is Jane Hines. There is a detailed Child Protection Policy which is available on request from the school office and is on our website. It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. All staff and regular volunteers undertake child protection training which is refreshed annually.

All complaints about and allegations of abuse by a teacher will be dealt with following the Child Protection Committee Procedures, led by the Head Teacher. Any complaints about the Head Teacher will be dealt with by the Chair of Governors who should be contacted directly.

Staff Appointments

All newly appointed staff have a criminal record search called a DBS check. This search highlights people who have a criminal record or who have previously had allegations made against them. If staff are found to have a criminal record their appointment is reconsidered by the Head Teacher and the FSP Committee of the Governing Body. The Local Authority is informed directly by the Disclosure and Barring Service.

The Head Teacher sits on all appointment panels. The Head and some members of the Governing Body have undertaken training on Safer Recruiting.

New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentor to familiarise new staff with procedures and policy which affect the health and safety of all at the school but especially the children.

Induction of Volunteers and Work Experience candidates

Long term volunteers and volunteer drivers must also have DBS clearance. For extended or unsupervised contact with children a full DBS search will be initiated. Until clearance is given, contact remains supervised by staff.

Stedham Primary School, like many others in West Sussex, have signed up to be part of **Operation Encompass**. The aim of this national initiative is to support children, in some situations, who have been party to domestic violence situations at their home address which has required the police to attend. If you wish for more information please click the link: www.operationencompass.org

Class and Staff Organisation

Stedham Primary School has 4 classes. Our planned intake number is 15. Due to fluctuating cohort sizes, the school sometimes needs to change the structure of the classes. When this is necessary the school considers how best to provide for all the children involved before making the decision.

The classes in September 2018 are made up of:
Rabbits – Reception and Year 1
Owls – Year 1 and 2
Badgers – Year 3 and 4
Foxes – Year 5 and 6

Staffing

Headteacher	Mrs S Dreckmann
Assistant Headteacher	Mrs J Hines
Rabbits Teacher	Mrs H Dinnis-Searle
Owls Teachers	Mr N Cella
Badgers Teacher	Mrs J Hines
Foxes Teacher	Mr T Noble
PPA Cover Teacher	Current Vacancy
SENDCOs	Mrs S Dreckmann
	Miss A Roberts

Teaching Assistants (including lunchtime supervision)

Mrs R Pay	Current Vacancy	Mrs S Cook

Learning Mentor	Mrs S Cook

School Business Manager	Mrs S Brett
Office Administrator	Mrs R Dennis
Premises Officer	Mr K Stallard
Caretaker	Mr C Wilkinson

The School Day

The school day begins at 9am so we ask that pupils have arrived by 8.55am. The playground gates are open from 8.45am.

9.00am	Start of the school day and registration
9.00 – 10.30	Session 1
10.30 – 10.45	Morning Break
10.45 – 12.00	Session 2
12.00 – 1.00	Lunch
1.00 – 3.30	Registration and Sessions 3 - 4
3.30pm	End of the school day

A discretionary break is taken if needed during the afternoon session.

School Uniform

The school policy is that we expect pupils to wear the correct uniform and we ask that parents / carers name all items of clothing (including coats) clearly. If children are not in the correct uniform we would ask that parents/carers notify the school of the situation; if contact is not made by parents/carers, the school will contact them to work with them to rectify the matter.

Sweatshirts, sweat cardigans, *royal blue PE t-shirts with the school logo and *royal blue polo shirts with the school logo can be ordered online from our uniform suppliers – www.schooltrends.co.uk

Girls Uniform
Royal blue jumper/sweatshirt or cardigan
White blouse or polo shirt (white or royal blue*)
Grey or black skirt, pinafore, trousers or shorts
Summer uniform – blue and white checked or striped dress/skirt (optional)
Grey or black tights (optional)

Boys Uniform
Royal blue jumper/sweatshirt
White shirt or polo shirt (white or royal blue*)
Grey or black trousers or shorts (no black denim)

Coats
Children should bring an appropriate coat into school every day as it is our policy to enjoy outdoor learning and play in all weathers.

Footwear
Shoes or ankle boots may be worn and should be a dark colour such as black, navy or brown. Trainers, flip flops, backless sandals or crocs are not permitted. Socks or tights must be worn at all times.

Jewellery
Children may wear wristwatches and small, plain studs only in pierced ears but in the interests of safety, no other jewellery may be worn.
Earrings must be removed for PE lessons unless it is within 6 weeks of the ears being pierced, in which case the earrings may be covered with tape (provided by parents) for the lesson.

Nail varnish or make up is not permitted in school.

PE Kit
Plain white or royal blue t-shirt* - no vest tops
Black shorts, skort or sports leggings
Trainers
Plimsolls (optional)

For colder weather:
Dark colour (black, navy, grey) jog bottoms and jumper/sweatshirt/hoodie – plain design

PE kit should be in school every day because although some lessons are at fixed times, other lessons may be more ad hoc.

Authorised and Unauthorised Absences

Unauthorised absences are those for which we have had no explanation or where parents make the decision to withdraw their child without authorisation for leave of absence. Please ring the school or send a message as soon as possible when your child is ill or will be in late, stating the reason.

If a child arrives after the register closes at 9.10am this will be marked as an unauthorised absence. Frequent lateness will become cause for concern and will be monitored by the school with the possibility of a Fixed Penalty Notice being issued by the Pupil Entitlement: Investigations Team if attendance does not improve.

Stedham Primary School does not authorise holiday in term time. In extenuating circumstances, leave of absence may be granted; please see our Pupil Attendance and Absence Policy available from the school office for further details. It is the policy of the school to refer to the Local Authority for consideration of a Fixed Penalty Notice when unauthorised absences of 10+ sessions are accrued within a 10 school week period.

The Governing Body

Stedham Primary School has an active Governing Body consisting of 9 governors, some of whom are also parents at the school. The Governors' aim is to ensure that the school delivers the best possible education for the children and this is achieved through:

- Having a strategic overview of the school and working closely with the Headteacher to ensure than an appropriate School Improvement Plan is in place.

- Diligently carrying out statutory governor roles such as agreeing and monitoring the school's budget, ensuring that appropriate policies are in place and up to date and in particular, ensuring that safeguarding is in place – providing a safe and happy learning environment for our children.

- Monitoring and evaluating the performance of the school and acting as a 'critical friend' by both challenging and supporting the school.

The Governing Body considers itself accountable to the school community and always welcomes comments or suggestions from parents.

FOSS and the School Council

FOSS

Friends of Stedham School (FOSS) is our extremely active PTA. The committee works hard to provide support and resources for our school. As with any organisation, its success depends upon active membership. All Stedham parents automatically belong to FOSS. An organising committee is formed each year to co-ordinate the planned programme of activities.

The school enjoys many events, both fund raising and social, through the year. FOSS has contributed towards the Multi Use Games Area re-development, transport costs for educational visits, music and drama lessons and classroom equipment.

School Council

Each class elects children to represent them on the school council. Before election children have to explain to their peers how they would represent them. Each year a new council is elected. There are meetings every half term and everybody is encouraged to put forward their ideas and suggestions.

Each year two representatives from our school council work with children from other Rother Valley Schools to form the RV School Council which meets once a term. The RV Council works on projects such as e-safety and eco schools.

General Information

Snacks

Children may bring a piece of fruit or vegetable into school for morning break if they wish. Reception and KS1 children will be offered a piece of fruit or vegetable free of charge during their morning break.

Lunch

All children in Reception, Year 1 and Year 2 are entitled to a free hot school lunch. Parents with children in Key Stage 2 may order hot lunches through our caterer, Chartwells online at www.mealselector.co.uk or by phone on 0845 603 7998. Families in receipt of certain benefits may be eligible for Free School Meals. Please speak in confidence to Mrs Brett in the School Office if you wish to find out more or apply.

Money

Any monies can be left in the secure parent post box located in the front entrance porch, or brought to the office. Please ensure all monies are in an envelope which clearly states your child's name, amount and purpose of payment.

Car Parking

Please do not park or drop off on the yellow zig zag lines outside the school as this reduces visibility and limits access to the school for emergency vehicles.
School Lane is a residential area and so please drive slowly and park with consideration for our neighbours. Do not block drives or park on verges.
Remember, a walking bus operates each morning from the lay-by on the A272 as an alternative to driving up to the school.

Extended Services

Active8Minds run a breakfast club on site every day from 7.45am and after school club from 3.30 – 5.30pm, five days a week, for the children attending the school. Please contact the school office for more information.

Complaints

At Stedham we are proud of the strong relationships between pupils, parents and teachers. If you have any concerns please come in and speak to your child's teacher in the first instance. If this does not resolve the situation please make an appointment to see the Headteacher. There is a complaints procedure and you are welcome to request a copy of the policy should you feel it necessary.

Behaviour

Our policy is to create an environment where children feel secure and happy within clear and consistent boundaries, with an ethos of positive praise and 'catch them being good'. The school has a behaviour policy and we would be happy to share this with you on request. Alternatively it is available on our website.

Right to Withdraw

Parents have the right to withdraw their child from RE and / or collective worship. Please discuss this with your child's class teacher if you wish to withdraw them.