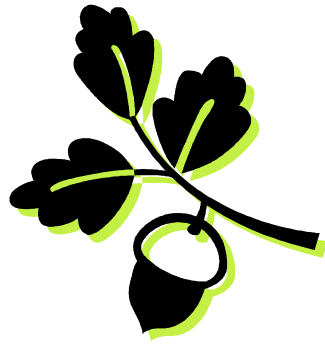


Sopley Primary School



WHERE INDIVIDUALS THRIVE



Photograph by Richard Lines Photography
www.richardlines.co.uk

We are a small village school

AN INTRODUCTION TO OUR SCHOOL

www.sopleyprimaryschool.org



CONTENTS

- **WELCOME TO SOPLEY SCHOOL! - page 2**
- **OUR ETHOS AND APPROACH - page 3**
- **WORKING TOGETHER - page 4**
- **STANDARDS AND EXPECTATIONS - page 5**
- **THE FIRST YEAR AT SCHOOL - pages 6-7**
- **THE CURRICULUM - page 8**
- **BRINGING LEARNING ALIVE! - page 9**
- **KEEPING SAFE, HEALTHY AND HAPPY - page 10**
- **BEHAVIOUR AND SCHOOL RULES - pages 11-12**
- **DEALING WITH QUERIES AND CONCERNS - page 13**
- **SECONDARY SCHOOL - page 14**
- **APPENDIX - pages 15-18**

September 2016

WELCOME TO SOPLEY SCHOOL!

As the Executive Headteacher of the Federation of Burley and Sopley Primary Schools I am delighted to present our Prospectus to you. We recognise that choosing the right school for your child is a very important decision.

Many parents choose to send their children to Sopley Primary in order to take advantage of the qualities that small village school can offer. In the pages that follow we will attempt to demonstrate why Sopley Primary School is so special.

Unusually, our catchment area is rural and largely unpopulated and therefore many of our children come from a wide area. **As well as pupils from Sopley we also have many children from Bransgore, Burton, Hurn, Christchurch, Bournemouth and Ringwood.**

The welfare of children is at the heart of what we do. We are committed to safeguarding children and have a range of policies and procedures that reflect and support this duty. If you would like further information please contact the school office.

You can see more pictures of daily school life and find out more about the school by visiting our website www.sopleyprimaryschool.org but the best way to get a feel for what we do is to come and see us in action. Please make an appointment and we will be delighted to show you around and answer any questions you may have.

Dan Twyman
Executive Headteacher

OUR ETHOS AND APPROACH

Sopley Primary School is a friendly place where children are happy and parents are welcomed. Our small size means we get to know our children - and their parents - well, and can care for their unique needs.

“The children work hard in a happy family environment” Parent

We aim to develop children as happy, confident individuals who embrace the opportunities and meet the challenges that life offers.

We know that children need to be safe, healthy and secure before they can enjoy their time at school and achieve their best.

We provide a stimulating and relevant curriculum which inspires a passion for learning, curiosity, creativity and reflection.

We develop an open and responsive partnership with parents and encourage a strong sense of personal responsibility, team work and respect within our caring and inclusive community.

We attach great importance to keeping our class sizes as small as possible. Our intake number is 16 and we strive to keep all classes to 32 or fewer. Our class teachers are supported by a strong team of teaching assistants who help children with their learning.



Children thrive at Sopley because we know they must be happy and secure if they are to learn. They are expected to take responsibility for themselves and their behaviour so they develop a self belief that remains with them throughout their lives.

“Pupils and parents appreciate the friendly, caring, inclusive ethos of Sopley School.” Ofsted 2013

“Children become very confident and work independently.” Parent



“This is a good school. Parents and carers are very supportive and state that their children are well nurtured at school. Pupils report that they feel safe and secure.” Ofsted 2013

WORKING TOGETHER

Good partnerships with parents play a crucial part in helping children to achieve their best in all areas of their learning and development - we work closely with parents to give pupils the encouragement and support they need.

We have a strong and open school community and in a small school your voice really can be heard. We have learned a great deal by listening to children and parents - this knowledge helps us to find better ways to meet the needs of our pupils.

Our very active 'Parents and Friends Association' - 'The Friends of Sopley School' - contributes to school life in many ways. Volunteers help in school, run activities for the children, fundraise and organise events such as the hugely successful Sopley School Summer Fete. The fete is a real highlight in our school year and gives us the chance to have fun and work together for the benefit of the school.

"It is a very welcoming and friendly school, the children across all the different age groups know each other well and look after each other very well" Parent



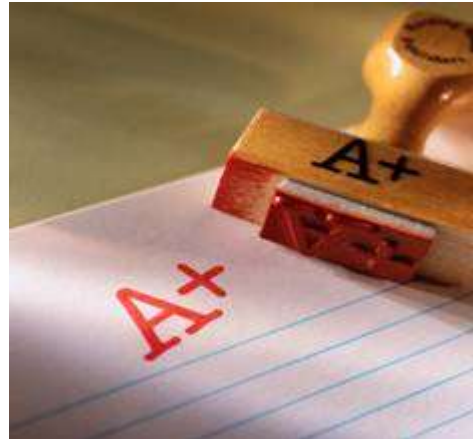
Our children are very keen to be involved in school improvement through their School Council - elected pupil representatives meet regularly with the Headteacher and governors. Amongst our children there is a widespread enthusiasm for sharing views and volunteering for extra responsibilities and activities.

We are also very fortunate to have the input and support of many partners, friends and helpers from the wider community - all of which contributes to making life better for our children.



STANDARDS AND EXPECTATIONS

We have high expectations for all our pupils. As a result of our small cohort size, our results can vary widely according to the number of children with special needs in each year group - we have also had year groups where ALL children have met or exceeded national expectations.



We carefully track the progress of individual pupils to ensure that we do all we can to help individual children do their best.

We understand that we must constantly be looking for better ways to help children fulfil their potential and embrace the opportunities and challenges that life has to offer them. We are helping our children move their learning forward by setting clear targets. We ensure that children understand what they need to do to improve.

“Pupils continue to make good progress as they move through the school and typically reach above average standards at the end of Key stage 2.”
Ofsted 2013

THE FIRST YEAR AT SCHOOL



The first year at school is really important and we work hard to ensure it goes well.

Children in their foundation year join our Infant department. They spend their time in small groups with other Year R or, sometimes, Year 1 children. Much of their learning is play based like it was at pre-school. Small groups are taken aside for short teaching inputs. As children progress through the Reception year, the amount of teaching they receive increases. However, we ensure that there is always a good balance of activities.

We want your child to have the best possible start to their school life. Our induction programme is designed to help your child feel confident about starting school and to ensure that we all know what to expect. We liaise with pre-schools and hold a series of meetings and activities for parents, children and staff - including a visit by our Reception teacher so that they can start to get to know your child on a one-to-one basis. On one of the first visits to the school your child will meet their 'Buddy'. This is an older child who will help them to become confident in school - for example by looking after them at playtimes and school events.



"I really like the small year group - it makes the start of school life so lovely." Parent

"The 'buddy' system is an excellent idea, helping new children feel secure and confident from day one of their education." Parent

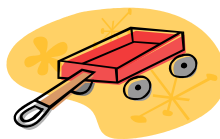
“...all the children make good progress [in their Reception year]...” Ofsted 2013



Our reception curriculum is well matched to the needs of young children with plenty of activities aimed at learning through play and a strong emphasis on social skills.



Outside Play -access to the outside is really important for growing children's development. We have a large outside learning area which is constantly in use by our Infant children. We organise this area so that it really contributes to children's learning. All our Infant children learn outside on a daily basis.



“Good teaching in the reception class is the basis for pupils’ enthusiasm for learning throughout the school.” Ofsted 2013

THE CURRICULUM

READING

Being able to read is incredibly important so we give it a very high priority. Our results for reading are always really good. If we feel a child is falling behind with their reading we do all we can to help them catch up. It is very rare for a child to leave our school not meeting national expectations - many children exceed them.

We have a well-stocked library and a well organised and effective reading scheme for the Infants. Children are expected to read at home and in other subjects. Most parents enjoy reading with their children and many join county libraries to widen the choice of books for their children. The more a child reads, the better!

WRITING

Children are taught to write for a purpose from an early age, often about their learning in other subjects or in response to fiction. We encourage them to take pride in this written work and promote neat, well-presented work.



MATHS

Counting and mental agility with numbers is developed from an early age. Children are encouraged to become confident with numbers before we move on to more difficult concepts. Children usually work in smaller ability groups for Mathematics.



ICT

We have invested heavily in IT equipment and children have access to laptops, tablets and computers on a regular basis. All classes have interactive whiteboards which are used in most lessons.

BRINGING LEARNING ALIVE!

We follow a broad, rich curriculum that excites and motivates the children so that they want to learn. Our curriculum provides many first hand experiences through visits and visitors and is rich in practical activities and creative opportunities. We take children - even our youngest ones - out on visits at least once every term, to places such as Brownsea Island, Swanage Railway or Bournemouth Oceanarium. We give pupils choice and develop independence. We often link subjects together e.g. children will learn to write reports about historical subjects in English or measure and calculate in Science lessons. This all makes learning interesting, fun and enjoyable at Sopley School.



“The school is a fantastic fun learning environment.” Parent

Thinking hard and working things out

KEEPING SAFE, HEALTHY AND HAPPY



We encourage children to have fun and active playtimes by having a range of toys and games available, we allow children to make full use of our large field whenever possible. Our lunchtime gardening club grows a variety of crops which we use in the school kitchen.

Hot meals are prepared in our own school kitchen and we are pleased to say that nearly two-thirds of our children eat school dinners. Alternatively children may bring a packed lunch. We actively teach children about healthy eating within lessons and at lunchtime. Fruit is provided without charge at break time and other snacks may be purchased. Milk is available free to the under fives and at a subsidised rate to all other children. We do not allow children to eat sweets at school. Children are encouraged to have a water bottle in school and to drink frequently.



We offer a range of after school sports clubs which vary depending on the time of year and demand. These have included football, athletics, dance, tag rugby, netball, basketball, and multisports which gives children the chance to sample a variety of sports such as rounders, kwik cricket, unihock and short tennis.



The welfare of children is at the heart of what we do. We are committed to safeguarding children and have a range of policies and procedures that reflect and support this duty. Policies are available on request.

BEHAVIOUR AND SCHOOL RULES

We have high expectations of pupils' behaviour and this improves their ability to work well together in lessons.

At Sopley School we want children to learn self-discipline and take responsibility for their own actions. We promote good behaviour through our school charter, which is set out below.

SOPLEY SCHOOL CHILDREN'S RIGHTS AND RESPONSIBILITIES	
Rights	Responsibilities
To be safe, happy and to enjoy our time at school	To be kind and gentle To move about in a considerate way
To a good education	To work hard To respect the needs of others To make good use of our time
To the correct equipment for our learning	To look after school equipment To make sure we have the things we need for our learning
To say what we think	To listen to others and respect their feelings
To be treated in a polite, friendly and honest way	To be polite and friendly to others To tell the truth
To use clean toilets when we need to	To look after our toilets and to use them at the right times



“Pupils’ good behaviour and attitudes to learning contribute to the strong sense of community.”
Ofsted 2013

Children who follow the charter - that is most children for nearly all of the time - are rewarded in a variety of ways including **Reward Time**, praise, stickers, prizes, and privileges.



Reward Time is very popular with our children. It is a period of about 30 minutes, once a week, when children can choose from a range of purposeful, enjoyable activities.

When we find children have broken the school charter, we remind them of our expectations. We make sure that children understand what they have done wrong, that they must choose to behave well and that poor behaviour has a consequence. We try to keep sanctions to a minimum and to make them appropriate and gradually increasing according to the seriousness of the problem. Examples of sanctions we use include deducting minutes from Reward Time and loss of playtime or other privileges. We are quick to inform parents if loss of reward time continues.

“The school is superb at encouraging good behaviour, very caring – the older children look out for the younger children...” Parent

We will contact parents if we feel we need support from home with correcting poor behaviour or if a serious incident has occurred and parents need to know about it. We know that for a very few children, school and home have to work much more closely together, mutually supporting each other and we will do this when needed.

The school takes a positive stance against bullying **of all types**; any occurrence or suspicion of bullying will be investigated and taken seriously.

Our school is a happy place - our charter helps keep it so. We expect parents to support our standards and to encourage their children to do so.



We do all we can within our school to manage behaviour positively. Very occasionally we may have to use physical restraint to keep a child or children safe or to maintain good order. If this happens it will be in response to some sort of unexpected behaviour and we will use reasonable force. Parents are always informed if restraint has been used and the behaviour management of the child/children will be reviewed. We have a policy which gives more detailed guidance on the use of restrictive physical intervention. This policy is available to parents on request.

The school provides regular opportunities to raise children's awareness of the different types of bullying. Pupils report that it is not an issue but that they would know who to go to should they feel concerned.

DEALING WITH QUERIES AND CONCERNS



We encourage parents to contact school with issues – however small – so we can take action to avoid small problems becoming more serious.

Parents are encouraged to take an active interest in their child's work and the life of the school; they are always welcome. Class teachers are happy to speak to parents without formal appointments, after the school day has finished – mornings are a busy time getting ready for the children.

If you'd like to speak to a senior member of staff, please do not hesitate to contact the office who will be happy to make the necessary arrangement.



SECONDARY SCHOOL



Most of our pupils leave Year 6 and go on to Ringwood School. Some go to their catchment schools. Typically these are Twynham, Arnewood or Highcliffe. A few go to one of the Bournemouth grammar schools. We have good links with our secondary schools and support their well established induction programmes to help children make the transition. Please see the Ringwood www.ringwood.hants.sch.uk Arnewood www.arnewood.hants.sch.uk Highcliffe www.highcliffe.dorset.sch.uk and Twynham www.twynham.dorset.sch.uk school websites for admissions details.

“Sopley gave my children a fantastic start to their schooling, both academically and in terms of their personal development. They were confident and well prepared when they moved on to secondary school. Former Sopley pupils often crop up in the Twynham newsletters, even though they are a handful of individuals in a school of 1400 pupils – two of the recent head boys were from Sopley.” Parent

APPENDIX

Sopley Primary School Admission Policy 2018-2019

This policy will apply to all admissions from 1 September 2018, including in-year admissions. It will be used during 2017-18 for allocating places for September 2018 as part of the main admission rounds for Year R. It does not apply to those being admitted to nursery provision. Hampshire County Council is the admission authority for Sopley Primary School. The admission arrangements are determined by the County Council, after statutory consultations.

The published admission number (PAN) for Sopley Primary School for 2018-2019 is **15**. The County Council will consider first all those applications received by the published deadline of **midnight on Monday 15 January 2018. Notifications to parents offering a primary or infant school place will be sent by the County Council on 16 April 2018.** Applications made after midnight on 15 January 2018 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

For the normal admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

Admission Criteria

If the school is oversubscribed, places will be offered up to the PAN in the following priority order:

1. Looked after children or children who were previously looked after (*see (i) in Definitions*).
2. (*For applicants in the normal admission round only*) Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends Sopley Primary School rather than any other. (Appropriate medical or psychological evidence must be provided in support.)
3. Children of staff (*see (ii) in Definitions*) who have, (1) been employed at Sopley Primary School for two or more years at the time at which the application for admission to Sopley Primary School is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Children living **in** the catchment area of Sopley Primary School (*see (iii) in Definitions*) who at the time of application have a sibling (*see (iv) in Definitions*) on the roll of Sopley Primary School who will still be on roll at the time of admission. [See 7 for additional children who may be considered under this criterion.]
5. Other children living **in** the catchment area of Sopley Primary School.
6. Children living **out** of the catchment area of Sopley Primary School who at the time of application have a sibling (*see (iii) in Definitions*) on the roll of Sopley Primary School who will still be on roll at the time of admission. [Where a sibling was allocated a place at Sopley Primary School in the normal admission round in a previous year because the child was displaced (*see (v) in Definitions*) from the catchment school for their address, the application will be considered under 4, above, subject to the siblings still living in the catchment area. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at Sopley Primary School under this criterion as a consequence of their elder sibling's displacement and they remain living in the catchment area].
7. Other children.

Definitions

- (i) Looked after children are defined as those who are (a) in the care of a local authority, or (b) being

provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). Previously looked after children are those who were looked after but ceased to be so because they became subject to an adoption order, child arrangements order or special guardianship order. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

(ii) 'Staff' includes all those on the payroll of the school. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

(iii) The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

(iv) 'Sibling' refers to brother or sister, half brother or half sister, adoptive brother or adoptive sister, foster brother or sister, step brother or step sister living as one family unit at the same address. It will also be applied to situations where a full, half or adopted brother or sister are living at separate addresses. Categories 3 and 6 include children who at the time of application have a sibling for whom the offer of a place at the preferred school has been accepted, even if the sibling is not yet attending.

(v) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school.

Tie-breaker

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority.

Distances will be measured from the Ordnance Survey home address point to the school address point using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County website.

Additional Information

1. Pupils with an education, health and care plan or statement of SEN

The governors will admit any pupil whose final education, health and care plan or statement of special educational needs names the school. Where possible such children will be admitted within the PAN.

2. Multiple births

Where a twin or child from a multiple birth is admitted to a school under this policy then any further twin or child of the same multiple birth will be admitted, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

3. Fair Access placements by the local authority

The local authority must ensure that, outside the normal admission round, all children, especially the most vulnerable, are placed in school as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with the provisions of the local authority's Fair Access Protocol. The Protocol is based on legislation and government guidance.

4. School Closures

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

5. Waiting lists

When all available places have been allocated, waiting lists will be operated by schools on behalf of the local authority. Any places that become available will be offered to the child at the top of the list at that time. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from, the waiting list;
- when a child's changed circumstances affect their priority;

At the time of receiving an application decision from the County Council or a school, parents will be advised of the process for adding their child's name to a school's waiting list. Parents may keep their child's name on the waiting list of as many schools as they wish.

The waiting list will be maintained until 31 August 2019, at which point all names will be removed. Should parents wish their child to be considered for a place at the school in the following school year, they should complete and submit a fresh in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.

6. Starting school

Pupils born between 1 September 2013 and 31 August 2014 (inclusive) are entitled to fulltime schooling from September 2018. Parents can request that their child's admission is deferred until later in the school year (usually at the start of a school term and before the end of the academic year), but not beyond the point they reach compulsory school age, at the beginning of the term following their fifth birthday. Parents can request that their child attends part-time until the child reaches compulsory school age.

Children with birthdays between:

- 1 September and 31 December 2013 (inclusive) reach compulsory school age on 31 December 2018, at the start of the Spring term.
- 1 January and 31 March 2014 (inclusive) reach compulsory school age on 31 March 2019, at the start of the Summer term;
- 1 April and 31 August 2014 (inclusive) reach compulsory school age on 31 August 2019, at the start of the new school year.

Parents of children with birthdays between 1 April and 31 August 2014 (inclusive), whose child has not started in a Year R class during the 2018-19 school year, may wish to request admission to Year R in September 2019 rather than admission to Year 1. In these circumstances, all relevant factors will be considered in assessing the request; parents would be expected to state clearly why they felt admission to Year R was in their child's best interests. It is recommended that parents considering such a request contact the local authority in the autumn term 2017 to ensure that an informed decision is made. [Parents should refer to the Hampshire County Council webpage: www.hants.gov.uk/adsummerborn.]

7. Admission of children outside their normal age group

Parents can seek places outside their normal age group. Decisions will be made on the basis of the circumstances of each case; parents may be offered a place in another year group at the school.

8. Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations

AND THE SCHOOL ADMISSIONS CODE (PUBLISHED BY THE DFE IN 2014).

Special Needs

The learning and social behaviour of all children is carefully monitored throughout their time at Sopley, parents will be informed if their child is having difficulty and action taken to attempt to overcome any problems. We use various screening programmes to help us assess areas of concern in Numeracy and Literacy. We also use specific programmes designed to highlight potential language issues or dyslexic tendencies. These help us tailor the extra support to meet the child's needs.

This extra support is often carried out within the classroom by the teacher or by teaching assistants. Other more rigorous interventions may be facilitated in our specifically designated SEN area. If further support is needed then a range of outside agencies including the school nurse or educational psychologist may be involved.

Sopley School follows the DFES Code of Practice on Special Educational Needs (SEN); full details of our SEN provision and practices are available in the Sopley SEN Information Report which you can access from the following link www.sopleyprimaryschool.org/special-educational-needs/

Arrangements for the Admission of Pupils with Disabilities

In consultation with the LEA we admit and make provision for any pupil with a disability, providing that the placement is appropriate to the child's age, ability, aptitude and special educational needs, whilst also compatible with the interests of other children already in the school and with the efficient use of the LEA's resources.

Children with disabilities will be treated equally to other pupils, where necessary we will take action to ensure they are not treated less favourably than other pupils; precise steps would depend on individual needs.

Disabled Accessibility

We have good accessibility and are able to accommodate staff, pupils and visitors in wheelchairs; we have toilet facilities suitable for people with disabilities. We will provide large print documents on request. We aim to cater for the needs of all.

Accessibility Plan

Consideration of accessibility issues is integral to our planning for new or modified facilities.