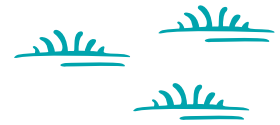


Gorringe Park Primary School



A happy and caring place to learn



Prospectus

***Gorringe Park
Primary School***



Gorringe Park Primary School, Sandy Lane
Figges Marsh, Mitcham, Surrey, CR4 2YA

Gorringe Park Primary School is a
community school working in partnership
with the London Borough of Merton.

The Headteacher is Alan Coode
The Deputy Headteacher is Barbara Abbey

Introduction

What do you want from a school?

A happy and safe environment where your child is motivated to learn, where they enjoy social contact with their friends and develop their skills in a supportive and structured community.

What facilities does Gorringe Park have for my child?

We have a friendly and skilful staff, a well stocked library, well resourced classrooms, including a new Early Years Unit, a structured and balanced curriculum, with clear assessment procedures, plus one of the best ICT centres in London where children have access to the internet, CD-Roms, and a wide range of up to date software packages. All this plus portable laptop computers in the classroom to help the children develop skills and gain knowledge.

Will the school value what my child already knows and understands?

Children bring to school many different skills and concepts that help them make sense of the world. At primary school they need to learn to build on their skills and consolidate their understanding and knowledge. At Gorringe Park Primary School we offer an environment which will assess the child and challenge them. We have high expectations of all the children and encourage good behaviour.

What is my role as a parent in the education of my child?

We want real co-operation between home and school. We want your commitment to a partnership. In return we offer Gorringe Park as a community where the children are cared for and educated with dedication and commitment. How they grow and develop intellectually depends on how they are treated. We undertake to treat them with respect, encourage their self esteem and provide them with the knowledge and skills to enable them to develop their imagination and power to communicate.

Learning is about questioning answers not answering questions. In this booklet we present you with only the basic facts about our school. Visit us, ask questions, and see the children working. We shall be pleased to welcome you.



Alan Coode
Head teacher

Our Aims and Objectives



We aim:

- to value every individual, both child and adult
- to provide an atmosphere and an environment in which self motivation and a sense of self respect flourish, where every child has the right to be a confident, happy and successful learner
- to challenge any action whether it be physical, verbal or psychological that intimidates or demeans an individual. We believe that children should be encouraged to respect the rights of themselves and others
- to develop in the child the practical abilities and the capacities necessary to make reasoned decisions in later life
- to promote the spiritual, moral, intellectual and physical development of the child
- to ensure each child has equal access to the curriculum and other learning opportunities offered by the school
- to inspire tolerance, confidence, respect, cooperation, self discipline, politeness and high standards of behaviour for all members of the school community
- to work closely in partnership with parents to build a school community based on fair, understanding and caring relationships

The curriculum

The 'curriculum' is a term used to describe everything that occurs in the school, which contributes to the pupils' learning. It is divided into two areas, the National Curriculum and the wider curriculum.

1. The National Curriculum



There are four 'core' subjects

English

Learning to read is a vital skill for all children. We aim to enable children to become independent readers exercising choice over their reading material. A wealth of books is available both in the classroom and in the school library. The aim is for children to enjoy reading and to use it as a vehicle for learning. Reading is closely associated with other language development skills, such as listening, speaking and writing. Children are encouraged to read, talk, listen, write, discuss, explain, ask questions, create stories and poems, sing, act and pretend. A wide range of material is available to develop and extend your child's language and communication skills.

Mathematics

We encourage the learning of mathematical concepts using a variety of methods. The emphasis is on understanding and using mathematics, developing competence in calculation and devising strategies to tackle mathematical problems. Children will be expected to develop their skills in mental, oral and practical maths activities. This means that more formal methods of recording are introduced gradually, with greater certainty that the children are confident in their understanding of what they are doing. We use



commercial materials, supplemented by teacher produced materials, and use ICT to support the learning in mathematics. At any one time children may be focussing on mathematics relating to number, shape & space and handling data.

Science

This is introduced to the children from their earliest years, building on their own experiences and using the immediate environment wherever possible. The school has a developing environmental/conservation area. The children are encouraged to examine, investigate, question and think about the world around them. They study living things (including plants, animals and humans), materials (including solids, liquids and gases), and learn about electricity, forces, light, sound and the place of the Earth within the solar system. Many science activities are very practical, allowing the 'hands on' experience. It is equally important for them to learn different ways of recording their findings and communicating them to others.



Information & Communications Technology (ICT)

Children at Gorrington Park have access to some of the most modern computers available to any school in Britain. Every classroom is connected to the internet so the teacher can get the most up to date information to inform their teaching. Children can search the web to find information and present their work. They communicate and exchange information with others around the world and are able to publish their work on the World Wide Web. There are two computer rooms, one for integrated learning, where children follow an individual programme of work in mathematics and the mechanics of language and reading. The other is designed for class lessons using an interactive whiteboard and the school network. We have many laptop computers for the children to use in their classrooms and a large and public web site to provide information for parents and others interested in our school.

Six 'foundation' subjects –

Design and Technology,

Planned activities will provide scope for designing, building and testing products using a variety of materials. As a result of these activities, children will develop skills in using simple tools and materials and gain understanding of how things work. Design & Technology is often planned as part of the current class topic to complement work being done within other subjects.

History

Children use a variety of historical sources (stories, artefacts, etc.) to learn about past events, famous people and changes within the lifetime of themselves or their family. During Key Stage Two children work on study units which cover a period of time from 3000 BC to the 20th Century. They learn



about the political, economic and social aspects of life in a variety of cultures and civilisations, including important periods in English history.

Geography

Children learn to observe, describe, map and question their surroundings both near and farther afield. This will sometimes involve class visits to act as a stimulus for further work in the classroom. They will learn about environmental change, rivers, the weather and land use. They will be taught to use measuring instruments (e.g. rain gauges), maps, globes, pictures, photographs and computer programs to gather and analyse information.



Art and Craft

These are seen as an integral part of the curriculum. As well as work arising out of class projects, children have the opportunity to develop skills in needlework, clay, textiles, wood, paint, pastels, inks and other media. In addition to developing their own creative and technical skills the children look at a variety of craftwork, art and design from different times, cultures and artists. At all times they will be encouraged to gain pleasure through exploring and expressing their feelings in artwork.

Music

Children are introduced to music through taking part in singing and percussion playing. There are opportunities to learn to play various instruments. Use is made of recordings, CDs, tapes and live concerts to create an awareness of a wide variety of music styles from around the world and different time periods. The children regularly give their own concerts. The school has partnered with the Merton Music Foundation to offer tuition in a variety of instruments at a very reasonable cost.

Physical Education: including dance, games, gymnastics and swimming

Physical education develops children's competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development, and knowledge of the body in action. Physical education provides opportunities for children to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

2. The Wider Curriculum

Children also receive Religious Education and study Personal, Social and Health Education and French.

Religious Education

Children are growing up in a world where different religions and cultures are very evident. We teach about religion; it is our aim to have well informed and tolerant children. R.E. is taught according to the Agreed Syllabus produced by the Merton Education Committee. Children are helped to appreciate the values of religion including a respect for people, materials, honesty and love. As well as those from the Christian faith children are introduced to stories and festivals from other cultures.



The assemblies are broadly Christian in character, but other cultures and religions do play an important role, particularly in celebrating other religious festivals. A teacher, visitor or the children may lead these. Parents sometimes join us for special assemblies. Parents have the right to withdraw their child from religious worship or instruction. The Headteacher is pleased to discuss these matters with parents who wish to exercise those rights.

French

Throughout the school French is taught as an additional language. In the Early Years and Key Stage One it is a very practical curriculum. In Key Stage Two more formal teaching takes place.

Health Education (including Sex Education)

Children need to know about how to enjoy a healthy life. We place considerable importance on children learning about themselves in terms of both physical development and social relationships. We view Sex Education as an integral part of our Personal, Social and Health Education programme. From the earliest years children are made aware of how they grow and change through projects such as 'Ourselves', 'Families', 'Health' etc. They learn about hygiene and about caring for themselves. Within the science curriculum they will learn about why plants, animals and humans need to reproduce. In Years 5 and 6 there is more specific teaching related to Sex Education. Children need to make informed choices and develop a sense of responsibility for themselves and others. Any parent interested in the provision for Sex Education should contact the school, where copies of the Governors policy relating to Sex education are available.

The Key Stages

The curriculum is divided again into Stages depending upon the age of the children.

| | |
|-----------------------------|---|
| The Foundation Stage | For children in Nursery and Reception Classes |
| Key Stage 1 | This covers children in Years 1 and 2 |
| Key Stage 2 | This covers children in Years 3, 4, 5 and 6 |



The Foundation Stage:

Children in their Nursery and Reception years follow a Foundation Stage curriculum.

This covers six areas of learning:

- Personal, social and emotional development (establishing constructive relationships with other children)
- Communication, Language & Literacy (including reading, writing, speaking and listening)
- Mathematical Development
- Knowledge & Understanding of the World (includes concepts relating to science, history and geography)
- Physical Development
- Creative Development (including art, music and drama)



Key Stage 1

During the two years of Key Stage 1 children are encouraged to become more independent in all areas of school life. The work is planned to help them develop their creativity, logical thinking, memory, self-motivation, and confidence. Social skills and moral values are also developed through the curriculum; covering issues such as honesty, sharing, respect, and caring for others. The children are encouraged to gain greater independence and work collaboratively. In year 2 the children are in their final year of Key Stage One. They will encounter SATs tests (national tests for all seven year-olds), so this is a very important year.

Key Stage 2

Throughout this Key stage, the emphasis will be placed on increased independence, and active learning. The children will be encouraged to take responsibility for their own organisational and self-motivational skills. Children should become increasingly independent, and be developing logical thinking. They are expected to work with increased pace and to complete timed activities. They will be taking part in the National Curriculum Tests for Science, English, and Mathematics during May. As in other years, the children are taught in their class groups for most lessons. In Year 6 however, we are fortunate enough to be able to place the children in smaller groups with help from extra teachers.

Testing

Towards the end of their time in Key Stage 1 (Year 2) and in Key Stage 2 (Year 6) children are assessed in the 'core' subjects of English, Mathematics, and Science through nationally applied and standardised tests (SATs). These, together with the results of continuous teacher assessment, will be reported to parents in a written report sent home in July. Key Stage 2 SATs for the school are reported nationally.

Educational Visits and Field Trips

These are a planned feature of our work programme. There are residential visits for older pupils plus a variety of day visits to places of specific interest, which directly relate to work that the children are undertaking. The safety of the children on such visits is our paramount concern and the arrangements always meet or exceed the requirements of the Local Education Authority.



Equal Opportunities

We value every pupil within an environment which supports the growth of self-confidence and self esteem. We endeavour to maximise each child's opportunities, regardless of race, gender, language, culture, religion or disability. We believe all children have the same entitlement to a broadly based challenging curriculum, experiencing success in learning. We make every effort to ensure that the multicultural nature of our society is reflected in the curriculum. We will seek to avoid reinforcing stereotypes of role by carefully selecting and examining all books and materials used with the children. Our goal is to develop in all children positive social and learning attitudes to prepare them for life ahead.

Homework

The nature and amount of homework will vary according to the age of your child. In early years it is likely that it will be reading related. It may be a book to share with your child or one for you to read to them. In later years your child may have tables and spellings to practise, a mathematical investigation or some research relating to a class project or assembly. Homework is not always written; sometimes the teacher may ask the children to find out some information to report verbally to the class. Children are given a homework diary, which enables parents to see that set homework is being done on a regular basis. If your child does have a task to do at home it is hoped that you will get involved and offer your help in steering them in the right direction without actually doing the work for them. There are many ways in which parents can help their children - researching with them, checking presentation, handwriting and spelling, listening to them, reading what they have written and generally showing an interest in what they are doing in their studies. It is vital that you are positive when working alongside your child as learning requires patience and encouragement. Class teachers are pleased to offer additional advice.

Extra Curricular Activities

A diverse and changing variety of activities are available for the children during the lunch hour and after school. There are clubs, open to all the children, including steel band/music, sport and computer clubs. Further details can be found in the pocket at the back of this prospectus.

Breakfast and After School Clubs

There is a well established Breakfast and After School Club at Gorringe Park.



Children can arrive at 8am, have breakfast, attend school, and enjoy a wide range of activities at the After School Club. A meal is provided. The Club is open until 6.30pm.

Wrap around care

This provides all day care for nursery aged children from 8am until 6.30pm if required. Further details of this and Breakfast and After School Club can be found in the pocket at the back of this prospectus.

Access to Pupils' Records

Parents may request to see the educational records of their child. As outlined below, staff will discuss fully the child's progress at Parent/Teacher evenings or by appointment at other times.

School Documents

Copies of the school prospectus are available from the school. The Governing Body's Annual Report, copies of their Minutes and the Governing Body's Curriculum Policy, Ofsted Reports about the school and the Syllabi and Schemes of Work in use at the school are available for inspection at the school. The content of this booklet represents the information required in Schedule 2 of the Education (School Information) Regulations 1981 (amended 1989) and the information is correct at the time of printing.

Learning Support:

Special Needs including gifted children

We all need a little help at times in our life. Children don't all learn at the same rate and some need a little extra assistance to access the National Curriculum. This includes the more gifted children who need extra help to extend their abilities and skills. The Learning Support team at Gorrington Park is available to help children directly and to focus advice for both parents and teachers. It plays a major part in assessment and support arrangements for children with special needs.

Bilingual Support

We have many children from other cultures and language backgrounds. We have a Bilingual team working in partnership with our teachers to give children whose mother tongue is not English a command of English, so they can access the full curriculum.

Parent Support

There are ways in which you can support the school; by giving time to hear children read, by assisting in the library or accompanying children on educational visits. Parents are encouraged to come into school and share their interests and skills with us. All parental help is warmly welcomed. If you feel you have a particular skill which you would want to share, talk to your child's teacher.

Parent Evenings

Parent Evenings when parents are invited to come and discuss their children's progress with members of staff, are normally held twice a year. In addition, written reports are sent home to all parents during the summer term. The reports indicate how well your child has done and how hard they have tried.

Behaviour

We wish our school to be a place where children can develop socially, personally and academically in a happy and secure environment. Children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. There is a strict code of behaviour at Gorrington Park. We constantly seek to notice and reward good behaviour through a variety of means; praise, stickers, certificates and merit points. We will not tolerate bullying whether it be physical, psychological or social. We feel it is vital that we have the full support of parents on matters relating to behaviour and discipline and will involve you at an early stage if we have concerns. A Home School Agreement is in place and all the children, their parents and teachers are expected to sign the agreement. This reinforces the school's Behaviour Policy, copies of which are available from the school.

Absences

If your child is away from school for any reason a note is required. A note, telephone call or word with the class teacher is also required if your child is going to be absent for a visit to the doctor, dentist or hospital. Where a reason is not notified, the absence will be classed as unauthorised.

Children can only be released for appointments during the day if they are personally collected from the school by a parent or other known adult. Older children will be allowed to walk home but only with written permission from their parents or guardians. Parents are asked to avoid taking annual holidays during term time. The Headteacher will approve leave of absence for holidays during term time in exceptional circumstances only. If you are going to be on holiday at the beginning of a new term, it would be helpful if you would let the school know in advance. Application forms for extended absence are available from the school office.

Illness and Emergencies

If your child becomes ill at school, we would, of course look after him or her, but we have only very limited facilities for doing so. If you have any doubt about the fitness of your child in the morning please DO NOT send them to school. We normally contact you, or the person you have nominated to act for you, so it is most important that you keep us informed of any change of address, or work and home telephone numbers. In the case of an emergency, we normally use the Casualty Department at St. George's Hospital, Tooting.



Medicines at school

Generally medicines should not be sent to school. If your child suffers from a complaint which requires regular medication such as asthma or diabetes, then inhalers, insulin, etc. may be brought to school. We will not administer medicines unless we have written permission from the parent. For safety's sake all medicines must be kept and administered in the welfare office. They should never be taken into the classroom, or kept in a school bag. All such medicines must be clearly marked with the child's name, amount and frequency of dose. Where an illness has necessitated a course of medication, we recommend that you take your doctor's advice as to when to return your child to school. The school should always be informed of infectious diseases immediately they have been confirmed by your doctor.



School uniform

All children are expected to wear the school uniform. The wearing of school uniform ensures that all children come to school similarly dressed for a working environment. It is a mark of belonging to the school community. Please make sure that your child's footwear is suitable for school, trainers are not acceptable. Children must assume responsibility for their own belongings and everything should be clearly marked with their name. The wearing of large chains or necklaces and earrings other than studs is discouraged. There is a uniform list at the back of this prospectus.

Lost Property

Lost property is collected in Reception and the children are encouraged to look for lost items there. Items will be kept for two weeks and then disposed of. Please help by encouraging your children to become self reliant about their possessions.

PTFA

All parents are automatically members of the Parents, Teachers and Friends Association of Gorrington Park Primary School. The group meets regularly to plan activities and events in the school. Many events aim to raise much-needed funds for the school. Some events and activities are organised to develop and enhance the school community and encourage parents, staff and friends of the school to get to know each other and work in partnership for the benefit of all the children at the school.

Newsletters, giving details of activities and to keep you regularly informed about what is happening at school, are sent home regularly and there is a section on the school's web site giving up-to-date news and information.

Charging Policy

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences, can make towards the enhancement of children's educational and social development. There is a full range of Governors' statements of policy covering all areas of the curriculum available from the office. The Governing Body aims to promote and provide such activities both as part of the curriculum and as optional extras. The Governing Body reserves the right to make a charge for the following classes of activities organised by the school:

- School Journeys in school hours
- Activities outside school hours
- The full cost to each pupil of activities deemed to be optional extras
- The cost of materials, if parents have indicated in advance that they wish to own a finished product

The Governing Body may, from time to time, amend the above list. The charging policy will be discussed at the Parents' Meetings with Governors on an annual basis. Nothing in this statement shall preclude the Governing Body from inviting parents to make a voluntary contribution towards the cost of activities. For pupils whose parents are in receipt of Income Support or Family Credit, the Governing Body will remit the charges made in respect of Board and Lodgings for any residential activity that it organises that is deemed to take place during school time. Any application for remission of charges should be made in confidence to the Headteacher, who will refer the matter to the Governing Body.





Complaints Procedure

We strive to deliver the best possible education to all our pupils and to care properly for their health, safety and welfare at all times. All the staff in this school, teaching and non-teaching, are dedicated to achieving this aim. From time to time, however, it is possible that you feel that we have not lived up to your expectations. If this is the case please tell us. If you do not tell us, we will not be aware of your concern, and if we are not aware of it there is little we can do to set things right. If you have any concerns about what is happening in the school PLEASE TELL US AT ONCE.

If you feel the school is not meeting its legal requirements regarding the National Curriculum or not providing necessary information, you are welcome to have an informal discussion about the matter with the Head Teacher. Should the discussion fail to allay your concerns, you may then avail yourself of the formal complaints procedures that exist. Details are obtainable either from the School or the Schools Section of the Authority's Education Department, on 020 8545 3262.

The school address is:

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Primary School**



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Telephone 020 8648 1451 / Fax 020 8646 7539
email info@gorringepark.merton.sch.uk
<http://www.gorringepark.merton.sch.uk>

Gorringe Park is a community school administered by the LEA

The local Education Office is situated at:

The Civic Centre
London Road
Morden, Surrey SM4 50X
Telephone 020 8543 2222

The Director of Education and Leisure in the
London Borough of Merton is:

Ms. Sue Evans
Education Department.
Civic Centre, London Road,
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