



CHASE LANE PRIMARY SCHOOL  
AND NURSERY UNIT  
**PROSPECTUS**  
*2018-2019*



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## Chase Lane Primary School and Nursery Unit

Chase Lane Primary School, York Road, Chingford, London E4 8LA Tel 020 8529 6827 Fax 020 8523 8133

Dear parents and carers

This booklet tells you about the life and work of Chase Lane Primary School.

We have created a caring environment for all our children. We provide a broad and balanced education that is stimulating and forward-looking and enables each child to realise his/her full potential in every way. We also teach common sense, politeness and consideration for others: this creates a happy school and responsible citizens.

Close co-operation between you and us is essential. You are always welcome in the school - you can take part in classes or just visit. You are encouraged to take part in our thriving parent/teacher association, known as 'Friends of Chase Lane'.

All aspects of your child's development are important to us. We hope you will help us make this a happy and successful time for your child. Chase Lane strives for high standards in all respects: behaviour, work, school dress and punctuality. We look forward to your support.

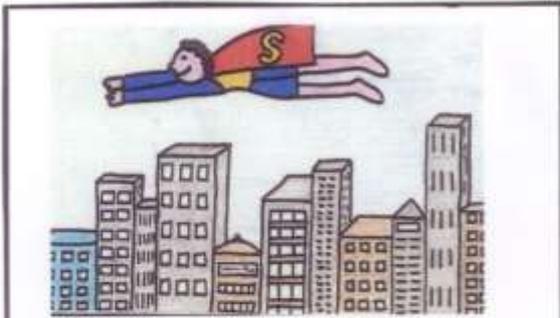
Please read this booklet carefully. Do not hesitate to contact me if there is anything you would like to discuss or if you would like a tour of the school.

Yours sincerely

**Miss C Houston**  
**Head Teacher**



## Our Primary School Vision



Believe in yourself,  
anything is possible



Treat everyone fairly and  
respect differences



Rise to challenge and  
always keep trying



Enjoy and take part in all  
learning experiences  
together



Be polite, listen and think  
of others



Be responsible, truthful  
and make the right  
choices

# Chase Lane Primary School

## Aims

1. Children to make excellent progress and achieve their full potential.
2. Children to be independent, aspirational life-long learners.
3. Children's needs to be central to the school's priorities, including their social, emotional, physical and spiritual well-being.
4. Children to engage in a dynamic and creative curriculum with lots of opportunities for first-hand learning.
5. Children, parents/carers and staff to be respectful to and care for everyone and everything.
6. Children to be part of a school where parents and the wider community work together.

Please help us to achieve these aims by becoming involved in the life and work of the school. Children will benefit from their families' involvement in our school.

## GENERAL INFORMATION

Chase Lane Primary School is a two storey main building which is fully accessible to children and adults with disabilities.

### Entrances

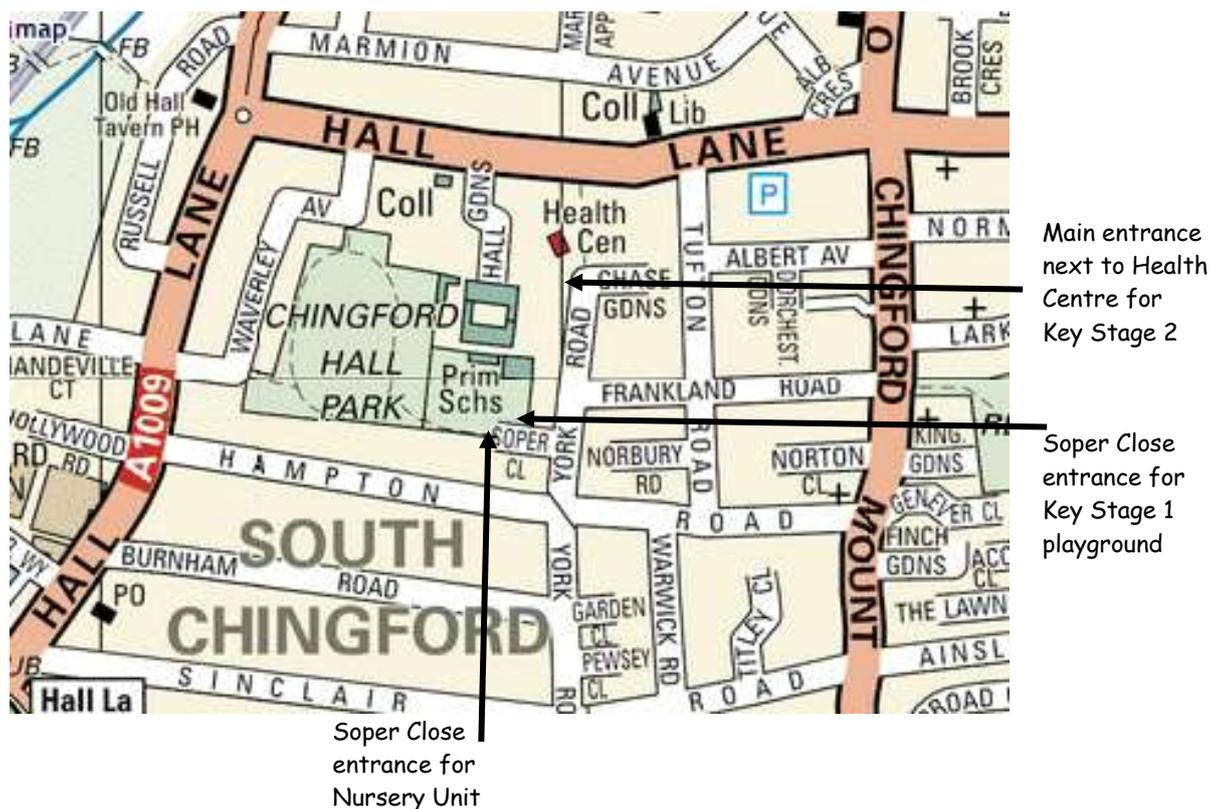
There are three entrances to the Primary School and Nursery Unit :-

- i. Health Centre entrance - Main entrance next to health centre
- ii. Soper Close entrance - Second entrance
- iii. Soper Close entrance - Nursery Unit entrance only (next to park entrance)

If arriving during the school day, please use the entrance by the school office where there is a security entry system. During the daytime only, the main gates may be used for entering and leaving the site. The remaining gates are kept locked from 9.10am - 3.15pm.

### Collection of Children by Cars

In the interest of the children's safety only cars and vans on school business are permitted on the school site. Please help to keep all our children safe by respecting this rule.



## THE CURRICULUM - EARLY YEARS FOUNDATION STAGE

The Foundation Stage is the period of education from age 3-5 years: it is a distinct stage with its own 'early learning goals' which most children will achieve by the end of the Upper Foundation Stage (Reception).

The Foundation Stage Curriculum is organised into seven main areas:-

1. Personal, Social and Emotional development
2. Communication and Language
3. Physical development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Our aim in the Foundation Stage is to provide a high quality integrated early education which will make a positive contribution to children's early development and learning. All children learn best from experiences that are suitable for their stage of development. Play is fundamental to the way in which young children learn.

Assessment within the Foundation Stage is based on observation. It will ensure that every child leaves the Foundation Stage with their strengths acknowledged and celebrated and their needs and next steps in their learning clearly identified.

## THE CURRICULUM - KEY STAGES 1 and 2

The curriculum is planned to ensure that all children receive a broad and balanced curriculum relevant to their individual needs. The National Curriculum provides a framework for delivering a rich stimulating curriculum for Key Stage 1 and Key Stage 2 children and includes :-

### **Three Core Subjects**

**ENGLISH, MATHEMATICS, SCIENCE,**

*Please note RE is a core subject but not a National Curriculum subject.*

### **Seven Foundation Subjects**

**ART, DESIGN & TECHNOLOGY,  
GEOGRAPHY, HISTORY,  
INFORMATION COMMUNICATION  
TECHNOLOGY, MUSIC, PHYSICAL  
EDUCATION.**

As we value each child's whole development, our curriculum also includes health education and aspects of personal and social education.

In Foundation and Key Stage 1, most of the day involves teaching curriculum subjects within the context of a topic or theme. For example, food or weather.

In Key Stage 1 and 2 the children are taught in mixed ability classes.

Throughout the primary school the children's educational progress is monitored by the individual class teachers and the Head Teacher. Each term parents are given the opportunity to come to school to see their child's work and discuss progress with the class teacher. If a matter of concern arises at any other time in connection with your child's work, please make an appointment to discuss it with your child's class teacher. At the end of Key Stage 1 and Key Stage 2 the children are involved in comprehensive National Assessments. Please see a copy of the results of the tests for the school as a whole in the SATs section. This information is given to parents of Years 2 and 6 on an individual basis towards the end of the Summer Term.

## CURRICULUM SUBJECTS

### Literacy

The children undertake hour long literacy lesson each day. The texts used in these lessons are selected from a wide range of genres and cultures.

The children learn to read using a variety of high quality books. These have been carefully selected for their clear storylines, strong language patterns, repetition and supportive pictures. The children are taught a range of reading strategies. These include:-

- reading within the context of the story;
- our phonic programme throughout Nursery and school is linking 'letters and sounds';
- guessing words and phrases through the storyline;
- the use of pictures.

Above all we try to develop a real *enjoyment* of reading alongside *understanding*.

Outside the literacy hour, there will be Guided Reading and comprehension sessions, used to promote higher level skills such as inference and evaluation. There are also grammar lessons which follow a structured programme.

We put great store in developing the children's writing skills and maintain our levels of expectations in all curriculum areas.

The children are taught and encouraged to develop a fluent, cursive handwriting style. A 'licence' to use a handwriting pen is given.

We still value home reading and the children have reading records to complete. Every child is expected to read at least five times a week.

## **Home Reading**

We have a Home Reading system (PACT - Parents, Children and Teachers) for Key Stage 1 and Key Stage 2. This lets us work closely on a regular basis with parents in helping children to read confidently and to enjoy a wide variety of books.

## **Writing**

We use a 'developmental' approach to writing alongside a more structured approach where each week the teacher models a piece of writing for the children. In the nursery and throughout the school children are encouraged to see themselves as 'writers'. The children write for a variety of purposes, such as lists, letters, posters, story writing and factual writing. Wherever possible they are encouraged to write for an audience. The teachers intervene at appropriate stages to ensure progress takes place. Alongside this, each week formal handwriting practice takes place to ensure the correct formation of letters.

## **Numeracy**

The children undertake an hour long numeracy session each day. The school is following the National Curriculum for Mathematics which aims to give children a secure foundation in mathematics to equip them for life. Each class has a daily mathematics lesson with direct teaching. Children in Nursery and Reception follow the Early Years Foundation Stage curriculum which provides a bridge to the National Curriculum. There is an emphasis on fluency, reasoning and problem solving but we also use practical exploration and experiences with as many activities as possible planned to link to the current class topic.

The main areas of maths in Key Stage 1 are:-

- Number and place value
- Number: Multiplication and Division
- Number: Fractions
- Measurement - geometry: shapes, position and direction
- Statistics - Year 2

The main areas of maths in Key Stage 2 are :-

- Number, as above, including decimals and percentages in Years 5 and 6
- Measurement
- Shape and space - geometry
- Statistics
- Year 6 are also taught Ratio and Algebra

## **Science**

Within each topic the children follow there are a variety of scientific activities. The curriculum develops scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Children are encouraged to develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. Children learn important skills and knowledge through knowledge based activities and working scientifically (which is practically based).

Within the curriculum, each year group has its own programmes of study; however 2 key themes are taught throughout the entire curriculum: animals, including humans and plants. In Key Stage 1 the other topics taught are: materials, habitats and seasonal changes. In Key Stage 2 the topics taught are: rocks, light, sound, forces, materials, earth and space, states of matter, electricity and evolution and inheritance.

## **Art**

There are two strands to the Art curriculum:-

- i. Investigating and making.
- ii. Knowledge and understanding.

The children use a variety of materials to express their observations, ideas and feelings. Art work is largely topic based. A great emphasis is put on displaying children's work to provide a rich visual environment in which to work and share our children's talents.

Progression in Art ensures all Key Stage 2 children use colour, form, texture, patterns and different materials and processes, allowing them to develop an appreciation and enjoyment of art and design.

## **Geography**

In Key Stage 1 Geography is largely topic based. It concentrates on the study of people and places in the UK and Africa. Children learn to give and receive directions, to follow plans and maps and to compare two contrasting localities. They also discuss environmental issues relating to their own experiences.

In Key Stage 2 Geography is mainly topic based. Children investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry using geographical skills and resources such as maps, atlases and aerial photographs.

## **History**

In Key Stage 1 History is topic based and focuses on British history. It involves the use of historical objects, pictures and stories from the recent and distant past. These are studied and discussed to develop skills in sequencing time and using objects to glean information about the past. The children also learn about the lives of famous people from the past using both primary and secondary sources.

In Key Stage 2 History is also topic based and focuses on British and European history. The children use different sources of information to help them investigate the past, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

## **Music**

Children learn about music mainly through listening and experimentation. They have access to a variety of percussion instruments with which to develop simple composition techniques. They also participate in a number of games and activities designed to develop skills in pitch, volume and rhythm. Children hear different types of music in class and in Assembly, and are encouraged to discuss and recognise various parts of the music. Recorder classes are available for Year 3 children.

Music is taught through class lessons. The older children learn songs following BBC programmes. They also investigate aspects of music eg pitch, playing chords, different musical compositions using various tuned and untuned instruments. We use the borough's peripatetic teachers to teach the violin, viola, cello, clarinet, saxophone and flute.

We have a choir run at lunchtime for Year 2 and Year 4 children and in the past the children have taken part in concerts and the choirs have performed in the community and at the Chingford Schools Music Festivals which are held at the Walthamstow Assembly Hall and local primary schools.

## **Physical Education**

The children are encouraged to develop their skills in gymnastics, dance, and using small apparatus, games, swimming, athletics and outdoor and adventurous activities. Some areas of physical education are taught by outside agencies.

## **Design and Technology**

This area of the curriculum enables the children to identify and investigate needs and solutions in the context of home, school and the community. They are asked to use their imagination and experience to explore ideas, develop plans, achieve an outcome and evaluate it.

At the same time the children are given practical tasks to learn how to use appropriate tools safely and to develop the skills necessary for the different tasks. By taking apart and assembling various objects they learn how things are made.

Design and Technology includes other areas of the curriculum, mainly Language, Maths, Art and Science.

## **Computing**

The computing curriculum is divided into 3 areas of learning; Computer Science, Digital Literacy and Information technology.

### **Key Stage 1**

Computer Science - children learn what an algorithm is, create and debug programs and use logical reasoning to predict behaviours of simple programs.

Digital Literacy - children learn how to use technology safely and respectfully and know how to report concerns.

Information Technology - Children learn how to use technology purposefully to create, organise, store, manipulate and retrieve digital content and recognise common uses of information technology beyond school.

### **Key Stage 2**

Computer Science - children learn to design, write and debug programs that accomplish specific goals using variables and various inputs and outputs. They also learn how computer networks work.

Digital Literacy - children learn how to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.

Information Technology - Children learn how to select, use and combine a variety of software to create, design or accomplish given goals. They also learn how to use search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content.

## **Religious Education**

Religious Education is not part of the National Curriculum. However, it is an important part of our work at Chase Lane Primary School. Religious Education enhances the children's spiritual, moral, social and cultural development.

The children learn about different religions and are provided with opportunities to help them make sense of their own experiences and beliefs as well as understand the beliefs and practices of members of faith communities. The children also learn the importance of respecting other people's beliefs.

## **Sex Education**

In Key Stage 1, as part of the PSHCE curriculum, the children study how to recognise feelings, special people, behaviour, and how feelings can be hurt. In addition, as part of the Science National Curriculum, children learn about their bodies. Sex Education is not taught more specifically. However, some children are very curious (perhaps due to an impending birth in the family or conversations with older brothers and sisters). As a consequence, this may lead to more questions. On these occasions questions would be answered honestly. A discreet telephone call would be made to parents so that they can consider discussing the matter more fully with their child.

In Lower Key Stage 2, children are taught to recognise and manage different feelings and healthy relationships, including physical boundaries.

In Upper Key Stage 2 the children are taught to recognise and respond to change. In Year 5 children are taught through the Science National Curriculum about the lifecycles of both animals and humans. In addition, Sex Education is developed through learning about the body changes that occur throughout puberty and how feelings change as they mature.

This work is repeated in Year 6.

In Year 6, children are taught about the human lifecycle, media influences, acceptance of sexual orientation/difference and the importance of nurturing positive relationships with others.

## **Reports**

The parents/carers of each child in main school are sent a report once a year.

## **Homework**

It cannot be stressed too strongly the enormous benefits of children being supported by family members when they are doing their homework. Support for the children at home whilst doing these activities is really important and very much valued by the school.

## **Assemblies**

The children attend an assembly three times a week. The pattern of assemblies includes full school assemblies, as well as year group assemblies.

Assemblies are an enjoyable time for the children and staff, but most importantly they are an educational activity. Stories are usually used as starting points to deepen understanding about human experience, the natural world and the world of imagination. Assembly time is also used to celebrate the achievements of our children.

Parents may withdraw their children from collective worship provided by the school. Please contact the Head Teacher if you wish to do this. An act of collective worship takes place each day just prior to lunchtime.

## **SCHOOL EDUCATION TRIPS**

The Governing Body recognises the valuable contribution that a wide range of additional activities, enthusiasts/experts bring to the curriculum, including clubs, trips and residential experiences, can make towards pupils' personal, social and academic education. The Governing Body aims to promote and provide such activities, both as part of a broad and balanced curriculum, and as additional activities.

### **The Governing Body has devised a charging policy:-**

*Contributions may be asked towards the cost of:-*

- i) any activity which takes place during the school day;*
- ii) school equipment;*
- iii) school funds generally*

However substantial contributions will be necessary for activity i) above to proceed. The decision to proceed is at the discretion of the Head Teacher. Funds must be available to finance those children whose parents/carers are unable to contribute. The price per child will not be increased to cover the cost of the families who are unable to contribute.

### **Residential Trips**

Voluntary contributions will be requested as above but there will be a remission of these charges if a child is entitled to free school meals usually by the parent receiving one of the following: Income Support/Income Based Jobseeker's Allowance; Income related Employment and Support Allowance; The Guarantee Credit element of State Pension Credit; Support from the LA Social Services Asylum Team; Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue and Customs) that is £16,190 or less.

## **EXTRA CURRICULAR ACTIVITIES & CLUBS**

### **Clubs before and after school**

Each term a large selection of clubs are organised for the children. The club organisers circulate information each term to families about the clubs which are on offer for the term. There is a charge for membership of £1.50 per child per week. If your child is eligible for free school meals there will be no charge.

We are very proud of the range of extra-curricular activities available to the children.

Here is a selection of the extra-curricular clubs which have been held before and after school:-

Rounders	Computer	Story-telling	Chess
Tennis	Drumming	Writing	Football
Multiskills	Cricket	Gymnastics	Gardening
Dance	Cross Country	Athletics	French

## **Working happily together**

A very high standard of behaviour is aimed for at all times. Our main emphasis is on positive encouragement of the numerous good things the children do and say.

We feel it is very important to recognise good behaviour and employ a range of positive strategies to reward and praise the children.

### **Rewards**

- Class teachers frequently give verbal praise and encouragement.
- Stickers / stamps are sometimes awarded for good work or behaviour.
- Pupils' work is displayed.
- Merit Certificates are awarded each week in mixed year group assemblies for outstanding achievement. Parents/carers are invited to this assembly. Certificates can be delayed by a week if this is more convenient for parents. This needs to be arranged by telephoning a member of the office staff.
- House points are awarded each week for polite manners and caring attitudes and the winning house is awarded a treat at the end of each term.

The children are normally extremely well behaved but occasionally they misbehave. If a child misbehaves he/she will be given the opportunity to discuss the behaviour with an adult, focusing on what good behaviour choices could have been made. On such occasions support is given to the child who has been wronged. It is very important to talk through any concerns or worries that your child voices on his/her return home. Any concern should be discussed with a member of staff at the earliest opportunity.

### **School Rules**

The Golden Rules are used and have been adapted for each stage of the school. They are:

1. **Elsa Elephant** - We work hard - don't waste time
2. **Alfred Alligator** - We are kind and helpful
3. **Louis Lion** - We are honest
4. **Mona Monkey** - We listen
5. **Gina Giraffe** - We look after everything
6. **Zelda Zebra** - We are gentle

Chase Lane Primary School supports totally the Local Education Authority's ban on all types of corporal punishment.

## **Special Educational Needs**

The curriculum is designed to meet the individual needs of children. If a child has difficulties in school - learning, physical, behaviour or emotional problems - an appointment will be made with the parents to discuss the problem so that teachers and parents can work together to support the child. In school extra support is available for the children with special educational needs from a Learning Support Assistant. Where necessary, specialists in the educational service can give expert advice. The Curriculum is adapted by teachers so that each child can reach his/her potential and access as much of it as possible.

Please do not hesitate to contact the Head Teacher or the SENCO about any concerns regarding your child. Please phone us to arrange an appointment.

## **Pupil Premium**

Pupil Premium is money allocated to support the learning of 'Disadvantaged' children, Free School Meal children, 'Looked After' children and children whose parents are in the Forces.

### **Impact:**

In the year 2013/14 Pupil Premium funding totalled £180,000

In the year 2014/15 Pupil Premium funding totalled £239,000

In the year 2015/16 Pupil Premium funding totalled £245,920

In the year 2016/17 Pupil Premium funding totalled £228,520

In the year 2017/18 Pupil Premium funding totalled £212,520

The rise reflects the number of children on roll who fall into the categories above. The funding allows for us to facilitate a range of additional provision for families and learners. Such provisions include an Outreach Worker to support families and additional hours for our Attendance Officer and a range of academic interventions that include 1:1 and group boosters that support both SEN and Pupil Premium children. We also subsidise places for some who will benefit from our breakfast club and school trips. The support changes on a termly basis and is based around termly assessments in Reading, Writing and Maths.

## **Safeguarding**

The welfare of your child is paramount. Like all schools in the borough we are obliged to follow set procedures when we are concerned about a child's welfare.

Whenever possible any concerns are discussed with parents first. However there may be times when the concerns are such that the school will be obliged to follow the procedures laid down by the Borough's Local Safeguarding Children's Board. If you are concerned about the safety of your child, or any child in our school, please contact a member of the Safeguarding team via the school office.

## SCHOOL TIMES

### **Nursery School**

Morning - 9.00am - 12.00 noon

Afternoon - 12.25pm - 3.25pm

*Attendance at the Nursery is mainly on a part-time basis with a few full time places.*

### **Primary School**

**Reception - Year 2**

8.55am - 3.30pm

**Year 3 - Year 6**

8.55am - 3.35pm

Please note that children cannot be picked up or returned to school during the lunch break

At 8.45am, all children may go to their classroom. Children will do even more learning if they arrive promptly at 8.45am. Please help us to ensure that all the children have a good start to the day by arriving punctually and never being late. Children arriving late miss valuable lesson time and interrupt the whole class and the office staff. For safety reasons it is expected that all Nursery, Reception, Year 1, Year 2, Year 3 and Year 4 children are collected from school at the end of the school day by an adult. If you or your child's carer are delayed please ring the school office so that your child can be reassured.

At the end of the school day children are expected to wait with their class teacher until one of their parents or carer arrives. If an adult unknown to the school, e.g grandparent, aunt or uncle, is collecting your child, please inform your child's class teacher, preferably by letter. If parents are going to be unavoidably late collecting their child, please contact a member of the office staff and your child will be taken to the school office.

### **Reporting absences**

If your child is unable to come to school please report his/her absence to the school immediately by either leaving a message on our telephone answering system or speaking to a member of the office team informing us of the reason for absence. It is also possible to send us a text message to 07860-030768. By law all absences need to be recorded in the class register.

### **Penalty Notices**

The Education Welfare Service has a statutory duty to promote and enforce regular school attendance. Under Section 23 of the Anti-Social Behaviour Act 2003, Local Authorities are required to issue Penalty Notices to the parent/carers of a child who has irregular attendance, where the absence is unauthorised by the School. Penalty Notices are an alternative to prosecution.

### **Absences 2016-2017 (Reception to Year 6)**

Authorised absence - 3.8%

Unauthorised absence - 0.8%

## **Requests for leave of absence**

I would like to draw to your attention that, in line with new Government guidelines, children may not take holidays during term time. Requests for Leave of Absence in Term Time forms MUST be completed and can be obtained from the School Office. Requests for very exceptional circumstances will be considered by the Head Teacher. The London Borough of Waltham Forest will impose a Penalty Notice if time is taken without permission. Any child's attendance which falls below 96% is unsatisfactory. Children are awarded wristbands for 100% attendance each term.

## **Break Times**

### **Morning break time**

In Upper Foundation, Year 1, Year 2 and the beginning of Year 3, children are provided with a small portion of the following fruit :- banana, peeled small orange or tangerine, apple or pear to enjoy at break time.

In Year 4, 5 and 6 children may purchase fruit.

### **Lunch time**

During the lunch time children are cared for by approximately 24 Midday Assistants. All our lunchtime staff are dedicated and always ensure the children are safe and have a fun lunchtime.

All children eat in the canteen. There are the options of either a school lunch or a packed lunch.

### **School Lunch**

There are three choices of main course and pudding. The variety is very impressive. Water is available. Special dietary requirements may be met on request. A copy of the menu for each week is displayed on the noticeboard opposite the canteen.

School meals currently cost £2.20 per day, paid in advance via ParentPay.

### **Packed Lunch**

It is important that glass containers, tins or sweets are not included in your child's packed lunch. Storage space is very limited, so ensure your child has a small packed lunch box and not something like a ruck sack.

Please remember that for reasons of health and safety the following are not permitted in packed lunches:-

- \*Tins
- \*Sweets
- \*Glass containers
- \*Peanut butter
- \*Oranges/tangerines which they cannot peel themselves.
- \*Fizzy drinks
- \*Chocolate
- \*Nuts

## **Healthy eating**

The school gained its Healthy Schools' Status in 2006. Healthy eating is encouraged throughout the school in the canteen and throughout the day.

The school supports the NHS Change4Life campaign and has circulated leaflets and displayed posters to encourage good dietary practice at home and at school.

At school fundraising events fresh fruit, water and healthy option snacks are always available.

At school parties, healthy options are always available and purchased as a preference.

## **PARENTPAY**

**ParentPay** is an online payment system for schools. It allows parents to pay quickly and securely for school meals, breakfast club, trips and music lessons, etc. You simply top-up your **ParentPay** account online by debit or credit card, or in cash through local PayPoint stores.

In our quest to become a cashless school, **all** parents/carers are requested to open up a ParentPay account, from which all dinner money, trip contributions and music must be paid. ParentPay will be rolled out to include other items in due course.

Activation letters will be provided enabling parents/carers to activate their accounts.

## **SCHOOL UNIFORM**

### **Our school uniform**

The children should always come to school each day wearing their full, clean school uniform. Not only do the children look smart, but much more importantly it contributes to a feeling of belonging to the school. Please ensure that your child is dressed smartly to come to school in their full school uniform every day.

### **Our school uniform consists of:-**

- ✓ Grey (not black) skirts/pinafores/trousers;
- ✓ White blouses/shirts/polo shirts;
- ✓ Bottle green jumpers/cardigans/sweatshirts;
- ✓ Green fleece;
- ✓ Bottle green and yellow ties (optional);
- ✓ Small check bottle green and white summer dresses;

- ✓ Small check bottle green and white summer culotte-style dresses;
- ✓ Shoes black; if not shoes, black trainers which are buckled, laced (if they can tie them on their own) or velcro fastened - no brightly coloured logos, soles or laces or flashing lights
- ✓ Closed in sandals : no open sandals or flip flops;
- ✓ Boots : black flat boots - no suede or fabric boots;
- ✓ Bags: small dark coloured bag - no handbags, no large rucksacks - maximum size 24cms wide x 36cms high.
- ✓ Earrings: studs only.
- ✓ Tights: grey/Socks white or grey;
- ✓ We would very much like to encourage children to wear either green or grey outdoor coats. Please note the school shop now sells green outdoor jackets.
- ✓ Green or grey head scarf, if required for religious reasons.
- ✓ Hair ribbon or ties need to be green or white.

**Please remember: -**

- × No black clothing
- × No body transfers or nail varnish at any time;
- × No leggings;
- × No flowers or large bands in hair.
- × No dyed hair

### **PE Kit (Years 1-6)**

Each child should have the following PE kit in school at all times:-

1. Green shorts
2. Black plimsolls for indoor sports and trainers for outdoor sports
3. Green or grey tracksuit
4. Yellow t-shirt
5. White or grey socks

Long hair should be tied back for PE lessons. The PE t-shirt and shorts are available at the school shop. The School Shop which is open on Wednesday afternoons from 3.15pm until 3.45pm in the Community Room.

School uniform can be purchased online by visiting the school website.

## **Lost Property**

Please remember all items of clothing should be named. Please help us by marking your child's name on all items of clothing that may be taken off in school. Lost property is much more likely to be regained if it is clearly marked.

## **Jewellery**

We do not encourage the wearing of any jewellery unless it is for religious reasons. Parents are to inform class teachers if they wish their children to wear religious jewellery. In the interest of safety, please ensure that the children with pierced ears only wear stud earrings. Any jewellery brought to school will be placed in the safe in the office. Parents/carers are asked to sign for the jewellery at the end of the school day. No nail varnish or body transfers should be worn in school.

## **HEALTH AND HYGIENE**

### **Health Checks**

At some time in the Primary School your child will be medically examined by the School Nurse. Hearing, sight and dental checks are carried out.

### **Head Lice**

The District Health Authority encourages parents to take responsibility for the early detection of head infestation by Head Lice.

Head lice are found in the cleanest families and we do not regard this to be a stigma. Children should not be ashamed. It is something that needs whole family treatment at the earliest opportunity.

The current treatment of Head Lice is so effective that children do not need to be excluded from school once the treatment has been given.

### **Medicines**

Prescribed antibiotics which have to be administered four times a day only will be administered once a day at approximately mid-day. An authorisation form needs to be collected from the office and completed. However, if a child has a life long illness and has prescribed medicine eg asthma, epilepsy, hay fever, etc this will be administered.

Please discuss other medical needs at the Office with Mrs Tremeer, our Senior Welfare Officer.

## GOVERNING BODY OF CHASE LANE PRIMARY SCHOOL

Chase Lane Primary Governing Body takes an active role in overseeing the running of the school, the Curriculum on offer to the children, and the maintenance of the building and site as a whole. The Governors include Local Authority nominees, Parent Governors, Co-opted Governors, a Teacher Governor and the Head Teacher.

<b>Chair of Governors</b>	-	<i>Mrs H Douglas</i>
<b>Local Education Authority</b>	-	<i>Dr S Bunting</i>
<b>Parent (Nursery and Primary School)</b>	-	<i>Mr C Ashraff</i>
	-	<i>Mrs A Lapping</i>
<b>Co-opted/Community</b>	-	<i>Mrs N Mir (Chair of F&amp;GPC)</i>
	-	<i>Ms P Cardis (Chair of</i>
<i>Curriculum)</i>	-	<i>Rev L Goldsmith</i>
	-	<i>Mr C Jeffery</i>
	-	<i>Mrs K Mavroudis</i>
	-	<i>Mr R Herbert</i>
	-	<i>Mrs K Narayanamoorthy</i>
	-	<i>Mr N Yeomans</i>
<b>Staff</b>	-	<i>Mrs T DaSilva</i>
<b>Head Teacher</b>	-	<i>Miss C Houstoun</i>
<b>(Nursery &amp; Primary School)</b>		

Observations or suggestions for the Governing Body to consider may be raised via the Chair of Governors. Please forward any comments or questions in writing to the Office Manager who will forward all correspondence to the Chair of Governors.

## *Chase Lane Primary School and Nursery Unit*

### FRIENDS OF CHASE LANE PRIMARY SCHOOL

#### **WELCOME!**

The Friends of Chase Lane Primary School was formed following the enormous successes of the two PTA groups of the former Infant and Junior Schools started way back in September 1991. All parents and staff are automatically members of Friends. Three or four evening meetings are held each term and **ALL** parents, carers, staff and friends are always very welcome.

The Friends of Chase Lane Primary School has four main purposes :-

1. To develop the relationships between staff, pupils, parents and others associated with the school.
2. To enhance the children's education by providing a range of interesting activities for the children to participate in if they so wish.
3. To raise money and provide extra resources to enhance the very good education provided by the school and Local Education Authority.
4. Lastly but very importantly...

**F U N** to be had by all involved!

Extra help is always needed, so please watch out for the date of the next meeting and come and join the group.

# Chase Lane Primary School and Nursery Unit

## Calendar 2018-2019

SEPTEMBER 2018						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2018						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2018						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2018						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY 2019						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2019						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH 2019						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2019						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2019						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2019						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY 2019						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2019						
Mon	Tues	Wed	Thur	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

*5 staff training days indicated by black squares - only staff attend*

**Chase Lane Primary School and Nursery Unit**  
**Calendar 2018-2019**

**Autumn Term 2018**

<b>Half-term 1</b>	Start	Wednesday 5 <sup>th</sup> September 2018
	End	Friday 19 <sup>th</sup> October 2018
<b>Half term holiday</b>		<b>Monday 22<sup>nd</sup> October 2018 – Friday 26<sup>th</sup> October 2018</b>
<b>Half-term 2</b>	Start	Monday 29 <sup>th</sup> October 2018
	End	Friday, 21 <sup>st</sup> December 2018 at 2.25/2.30/2.35pm
<b>Christmas holiday</b>		<b>Monday 24<sup>th</sup> December 2018 – Friday 4<sup>th</sup> January 2018</b>
<b>Staff training days</b>		3 <sup>rd</sup> September 2018 - staff only attend 4 <sup>th</sup> September 2018 - staff only attend 30 <sup>th</sup> November 2018 - staff only attend

**Spring Term 2019**

<b>Half-term 3</b>	Start	Monday 7 <sup>th</sup> January 2019
	End	Friday 15 <sup>th</sup> February 2019
<b>Half term holiday</b>		<b>Monday 18<sup>th</sup> February 2019 – Friday 22<sup>nd</sup> February 2019</b>
<b>Half-term 4</b>	Start	Monday 25 <sup>th</sup> February 2019 at 8.55am
	End	Friday 5 <sup>th</sup> April 2019 at 2.25/2.30/2.35pm
<b>Easter Holiday</b>		<b>Monday 8<sup>th</sup> April 2019 – Monday 22<sup>nd</sup> April 2019</b> <i>(includes Good Friday 19<sup>th</sup> April and Easter Monday 22<sup>nd</sup> April)</i>
<b>Staff Training Days</b>		Friday 1 <sup>st</sup> March 2019 - staff only attend

**Summer Term 2019**

<b>Half-term 5</b>	Start	Tuesday 23 <sup>rd</sup> April 2019
	End	Friday 24 <sup>th</sup> May 2019
<b>May Day Bank Holiday</b>		<b>Monday 6<sup>th</sup> May 2019</b>
<b>Half term holiday</b>		<b>Monday 27<sup>th</sup> May 2019 – Friday 31<sup>st</sup> May 2019</b>
<b>Half-term 6</b>	Start	Monday 3 <sup>rd</sup> June 2019
	End	Tuesday 23 <sup>rd</sup> July 2019 at 2.25/2.30/2.35pm
<b>Staff Training Days</b>		Friday 28 <sup>th</sup> June 2019 – staff only attend

*Please note the dates chosen for training days link either to time close to when the children's assessments have been completed and give school staff time to analyse them very carefully, or when consultants are available for training of staff.*

## Chase Lane Primary School Summary of End of Key Stage Outcomes 2018

	CL 2018	National 2018	CL 2017	National 2017
Reception GLD	76%	72%	66%	71%

Passed Phonics Test	CL 2018	National 2018	CL 2017	National 2017
Year 1 Phonics	98%	83%	84%	81%

Met Year 2 standard	CL 2018	National 2018	CL 2017	National 2017
Year 2 Reading	76%	75%	88%	76%
Year 2 Writing	71%	70%	81%	68%
Year 2 Maths	72%	76%	86%	75%

Met Year 2 standard at exceeding level	CL 2018	National 2018	CL 2017	National 2017
Year 2 Reading	20%	26%	24%	25%
Year 2 Writing	13%	16%	26%	16%
Year 2 Maths	20%	22%	29%	21%

Met Year 6 standard	CL 2018	National 2018	CL 2017	National 2017
Year 6 Reading	78%	75%	86%	71%
Year 6 Spag	88%	78%	91%	77%
Year 6 Maths	89%	76%	91%	75%
Writing	84%	78%	86%	76%
Combined (R/W/M)	72%	64%	80%	61%

Year 6 standard at exceeding level	CL 2018	National 2018	National 2017	CL 2017
Reading	28%	28%	25%	31%
Spag	48%	34%	31%	59%
Maths	34%	24%	23%	33%
Writing	31%	20%	18%	33%
Combined (R/W/M)	14%	10%	9%	21%

Year 6 Progress (KS1-KS2)	CL 2018	Waltham Forest 2018	CL Floor Standard 2017
Reading	1.0 (-0.3 – 2.3)	0.5	1.0
Maths	3.2 (2.1 – 4.3)	1.4	0.4
Writing	2.0 (0.8 – 3.2)	1.5	2.2

Year 6 Scaled Score	CL 2018	National 2018
Reading	105	105
SPaG	109	106
Maths	107	104

## SCHOOL ADMISSION PROCEDURE

### **The Policy**

Waltham Forest's policy for admission to primary school is to admit children at the beginning of the academic year in which they become five although it may be possible for a summer born child to start school when the reception children move into Year 1 in September. The decision to allow this rests with the local education authority. There is one main intake as detailed below:-

Date of birth	Date to start school
Children born between 1 <sup>st</sup> September 2013 and 31 <sup>st</sup> August 2014	Start school at the beginning of the Autumn Term (September 2018)

### **Application Procedure**

The application process for entry into Reception usually starts in the Autumn of each year. Applications are usually made online, but information will be provided to you nearer the time if your child attends our Nursery.

### **Admission criteria**

If there are more applications than there are places available the local authority will apply a set of criteria to decide who should be offered a place. For further information about Admissions, please view the following link taken from the London Borough of Waltham Forest Website: [www.walthamforest.gov.uk/content/applying-primary-school-place](http://www.walthamforest.gov.uk/content/applying-primary-school-place)

Please contact Mrs Steliou in the School office for any further information.

### **Tours of the School**

Please contact a member of the office staff for details of the forthcoming tours.

## COMPLAINTS PROCEDURE

The school has a formal procedure for parents to follow if they have a complaint about the curriculum or collective worship. The procedure is set out in a document that is available from the Head Teacher's Office. Any general queries or complaints should be discussed with the Class Teacher in the first instance. Please make a mutually convenient appointment with the Head Teacher by phoning the school office if you would like to discuss further.

# FINALLY

*Every child is different*

*They look different*

*Behave differently*

*Develop at different times and at different rates*

*Learn at different times in different ways*

*Please celebrate your child's special qualities with us*