

# ALLINGTON PRIMARY SCHOOL PROSPECTUS



*Happiness, Nurture, Inspiration, Creativity, Togetherness*

A member of the Orchard Academy Trust family of schools

# WELCOME TO OUR SCHOOL

## WELCOME

I would like to warmly welcome you to Allington Primary School and I hope that this prospectus will give you an insight into the way we work.

We believe that children only get one chance at a quality education and we are, therefore, a school that is committed to enabling children to become the very best versions of themselves— socially , emotionally and academically. We set our expectations high and support the children to achieve the very best they are capable of.

At Allington, we are committed to ensuring that your children receive the best school experience whilst they are with us. We could not be prouder of the children, staff, environment and of course the great support we receive from our parents.

We work hard to ensure that a safe and caring setting for all is maintained where children will be free to develop their own personality and their confidence to achieve. Our ethos is one of respect and cooperation. I hope as a parent you will be an active member of our community and enjoy the varied opportunities we have for parental involvement in school.

Finally, I wish you and your child every success and happiness during their time at Allington Primary School, and I look forward to working with you as a family.

Mrs Howson  
Headteacher



## HISTORY

Allington Primary School has provided education to children since 1970 and we are fortunate to be very well-supported by the local community.

We are a two-form entry, non-denominational school catering for children aged between four and eleven years.

In December 2012 we became an academy and in July 2016, we became part of a Multi-Academy Trust, the Orchard Academies Trust, along with Barming Primary School.

Our school was inspected by Ofsted in July 2022 and received a final judgement of outstanding in all areas. We are very proud of our school, our staff and our children.

We have a real family atmosphere and our success is underpinned by the close links that are established between children, the school staff and our parents.

# Working together to build a future



## As a school we aim to:

- Provide a purposeful environment where every child discovers their own potential and a love of learning.
- Equip our children with the experience, resilience and ability to acquire the skills they need for the rapidly evolving world in which they live.
- Nurture bodies and minds so that our children are happy and safe with a real understanding of how to keep healthy.
- Build a community which makes connections with the larger community through the work we do, the problems we solve, and the experiences, strengths and hopes we share.

## As a team we strive to:

- Provide high quality learning which nurtures children's social, emotional, academic and physical growth.
- Promote excellence pushing the boundaries of achievement.
- Work together, learn from each other, share resources and ideas.
- Value progress, believing every child has an untapped potential.
- Hold high hopes and expectations, developing a hunger for improvement.
- Help learners lay foundations of future success, raising the capability and experiences of all.



# Joining the School



## Admission Arrangements

The admissions number for this Reception year is 60. Your child is entitled to start school in the September following their fourth birthday and must start school by the beginning of the term after their fifth birthday. An induction programme of visits is arranged to ease the children into school life. In preparation for starting in September, the children will make visits in the previous summer term.

In Kent, applications for a primary school place are made using a Reception Common Application Form (RCAF)- these forms can be downloaded from [www.kent.gov.uk/primaryadmissions](http://www.kent.gov.uk/primaryadmissions) or by contacting the Primary Admissions Team. Application forms need to be returned in January for a place in the following academic year.

## Joining the school later on

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from their previous school, enables children to have the best start in our school. Parents and carers are asked to contact the school if their child has difficulty settling.

For 'In-Year' applications, please contact the School Office.

## **Over subscription criteria**

Our over subscription policy for the year starting 1st September 2024 is:

The published admission number for Allington Primary School is 60. In accordance with legislation, where a child's Education Health and Care Plan (EHCP) names Allington Primary School as the most appropriate school, priority will be given to that child. Before the application of our oversubscription criteria, children with a statement of special educational need which names the school will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Where there are more applications than the number of remaining places, pupils will be prioritised in accordance with the oversubscription criteria as set out below:-

Children in Local Authority Care or Previously in Local Authority Care – a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (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). This includes those children who have been in state care outside of England and ceased to be in state care as a result of being adopted.

Where the child has a sibling attending the school at the time of entry. In this context a sibling is a brother or sister who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, stepbrothers or sister and foster brothers and sisters. The sibling link is maintained as long as the family lives at the same address as when the first child applied, or has moved closer to the school than when the first child was offered a place, or has moved to an address that is less than 2 miles from the school using distance measured by the method outlined in the distance criterion.

Where there are medical grounds for admitting the child. Medical/Health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend Allington Primary School. Equally this priority will apply to children whose parents'/ guardians' physical or mental health or social needs means that they have a demonstrable and significant need to attend Allington Primary School. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and Allington Primary School.

d) Children of staff at school where:

1) The member of staff has been employed at the school for two or more years at the time at which the application for admission is made or:

2) The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

Where the child's home is in the Allington area, north of the London Road between Buckland Lane and the railway bridge, and bounded on the northern side by the River Medway. Where children fall into this category they will be prioritised by distance as defined in (f)

Proximity of the child's home address to the school, with those living nearer being accorded the higher priority.

A child's home address is considered to be a residential property that is the child's only or main residence (not an address at which the child may sometimes stay or sleep) and which is either owned by the child's parent, parents or guardians or leased or rented to them under a lease or written rental agreement. Where partners live apart but share responsibility for the child, and the child lives at two different addresses during the week, we will regard the home address as the one at which the child sleeps for the majority of week days.

The distance is measured between the child's permanent home address and the school measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody.

A block of flats has a single address point reference, so applicants living in the same block will be regarded as living the same distance away from the school. In the unlikely event that two or more children live in the same block and in all other ways have equal eligibility for the last available place at the school, the names will be issued a number and drawn randomly to decide which child should be given the place.

In a tie breaker situation, the nearness of an applicant's home to school will be the decider. If in the event more than one applicant has the same distance from home to school (as measured by the local authority), then a random selection will be applied.

After a place has been offered the school reserves the right to withdraw the place in the following circumstance:

When a parent has failed to respond to an offer within a reasonable time;

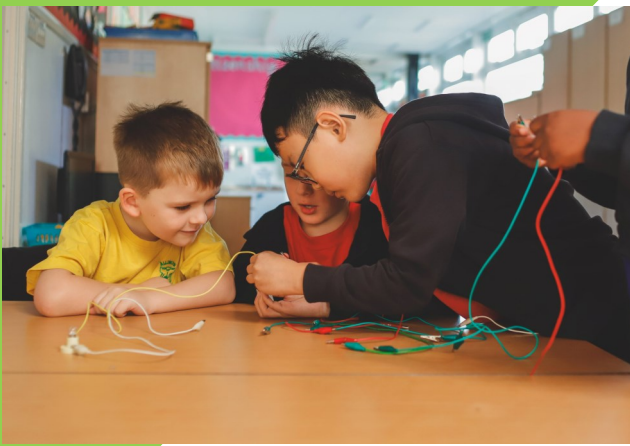
or

2. When the parent has failed to notify the school of important changes to the application information;

or

3. The admission authority offered the place on the basis of a fraudulent or intentionally misleading application from the parent.

# Starting School



Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding.

In the term prior to their entry, pupils are invited into school for visits. This helps them become familiar with the surroundings and routines of school. During this period, there are meetings for parents to find out a little more about the school and to address any questions you may have.

Pupils will be admitted to Allington Primary School in the September of the academic year in which they are five. In order to support their transition to 'Big School', the children in Reception attend school on a part-time basis initially (mornings or afternoons only), as school demands a great deal of the young child. Having smaller groups across shorter sessions enables the children to find their feet in their new surroundings, build new relationships with their peers and foster positive relationships with the adults in the class too.

The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Allington Primary School we value the potential of home-school links and make every effort to involve parents in the learning and development of their child. At the start of each new school year, class teachers run workshops about the curriculum and how parents can support their child's learning at home.

Starting school for the first time brings with it new routines, social situations and experiences which can be both daunting and overwhelming for some children as they have not yet developed their independence.

It is essential to the children's confidence, that by the time they start school, they can

- Go to the toilet without assistance
- Manage their self-care— e.g. blow their own nose and putting on their coats
- Use a knife, fork and spoon independently
- Dress and undress themselves
- Understand and willingly comply with simple verbal instructions.

# Organisation and the Curriculum



We are a two-form entry school. Children are organised into mixed ability classes with a maximum of 30 children in each Key Stage 1 class, and 32 in Key Stage 2. As required by the National Curriculum, children are taught in Key Stages.

## EYFS

Children learn basic skills through play activities, which are carefully planned to include seven main areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language Development
- Literacy Development
- Mathematics
- Understanding of the World
- Expressive Arts and Design

In the Early Years, teachers build on children's previous experiences and ensure that everyone feels included, secure and valued.

## Key Stage 1 & Key Stage 2

Children are taught the National Curriculum subjects of English, mathematics and science alongside the foundation subjects of computing, history, geography, design technology, art, religious education, citizenship and physical education. Children are taught Spanish from Year 3 to Year 6.

The children remain in mixed ability groupings or the majority of their learning time. In Year 4, 5, and 6, the children are set according to ability for mathematics.

Assessment is carried out across the school. Children are assessed through the Early Years Foundation Stage Profiles in Reception; through the Phonics Screening in Year 1 and through Standardised Assessments Tests (SATs) at the end of Key Stage 2.

# Organisation and the Curriculum



There is a strong emphasis on the development of independent learning skills within an exciting, relevant curriculum. All Year Groups produce carefully considered Learning Journeys that outline the elements of the curriculum taught each term- these are shared with parents on the school website prior to the term they are taught.

In addition to the National Curriculum the school also provides many enrichment opportunities which increase the children's enjoyment and achievement in their learning. Outdoor learning is important at our school and to this end, children in Y2, Y3 and Y4 are offered the opportunity for outdoor learning in our woods with staff from Wild Times. This opportunity improves their creativity, determination and resilience. Themed days, visiting theatre groups and events such as Book Week and Heroes Week, all motivate the children, make learning fun and enable children to develop talents beyond the purely academic. We are immensely proud of the children's performance skills and parents are invited to share these in class assemblies, productions and a range of musical performances, including Young Voices.

In terms of the curriculum lessons are carefully planned to meet all children's individual needs. A variety of different teaching approaches are used so that every child is able to access the curriculum and make the most of their abilities. Homework is provided for all children and in particular, regular reading experiences at home. The type and amount of homework provided for the children increases as they progress through the school. In Key stage 2, the children are able to practise spelling and maths skills through the use of Apps such as Spelling Shed, Times Table Rockstars and My Maths. Alongside this, our School Council devise termly activities and challenges for children to complete at home.

The needs of children with English as an additional language are carefully considered. Children are supported in school through immersion in a language rich environment and support is provided appropriately to assist each child's individual needs. Allington is an inclusive school. Where we are able to meet the individual needs, we accept children with Education Health Care Plans in accordance with the SEN Code of Practice. We believe that all pupils deserve the right to a high-quality, far-reaching curriculum that challenges thinking and enables them to make sense of the world that they live in.



# Working together to safeguard our children



We aim for all children in our school to be happy and excited about living and learning in a community full of difference and diversity. No form of discrimination is tolerated at Allington Primary School and our children show respect for those who share the protected characteristics.



Our school is a community and all those directly connected (staff, governors, parents, families and children) have an essential role to play in making it safe and secure. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at heart.



We recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

# Attendance and Punctuality



## Timings of the School Day

### FOUNDATION STAGE

Mornings: 8.45 - 12.00

Afternoons: 1.00 - 3.10

### KS1

Mornings: 8.45 - 12.00

Afternoons: 1.00 - 3.15

### KS2

Mornings: 8.45 - 12.20

Afternoons: 1.20- 3.20

Children may enter the school building from 8:35 am . They make their way through either the top or bottom gate and go straight to the classroom where they will be met by the class teacher.

## Absence and Lateness

If your child is absent from school through illness, please contact the school office by telephoning before 9 a.m. stating the reason for absence. If your child has to attend a dental or medical appointment during the school day, please give the school the information in writing let us know in advance that the child will arrive late on that day. The Headteacher is unable to grant any leave of absence during term time unless there are exceptional circumstances. To request a leave of absence, please complete the forms available from the school office.

In order for children to achieve their potential, they need to be in school. The children's attendance at school is monitored, as is their lateness. Being late to school can be disruptive to both the child and the rest of the school and is not conducive to a settled start to the day.

It is the school's policy to notify parents of their child's attendance and/or lateness should either fall below 96%. Letters are issued to parents throughout the year and opportunities are offered to meet with the Inclusion Manager to find solutions to improving attendance and/or punctuality.

# Other Information



## Breakfast Club

Session Time: 7.30am – 8.35am

Cost: £ 4.60 per session

Breakfast Club is available from 7.30am, serving breakfast until 8.20am (typically offering produce such as cereals, yoghurts and fruit).

Each Breakfast Club session offers a planned activity as well as opportunities for the children to play with a wide variety of toys and games of their choice.

## After School Club

Session Time: 3.15pm – 5.30pm

Cost: £ 10.85 per session

After school Club starts at the end of the school day. The younger children in the school are accompanied to the After school Club room by an adult, and the older children make their own way there from the classrooms once they have been released at the end of the day. Toys and games are available and the children can also choose their own activities. A light snack is provided for the children.

If you would like your child to attend either of both of the clubs, please complete and return a registration form - copies are available from the school office. All bookings for our clubs must be made and paid for in advance. The club's terms and conditions are also available from the school office. Please be aware that due to the popularity of the club, last minute bookings are not accepted.



## **School Uniform List**

We are proud of our school uniform- we believe that a smart appearance is important and our uniform helps to achieve this. The school colours are green, yellow and grey. Many children wear the school sweatshirt with grey skirts or grey trousers. In summer green/white dresses are also worn. Headscarves/hijab: these may be worn for religious reasons but must be plain and either black or green in colour.

All uniform will be available to order from Pages Uniform Shop, Maidstone.

**Grey pinafore dress, skirt, skort, culottes, shorts or smart trousers - please note pinafore shorts are not permitted**

**Allington School Polo Shirt, white shirt or white blouse**

**Green and white small checked gingham dress or grey shorts (summer- T1, T5, T6)- please note playsuits or 'all-in-ones' are not permitted because they are impractical**

**Allington School sweat shirt or cardigan or bottle green V neck jumper**

**Bottle green cardigan**

**Grey, green or black tights**

**White or grey socks**

**Sensible black shoes- black trainers are not permitted**

**P.E. - On their PE days, the children wear their PE kit to school**

**Black shorts/ PE skirt**

**Black hoodie or sweatshirt**

**House colour PE t-shirt :**

**\*Dover: Green**

**\*Bodiam: Blue**

**\*Leeds: Red**

**\*Rochester: Yellow**

**Trainers**

**Plain black track suit bottoms are optional**

In Reception, a black tracksuit (top and bottoms) for outdoor learning- this is worn to school once a week. All clothing **MUST** be clearly marked with your child's name. Items of clothing are frequently handed in as 'lost property' and their owners never traced because the clothing has not been marked. The school cannot be held responsible for any lost property. Unclaimed, unnamed lost property is disposed of on a regular basis.

**CHILDREN ARE NOT PERMITTED TO WEAR ITEMS OF JEWELLERY, OTHER THAN A PLAIN WRIST WATCH AND A SMALL PAIR OF PLAIN STUDS (NO GREATER THAN 3MM DIAMETER) CHILDREN WITH INAPPROPRIATE EARRINGS WILL BE ADVISED TO REMOVE THEM.**

We advise parents considering piercing their child's ears to do so at the start of the summer holiday in order to give them 6 weeks to heal before returning to school. Where ears have been recently pierced during term time, children are expected to tape them over while they have PE. Following the 6 weeks, children are expected to remove earrings for PE lessons. We strongly advise parents to remove earrings on PE days as staff cannot help with this in school.

**NO RESPONSIBILITY FOR ITEMS BROUGHT TO SCHOOL CAN BE ACCEPTED BY THE SCHOOL GOVERNORS, THE HEAD OF SCHOOL OR STAFF**

Varnished nails, coloured hair and other forms of make-up are, of course, totally inappropriate for pupils attending primary school and are not allowed.

In the interest of Health and Safety, all pupils should have their hair tied back to prevent the spread of head infestation and maintain a smart appearance. Where children have shorter hair-styles, it is not permissible for hair to be cut shorter than a Grade 2, nor should there be any patterns shaped into haircuts, hairstyles involving 'tails' or longer strips in the middle. Children with long hair should have it tied back at all times- if necessary, an elastic band will be provided to children who come to school without their hair tied up. Hair that sits above the shoulders should be pinned back away from the eyes. Hair clips and hair bands should be green and small in size. Children are not permitted to have their hair coloured or bleached.

It is important to us that the children take pride in their appearance, and their presentation should be smart at all times.

Children are not encouraged to bring valuables to school and the school cannot take responsibility for loss or damage to such articles.



# Other Information



## Charging Policy

There are no compulsory charges for the usual curricular activities at the school.

For some activities, such as school trips, the school may ask for a voluntary financial contribution in order for the activity to take place. In such circumstances, parents receiving income support or family credit may not be expected to make a contribution for the activity. No child will be excluded from an activity because the parents have not made a voluntary contribution. However, the school may have to cancel planned events if there is insufficient financial support.

Some of the music tuition which takes place during the school day is paid for by the parents direct to the tutor and is not covered by voluntary contributions.

## Pupil Premium Funding

The Pupil Premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The amount received is dependent on the number of children who receive free school meals, children who are in care and children of parents currently employed by the armed forces. Please look at our website for details of how this year's allocation is being used. Please contact the school office, our Family Liaison Officer or our Inclusion Manager, for any queries regarding eligibility for Free School Meals.



# Other Information



## **Lunchtime Arrangements**

Contract Dining are our school meal providers and they offer a hot and cold meal option each day. They cater for a range of dietary requirements and liaise directly with parents about these. With effect from September 2014 Year R and Key Stage 1 pupils are entitled to have a free school meal.

For pupils in Key Stage 2 the cost of school dinners is borne by the parents. We operate a cashless system in school enabling parents to pay for their child's school meal online. We use Parentmail Plus Pay to facilitate this and in order for KS2 children to have a school meal, this account must be in credit.

Children may bring a packed lunch if they wish and they are able to alternate between home-provided lunches and school-provided lunches as they wish, as they provide their meal option to the teacher on a daily basis and this is then recorded on our school system.

## **Water**

The children are encouraged to bring water in suitable sports drinking bottles to which they will have ready access throughout the day. Children are not permitted to have squash in their classroom bottles, but they may bring juice cartons or a bottle of squash in their lunch bag to have with their lunch.

## **Fruit Snacks**

In Key Stage 1 all children are offered a fresh fruit/ vegetable snack at the morning break.

In Key Stage 2, the school operates a fruit Tuck Shop where children may purchase a piece of fresh fruit for 20p.

If you prefer to send your child with their own snack, it should still be a piece of 'naked' fruit or vegetable (i.e. unprocessed, fresh produce). The children are not permitted to eat cereal bars, coated fruit or similar items.



## **Cool Milk**

The school is part of the Cool Milk Scheme which provides free milk to children under the age of 5. Following the child's 5th birthday, parents are able to order milk for children directly from Cool Milk by completing an online order. Full details of the scheme are available from the school office.