ST PETER'S C OF E INFANT SCHOOL

Learning for Life

Prospectus for Entry from September 2027

To Believe is to Achieve

‘For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future’

Jeremiah 29:11

CONTENTS

ABOUT OUR SCHOOL **6**
OUR SCHOOL AIMS **7**
OUR SCHOOL VISION **8**
OUR CHRISTIAN VALUES **8**
CURRICULUM **9**
THE ORGANISATION OF CLASSES/TEACHING **10**
EARLY YEARS FOUNDATION STAGE (EYFS) **10**
KEY STAGE ONE **12**

CORE SUBJECTS: ENGLISH, MATHEMATICS, SCIENCE AND R.E. *12*
ENGLISH 12
MATHEMATICS 12
RELIGIOUS EDUCATION 13
SCIENCE 13
SCIENCE, TECHNOLOGY, ENGINEERING, ART, AND MATHS (S.T.E.A.M.) 13

FOUNDATION SUBJECTS: *14*
HISTORY 14
GEOGRAPHY 14
DESIGN & TECHNOLOGY 14
COMPUTING AND INFORMATION COMMUNICATION TECHNOLOGY [ICT] 14
ART AND DESIGN 15
MUSIC 15
PHYSICAL EDUCATION 15
RELATIONSHIPS EDUCATION [RSE]/PERSONAL, SOCIAL, HEALTH EDUCATION [PSHE] / CITIZENSHIP AND DRUGS EDUCATION 15

THEMED WEEKS/CREATIVE CURRICULUM **16**
OUTDOOR LEARNING **17**
EDUCATIONAL VISITS AND OUTINGS **17**
THE SCHOOL DAY **18**
STAFFING **18**
SCHOOL UNIFORM **19**
AFTER SCHOOL CLUBS **20**
BEFORE AND AFTER SCHOOL PROVISION (Wraparound Care) **20**
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES **20**
MORE ABLE AND TALENTED CHILDREN **21**
PARENTAL INVOLVEMENT **21**
LEARNING AT HOME **21**
HELP IN SCHOOL **21**
PARENT CONSULTATIONS AND REPORTS **21**
FRIENDS OF THE SCHOOL ASSOCIATION **21**
DINNERS AND MILK **22**
PUPILS' LEAVE OF ABSENCE **22**
OTHER ABSENCE NOTES 23
UNAUTHORISED ABSENCES 23
MEDICINES AND HEALTH **23**
MEDICAL INSPECTIONS **23**
BEHAVIOUR **23**
PROCEDURE IN THE EVENT OF AN EMERGENCY **24**
SUN SAFETY **24**
CHILD PROTECTION **24**
GOVERNORS **24**
SCHOOL DEVELOPMENT FUND **25**
COMPLAINTS PROCEDURE **25**
STARTING DATES **25**
ATTAINMENT **26**

HEADTEACHER'S WELCOME

On behalf of all the children, staff and governors I would like to warmly welcome you to St Peter's C of E Infant School.

We are extremely proud of our school and hope you thoroughly enjoy visiting it and us.

Here at St Peter's we aim to make every child feel special by celebrating their individuality and achievements. We wholly believe that 'Achievement is for All'.

Our children make outstanding progress academically and our aim is for them to develop as well-rounded individuals who are confident, independent, happy and enthusiastic learners for life.

High quality teaching, guidance and support enables pupils to reach their potential and develop a love for learning that will stay with them throughout their education and beyond, hence our motto 'Learning for Life'.

Working in partnership with parents is a vital part of the children's success. We work hard at building strong relationships with all our families and keeping parents well informed about the work of the school and their child's learning.

St Peter's Infant School is set in beautiful, rural surroundings; is well resourced and provides the best possible learning opportunities for our pupils.

We are a Church school with a distinctive Christian ethos and a very strong sense of community. The children learn to be active citizens and are taught to value diversity and develop respect for other cultures and faiths.

I hope you find our prospectus helpful. Please do not hesitate to contact me through the school office if you would like more information.

Lenia Greenaway
Headteacher

ST PETER'S C of E INFANT SCHOOL

ABOUT OUR SCHOOL

St Peter's is a small, church, infant school situated in a village surrounded by green belt land. The school was started in 1870. Although the original Victorian building still remains, much of the accommodation was built in the last 30 years. Behind the school there is a playing field used for many recreational activities; and an additional outside learning space called "Strawson's Field" donated by a local landowner.

Children come to the school mainly from the surrounding towns and villages of Tandridge, Oxted, Crowhurst, Limpsfield, Hurst Green, Godstone and South Godstone.

St Peter's was inspected by OfSTED in July 2022. Under the new Inspection Framework the school was awarded an overall grade of 'Good' – with many Outstanding features. The full report can be accessed via the OfSTED website https://reports.ofsted.gov.uk/provider/21/125197 . We also received a SIAMS inspection in March 2026 and were awarded 'Judgement 1 – *Successfully living up to its foundation as a church school, enabling pupils and adults to flourish*'.

"Strong partnerships with the local church and diocese enhance the distinctiveness and effectiveness of the school as a church school". SIAMS Inspection Report March 2026

St Peter's is supported by the Southwark Diocesan Board of Education, the Oxted Benefice and the governing body.

The school badge depicts crossed keys. These are symbolic of St Peter because Jesus gave him the keys to the kingdom of heaven. We believe, at St Peter's School, that we are giving our pupils the keys to learning and for a fulfilling future.

OUR SCHOOL AIMS

a happy, safe and supportive environment for learning

a broad, balanced and exciting curriculum

all pupils achieving their full potential

a Christian ethos whilst learning respect for others

strong links between home, school and community

wise and effective financial management

OUR SCHOOL VISION

We seek to be an outstanding school whose Christian character and educational excellence provides all our children with the strongest of foundations for their lives ahead, whatever their faith or background. We strive to provide true 'Learning for Life' by educating the whole child, preparing them intellectually, emotionally and spiritually for the future and giving them the confidence and self-belief to realise their full potential.

"Pupils flourish at this nurturing school" **OFSTED**

OUR CHRISTIAN VALUES

Our Christian Values are incorporated into a three-year rolling programme so staff, children, governors, parents, and all members of the school community can identify with them in their everyday lives and practises. Christian values for 2027-2028 will focus on: Faith, Forgiveness and Trust.

Our aim is for these Christian values to 'run through every area of school life as the writing runs through a stick of rock'.

CURRICULUM

"The rich curriculum, including themed weeks, reflects the school's vision of 'Learning for Life'" SIAMS Inspection Report March 2026.

We believe that we should be laying strong foundations, preparing our children for their life ahead in a rapidly changing world. Our school aims include 'providing a broad, balanced, creative and exciting curriculum'. We refer to 'Every Child Matters' and our aim is for every child, whatever their background or their circumstances, to have the support they need.

We aim to give pupils an education to ensure they:

- are healthy - emotionally, socially and physically
- make a positive contribution
- stay safe
- achieve economic well-being
- enjoy and achieve

The curriculum is carefully planned and monitored so that all children are engaged in purposeful activities that are fun, stimulating and challenging. Children are motivated to persevere, work independently and achieve their full potential from their individual starting points. The size of our school enables us to respond to the needs of all our children on an individual basis including the most able.

Our 'Teaching and Learning' policy sets out the philosophy of how we want to work and learn and this policy, along with policies for curriculum subjects, is regularly reviewed and updated by the staff in consultation with the Governors. Parents can request copies of all our policies and statutory ones can be accessed via our school website.

THE ORGANISATION OF CLASSES/TEACHING

We have three classes – Early Years (Busy Bees), Year 1 (Ladybirds) and Year 2 (Dragonflies). The children are grouped by age, in a mixed ability class. Within this structure the work for the children is planned individually or in small groups so as to respond flexibly to their needs. The children are grouped according to their ability for subjects such as Mathematics and English.

EARLY YEARS FOUNDATION STAGE (EYFS)

In the EYFS all areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive:

- **COMMUNICATION & LANGUAGE** - developing confidence and skills in speaking and listening.
- **PHYSICAL DEVELOPMENT** - opportunities to develop coordination and control and health and self-care.
- **PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT** - developing positive relationships, self-esteem, pride in their own achievements, respect for others and social skills.

We support children in four specific areas through which the above are strengthened and applied.

Literacy
- linking letters and sounds and beginning to read and write, teaching the cursive script

Mathematics
- developing skills in counting, using numbers, calculating, shape, space and measures

Understanding the world
- exploring and finding out about people, places, technology and the environment

Expressive arts and design
- art, music, movement, dance, role play, design and technology

In addition to this Religious Education (RE) plays a distinctive role in the children's education.

The RE syllabus is set by the Southwark Diocesan Board of Education (SDBE) and the children will participate in specific RE lessons weekly. The topics for the year are:

Curriculum Map for the Southwark Diocesan Syllabus for Religious Education 2027-2028

St Peter's C of E Infant School, Tandridge

	Autumn Term 1	Autumn Term 2		Spring Term 1	Spring Term 2		Summer Term 1	Summer Term 2
Foundation.	Who am I and where do I belong? Creation (God)	Why is Christmas special for Christians? Incarnation		What can we learn from the stories of Jesus? Salvation	What is in an Easter Garden? Salvation		What makes something special? Incarnation	What makes our world wonderful and how should we care for it? Creation (God)
Year 1	Harvest (2-3 weeks) Why did Jesus tell stories? Gospel	What's in our school name?	Who's who in the Nativity? Carnation	What does it mean to be a Muslim? Islam	Who are our Christian neighbours? God	Is Easter the most important festival for Christians? Salvation	Why do Jewish people celebrate the gift of Shabbat? Judaism	What teaches people to look after the world? Creation
Year 2	Harvest (2 weeks) Why do Christians make and keep promises before God? Gospel	What is the story of Noah *really* about? Creation	What does 'The light of the World' mean for Christians? Incarnation	What helps Muslims live a faithful life? Islam	Why are women so important in the Bible? Gospel	Do Easter symbols help us to understand Easter? Salvation	How does belonging to a Synagogue help a Jewish person in their faith? Judaism	How is prayer important? God
Trips	St Peter's Church/Strawson's field		St Peter's Church	Woking Mosque		St Peter's Church		St Peter's Church

At St Peter's we consider the individual needs of each child and their stage of development. Planned purposeful "continuous provision" is essential to children's development and they learn by exploring, following a line of enquiry, solving problems and working with others. As the children grow older the balance gradually shifts towards more adult led activities and this helps children prepare for more formal learning in Year 1 and Year 2 (Key Stage 1).

In the final term the children's progress is assessed against the Early Learning Goals. This gives a clear picture of a child's knowledge, understanding and abilities. The information gathered is reported to parents and used to support children in their next steps as they move into the next year group.

KEY STAGE ONE

CORE SUBJECTS: ENGLISH, MATHEMATICS, SCIENCE AND R.E.

At St Peter's we place great emphasis on the teaching of English and Mathematics as these underpin learning in all other areas of the curriculum. We follow the National Curriculum that came into effect from September 2014. Assessment procedures include teacher assessment and concludes with non-statutory challenges at the end of Year 2 which gives a clear indication if pupils have reach the age-related standards in the core areas of the curriculum.

ENGLISH

Objectives for English develop the four aspects of language and literacy through speaking, listening, reading and writing. Children are taught to read through a range of literature and using a variety of methods designed for the individual. This includes strategies for decoding new words and the use of the 'Unlocking Letters and Sounds' systematic Synthetic phonics to teach letter sounds. We have excellent resources to teach reading including computer programs, games and structured reading schemes, such as Reading Stars, The Oxford Reading Tree and Project X books. Carefully planned guided reading enables teachers to teach specific reading skills to the class. Pupils take a tailored reading book home daily matched to their phonological ability as well as another colour banded book to develop fluency and introduce new vocabulary. They are also encouraged to take additional reading books home so that parents can help develop their children's reading skills, such as comprehension, by listening to them, questioning them or reading with them. Parents and teachers record comments about reading in a home/school diary, and greater emphasis is placed on children responding to a text by writing their own comments and predictions, to further develop comprehension skills. The newly refurbished library is used to develop reading and research skills and to foster a love of books. Children can borrow library books to read at home on a weekly basis.

We encourage independence in writing and the children engage in purposeful tasks. Children are taught to write in a variety of styles and genres relating to a specific purpose and audience based on a range of rich texts. They are also taught precise grammar, vocabulary, punctuation and spellings. Spellings may also be learnt by the 'look - say -write - cover – check' method. Each week the children work on words with the same letter patterns, topic words (subject specific vocabulary) or other words linked to their phonics or that they need to practice, such as common exception words.

Children are taught to write their letters by building on the cursive style taught in the Early Years Class. This helps children to know where to start letters as here all letters start on the line. Later this is developed into joined handwriting which helps the spelling of words to flow.

MATHEMATICS

In Mathematics children are taught about numbers, calculations, shape and space, measures and data handling. There is a greater emphasis on problem solving skills so children are taught how to apply their mathematics to a variety of routine and non-routine problems with increasing sophistication. The principal focus of mathematics in Key Stage One is for pupil's to develop mental fluency and confidence when working with place value, counting and whole numbers.

Daily maths lessons begin with 5 minutes of mental and oral work and end with a plenary session where the teacher revises the main teaching objectives and addresses misconceptions. Children are taught directly and interactively as a class and in guided groups, differentiated according to ability.

The school uses the Pearson 'Abacus' syllabus (Mastery Approach) as the basis for learning within KS1.

RELIGIOUS EDUCATION

As a distinctive church school, we adhere to the Religious Education scheme of work drawn up by the Southwark Diocesan Board of Education. We teach the children to understand and respect the traditions and beliefs of Christianity and at least 2 of the 6 principle religions. Our Programme of Study is based on giving the children an understanding of Creation, Prayer and Worship, the Church, the Life and Teachings of Jesus, Old Testament characters and Christian Festivals.

Learning about other faiths is an important part of the children's education, we incorporate units of work on Judaism, Hinduism and the Islamic Faith into our Schemes of Work, and school trips are organised to other places of worship such as a Synagogue and a Mosque on a two year rolling programme.

A daily act of Worship is central to pupil's learning in our Christian school. On occasions these are planned and led by classes within the school. Themes are based on Christian values such as Hope, Faith, Forgiveness and Awe and Wonder. As a distinctive church school we adhere to the Religious Education scheme of work drawn up by the Southwark Diocesan Board of Education. We teach the children to understand and respect the traditions and beliefs of Christianity and other world religions. Our programme of study is based on giving the children an understanding of Creation, Prayer and Worship, the Church, the Life and Teachings of Jesus, Old Testament characters and Christian festivals.

Learning about other faiths is an important part of the children's education and we incorporate units of work on Judaism, Hinduism and the Islamic Faith in our Schemes of Work, with visits to different Holy buildings.

SCIENCE

In Science the emphasis is on developing curiosity and practical investigation skills, so pupils can follow a line of enquiry. Children acquire knowledge and understanding of the nature, processes and methods of science. Programmes of study include plants, animals (including humans), materials and seasonal changes. The units are mapped to ensure progression and continuity through the school. These equip children with the scientific knowledge required to understand the uses and implications of science in our everchanging world, now and in the future. The teachers are able to use the natural local environment as much as possible to compliment scientific learning and discovery, and outdoor learning is timetabled weekly into the curriculum.

SCIENCE, TECHNOLOGY, ENGINEERING, ART, AND MATHS (S.T.E.A.M.)

STEAM is an integrated learning approach that involves science, technology, engineering, the arts and maths. STEAM adds the why to the 'how' and 'what'. It allows our children to think deeper about problems, to take the skills and processes from the above areas and solve problems that aren't obvious. We have specific STEAM days and events planned into our curriculum throughout the year as well as ensuring that subjects are mapped to interlink these areas.

FOUNDATION SUBJECTS:

HISTORY, GEOGRAPHY, DESIGN & TECHNOLOGY, ART, MUSIC, P.E., COMPUTING & ICT

HISTORY

In History children learn about people's lives and lifestyles. They find out about significant men, women and children and events from the recent and more distant past; including those from both the United Kingdom and the wider world. They use historical sources, (both primary and secondary), and language to help them ask and answer questions. They learn how the past is different from the present or may have influenced the future. Some of the most popular topics include Rosa Parks', 'Amy Johnson', 'Florence Nightingale' and 'Christopher Columbus'. We map our history curriculum to make the best use of our locality as well as allowing pupils to make connections with key dates/celebrated events through the year, for example, Guy Fawkes or Remembrance Day.

GEOGRAPHY

During Key Stage One pupils investigate their local area and a significant contrasting area in the United Kingdom and Ireland or abroad, finding out about the environment in both areas and the people who live there, building contextual knowledge about the world in which they live. The children will learn about contrasting areas such as Scotland and America.

Through geographical enquiry and field work in the local area of our school and Oxted, they ask geographical questions about people, places and environments and use geographical skills, language and resources such as maps and photographs.

DESIGN & TECHNOLOGY

In Key Stage One pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely. Using creativity and imagination they will be able to design and make products that solve real and relevant problems within a variety of contexts. These may be linked to our STEAM work or a text they are exploring in English, for example.

COMPUTING AND INFORMATION COMMUNICATION TECHNOLOGY [ICT]

ICT is integrated to support all areas of the curriculum. The computing programme of study for pupils within Key Stage One is based around the 'Purple Mash' scheme of work and includes the understanding of algorithms and how they are implemented as programs on digital devices. The children use 'Beebots' and other devices to create and debug simple programs. The school is well resourced with desktop, chrome books and iPads so that the children have lots of opportunities to develop and practice their skills in a safe and respectful environment.

ART AND DESIGN

During Key Stage One pupils develop and explore ideas. They use different tools, techniques and materials, to represent their feelings, ideas and observations. They learn to evaluate and develop their work and are taught about the role of art, craft and design in the environment. Children enjoy learning about the work of famous artists and sculptors such as Augusta Savage, Quentin Blake, Andy Warhol and Jackson Pollock. They will use our local environment as a stimulus for some of their creations.

MUSIC

Pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions. They explore how sounds can create different moods and effects. They will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions; linked to other subjects and topics they are studying. They will also learn specific songs for key occasions such as church services or, national events. Work in dance, drama, music and movement is also developed into musical plays and performances in which all the children are involved.

PHYSICAL EDUCATION

Physical Education is essential for active minds and healthy bodies. The children have at least two lessons of PE a week and we have a fantastic range of equipment. They are taught gymnastic activities, athletics, skills for simple competitive games, dance and movement. They learn to develop co-ordination skills and to evaluate and improve their performance. We have our own field behind the school and the children play games such as football, rounders or cricket at lunch playtime and in our after-school clubs.

RELATIONSHIPS EDUCATION [RSE]/PERSONAL, SOCIAL, HEALTH EDUCATION [PSHE] / CITIZENSHIP AND DRUGS EDUCATION

The school follows the PSHE Association scheme of work. The focus of this subject is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. Pupils will be taught about what a relationship is, what family means and who the people are who can support them.

Pupils learn about themselves as developing individuals and as members of their communities. They learn the basic rules for keeping themselves healthy and safe and for behaving well. They learn to take responsibility for themselves and the environment. They become aware of their own and other people's feelings as well as the views, needs and rights of other children and adults. Much of our work in RSE is related to the SEAL programme – Social and Emotional Aspects of Learning, and the school's Anti-bullying work.

THEMED WEEKS/CREATIVE CURRICULUM

Staff use an overview of the academic year to plan different subjects. Significant events in the school calendar such as Harvest, Diwali, Mother's Day, Easter and Christmas are incorporated into the curriculum. We aim to make as many links between subjects as possible through a creative curriculum and make the most of learning opportunities through the year and these are set out in the plan. Planned cross-curricular themed weeks focus on a particular aspect of learning or subject area in a fun and engaging way. For example, 'Science Week'; 'Book Week'; and "Health & Well-being Week". These make as much use of our wonderful outdoor areas as possible.

Celebrating Chinese New Year

OUTDOOR LEARNING

We are extremely fortunate to have been given a strip of land adjacent to the school, “Strawson’s Field” where children have weekly outdoor learning activities that will align to the curriculum and consolidate learning in a very hands on, fun and engaging manner.

EDUCATIONAL VISITS AND OUTINGS

Educational visits are arranged to enrich the curriculum and further support learning. These include theatre performances, outings and visiting speakers. Our pupils benefit socially and emotionally as well as academically from trips beyond the classroom. Such trips include visiting the seaside, local farms and gardens. We regularly take the children for walks to make the most of the beautiful rural setting and develop learning opportunities from the local area around us.

THE SCHOOL DAY

From	8.45 a.m.	Arrival at school (Early Morning Work)
	9.00 a.m.	Registration and Phonics Sessions
	9.30 a.m.	Collective Worship
	9.45 a.m.	Start of first session
	10.45 a.m.	Morning break
	11.00 a.m.	Start of second session
	12.00 p.m.	Lunch
	1.15 p.m.	Start of afternoon school
	3.15 p.m.	End of the school day

STAFFING

The school benefits from a stable and experienced staff. This ensures consistency in the quality of teaching from year to year. The Headteacher is supported in the leading of teaching and learning by a Senior Teacher. In addition, there are 4 other teachers working at the school one of whom is a Special Educational Needs and Disabilities Coordinator [SENDCo]. We have a number of Teaching Assistants working across three classes, providing a good adult pupil ratio in the classroom and on the playground. Our experienced Higher Level Teaching Assistant covers staff absence, and teachers' planning and preparation time. We are also fortunate to have an ELSA (a member of staff trained in emotional literacy support) and a Senior Mental Health Lead.

SCHOOL UNIFORM

Navy sweatshirt/cardigan with school logo
White short sleeved shirt/blouse
School tie
Charcoal grey trousers or shorts - standard school style
Navy blue skirt/pinafore *
Socks/tights - grey, navy blue or white
Shoes – black (no trainers please/ with a strap are advised for girls)
School book bag
Wellies for outdoor learning and play
*In summer – blue & white gingham dress may be worn

For P.E.

White t shirt with school logo
Navy blue shorts (available with school logo if preferred)
Navy blue jogging trousers
Plimsols/white or black trainers
White/Navy socks are also needed for PE
All in a draw string bag

We provide aprons for painting. The 'Friends' organise the buying and selling of school uniform items with the school logo and school tie for us. School uniform can be ordered using a uniform ordering form which should then be returned to the office. Parents also hold sales of good quality second hand uniform at parent events throughout the year, or upon request. Please also see our Uniform policy on the school website.

PLEASE ensure that all clothes and other property are clearly named so they can be returned if lost.

AFTER SCHOOL CLUBS

After school clubs are organised with the help of external providers. Some of these change termly but usually include Football, Tennis, Performing Arts, Arts & Crafts, Magic, Karate and Street Dance clubs. Parents will be asked to contribute towards the costs when qualified coaches/special resources are used. They may ask the Headteacher, in confidence, for help with any costs so that children are not excluded for financial reasons.

BEFORE AND AFTER SCHOOL PROVISION (Wraparound Care)

St Peter's School works in partnership with The Kids Club Family to provide on-site Wraparound Care for its pupils. Breakfast Club is available weekdays during term time from 7.30am (7am may be possible by arrangement) and Tea Club runs every day after school from 3.15pm to 6pm. Children can attend regular sessions or on an ad-hoc basis subject to availability. Children will have the option to play a range of games, arts and crafts, challenges and structured activity sessions. A quiet area is also available where children can relax and do some homework reading if they wish.

A healthy food option is provided each day for children who are joining breakfast club and for those staying after school. This is included in the session cost.

Example Breakfast Menu: A full continental of toast, bagels, crumpets, croissants, brioches to name just a few. Along with a variety of cereals, natural yoghurt and fresh fruit.

Example Tea Menu: A light tea of a carbohydrate which can be anything from pasta, noodles, beans on toast to bagels, wraps and sandwiches. With a protein of either a variety of cheese products, tuna or chicken. This is then served with 4 different types of fruit and vegetables and a healthy pudding option.

We also have an arrangement for our children to join the Rising Stars After School Club based at St Mary's Primary School, Oxted. This can be helpful for those with older siblings who attend St Mary's. Transport to St Mary's can be provided by Buses4U for a nominal charge.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The Special Educational Needs and Disabilities of most children can be met effectively within the classroom through individually planned programmes of work. The School has its own SEND Policy and has regard to the 'Code of Practice', issued by the Secretary of State for Education, which gives practical guidance on the way in which schools identify, assess and make provision for children with Special Educational Needs and Disabilities. This includes children with and without Educational Health Care Plans (EHCPs). We have a very experienced part time SENDCo who is responsible for the co-ordination of Special Educational Needs including the needs of very able children. Children in each class are reviewed regularly by the class teacher and co-ordinator. Parents are informed when additional support or monitoring is thought to be appropriate for an individual child. If necessary we can call upon the help of outside agencies such as the Educational Psychologist and speech therapist or specialist teachers for inclusive practise. Regular reviews and meetings are held throughout the year to evaluate actions being taken, assess impact and review the resources needed.

The school will make every effort to accommodate the needs of pupils who have a physical disability. Wheelchair access is available throughout the building and there are toilets for the disabled. Please see our SEND Policy and Disability Accessibility arrangements on the school website.

MORE ABLE AND TALENTED CHILDREN

We believe that every child should be able to develop to his/her full potential and we aim to make special provision for children who demonstrate special talents or excel academically, liaising closely with parents. This may be through focus groups or extra tuition in a subject such as music or drama.

PARENTAL INVOLVEMENT

We consider this one of the most important aspects of school life. We rely on constant daily contact with most of our parents. The children themselves have close relationships with the teachers and with the Headteacher. We try to be aware of any needs the children may have outside of the classroom so that we can help and support them as much as possible. We are a caring staff who all have families and are trained to support the varying social, emotional and personal needs of children and therefore encourage parents to inform us, as early as possible, of any family or emotional problems their children may have.

LEARNING AT HOME

Children are encouraged to read at home from their first week at school. They are asked to learn to read key words and to practise letter sounds. Children in Year 1 and Year 2 usually have a homework task to complete over the weekend which may be linked to any area of the curriculum. They are also encouraged to read on a daily basis. We are very proud of our home-school links and welcome children bringing in additional home learning that can be shared with their class.

HELP IN SCHOOL

Parents provide the school with invaluable support by coming into the classroom to help under the guidance of the class teacher. They may help in many areas including reading, maths, science, baking, sewing, art, PE, school outings and clubs. If you would like to help, please see your child's teacher in the first instance.

PARENT CONSULTATIONS AND REPORTS

Parents have the opportunity to meet with teachers in the Autumn term to learn how their children have settled into their new class. We have another Parents' Evening during the Spring term when parents have the opportunity to discuss academic progress and where individual pupil targets are set. Pupils work will be on display to view on each of these occasions. At the end of the Summer Term a report on each child is sent to parents. We welcome any comments on these as we are continually striving to provide an outstanding provision for our pupils.

FRIENDS OF THE SCHOOL ASSOCIATION

All parents and interested local residents can join the "Friends of St Peter's School". The association helps and supports the school in many different ways. Some activities and functions are held to raise invaluable funds but others are mainly social and are an enjoyable way for the whole school community to come together. A small committee organises events and all parents are automatically members of the 'Friends'.

DINNERS AND MILK

A hot meal is provided, free of charge as part of the 'Universal Free School Meals' initiative, cooked on the premises, or we can provide a school packed lunch. Children can also bring their own packed lunch. We would recommend that all children try the school lunch to start with. Olive Dining Catering Services which operate the School Meals Scheme, provide delicious, nutritional meals with a bespoke menu for St Peter's children. Eating lunch with their friends is a very good way of helping children to try new foods.

Milk is also available at first play and can be ordered through the CoolMilk Scheme. We encourage all children to bring a bottle of water to school so that they can have regular drinks in the classroom. We are a Healthy School and **do not allow sugary drinks or other snacks**. We subscribe to the Government Fruit and Vegetable Scheme which entitles all 4-7 year olds to a piece of fruit or a vegetable each day.

PUPILS' LEAVE OF ABSENCE

It is essential that parents understand the importance of attendance, therefore it is strongly recommended that parents do not take their children away on holidays during term time. Even at this early stage it can be detrimental to children's education as the curriculum advances at a rigorous pace. We therefore have a policy of only authorising absence in exceptional circumstances. A form to request leave is available from the School Office. In accordance with current Government guidance and advise from our Education Inclusion Officer, parents who take their children out of school

without authorization will receive a penalty fine from Surrey County Council. Please see our Attendance Policy for further details.

OTHER ABSENCE NOTES

If your child is away, we require a phone call before 9am stating the reasons for the absence. If we do not hear from you we will ring to find out why your child is not at school. This is both for safeguarding reasons and because we need to produce an absence return. The register records a mark as to whether this is for treatment (e.g. dentist, or hospital appointment), illness or holiday.

UNAUTHORISED ABSENCES

All maintained schools must publish information on rates of unauthorised absences. For 2025-2026 this was 0.85 %.

MEDICINES AND HEALTH

We aim to be inclusive for all children including those with medical needs. For safety reasons we prefer not to keep medicines in school but an exception will be for an inhaler for asthma or prescription medicines where these are required to be administered during school hours. Parents are welcome to come and give medicines to their own children at lunch time if they feel it is necessary. If this is not possible, some medicines can be administered by staff once a medicine form has been completed. All medicines should be handed directly to school office staff in person.

MEDICAL INSPECTIONS

Children and their parents will be seen by the school nurse for a health interview at 5 years and for growth and vision checks. Some children may be referred after the nurse interview for further medical examination. Flu vaccinations for all St Peter's pupils, with consent, are administered at school by the local NHS School Nurse team.

BEHAVIOUR

We have a positive approach to the management of behaviour, in the same way that a caring parent does at home. We rely on the children being active, happy and in close contact with adults. The few rules we have are related to the safety of the children and are explained to them regularly during Collective Worship and in class or when the need arises.
Our Golden Rules are:

- We are kind and helpful - we don't hurt anybody's feelings
- We are honest - we tell the truth however tricky it might be
- We work hard – we have a positive attitude to learning
- We listen - we respect the views of others
- We look after property - we take care of our things, inside and outdoors
- We are gentle - we don't hurt others.

Parents are contacted if we are concerned about a child's behaviour. We would hope to solve any problems through working in partnership with the home.

In October 2017 the school was awarded the highest Gold Anti-Bullying Charter Mark for its approach to behaviour management for which we are all very proud. Since 2018/19 the school has also been consistently awarded Gold for the National Anti-Bullying Alliance for the 'All Together' Anti-Bullying Programme.

"Pupils behave exceptionally well. They enjoy coming to school. Pupils are kind and caring"

OFSTED Inspection Report July 2022

PROCEDURE IN THE EVENT OF AN EMERGENCY

In the event of severe weather or any other emergency affecting the school, we look after the children until parents come to collect them. In bad weather we are happy for parents to collect their child / children early and there is no need to contact us.

If the school, due to bad weather, is unable to open, parents will be contacted by phone as early as possible by a member of staff. School closures are also shown on the front page of the school's website and mentioned on the radio station Heart FM 102.7.

SUN SAFETY

The school has a Sun Safety Policy. During hot weather parents are requested to apply long lasting suncream to their children before they come to school. Children should also have a cap or legionnaire style hat available to wear in the playground on hot or sunny days. It is advisable that a spare, named hat is kept at school.

CHILD PROTECTION

Our school procedures for safeguarding children are rigorous and in line with the latest 'Safeguarding Children and Safer Recruitment in Education' Guidance and Surrey ACPC procedures. Our child protection and safeguarding policy is laid out separately. All newly appointed staff are checked and the Headteacher and members of the Governing Body have completed Government Safer Recruitment Training.

Designated Safeguarding Lead Officer:
Miss L Greenaway – Headteacher

Deputy Designated Safeguarding Lead Officer:
Mr T Atterton – Class Teacher

Safeguarding Governor:
Mrs V Barker

GOVERNORS

The Governing Body carry out their functions with the aim of taking a largely strategic role in the running of the school. This includes setting out the aims and vision of the school. They ensure that school policies are reviewed and implemented and set targets for school development. They monitor progress on targets and many other aspects of school life. Parents are represented by an elected Parent Governor who can be contacted through the school office. All full Governors meetings are open for anyone to attend. Dates are available on the school website.

SCHOOL DEVELOPMENT FUND

In order that Church Schools preserve their unique status it is obligatory for Governors of such schools to be responsible for the upkeep and maintenance of the buildings. We are able to claim grants from the Department of Education to the value of 90% leaving the Governors to pay the balance. The Southwark Diocesan Board of Education administers a maintenance scheme on our behalf towards which we make an annual payment. The Governors ask parents to make this payment in the form of a voluntary contribution as otherwise it has to be paid from the limited school budget. In 2024-2025 parents were asked to pay the sum of £50 per child. A letter will be sent out in the Autumn Term requesting the donations. The Governors do however appreciate that not all parents may be able to make this payment.

COMPLAINTS PROCEDURE

We hope that any problems can be dealt with informally through either the class teacher or Headteacher. The school has a Complaints Policy which is published on our website. Parents may bring a friend to any meeting held in response to a concern. We also always welcome positive feedback as well.

STARTING DATES

All children start school at St. Peter's in the Autumn Term. Some parents may wish their child to attend school part time initially. This is no longer based on the age of children but may be decided based on the individual needs of pupils. Please speak to the Headteacher for further information if this is being considered.

Parents whose children have been accepted for St. Peter's are contacted during the term before the child is due to start. An invitation is offered to parents and children to visit the school to meet the class teacher and to become a little more familiar with the new environment. We aim to make transition to school as smooth and comfortable as possible.

SCHOOL TERMS AND HOLIDAYS 2027-2028

AUTUMN TERM : Mon 1 September – Fri 18 December 2026
Half Term : 17 Oct – 1 Nov 2026

SPRING TERM : Mon 4 January – Thurs 25 March 2027
Half Term: 13 – 21 Feb 2027

SUMMER TERM : Mon 12 April – Wed 28 July 2027
Half Term : 29 May – 6 Jun 2027

Bank Holiday : Mon 3 May

The school will also be closed for 5 staff training days as decreed by the Education Reform Act 1986

ATTAINMENT

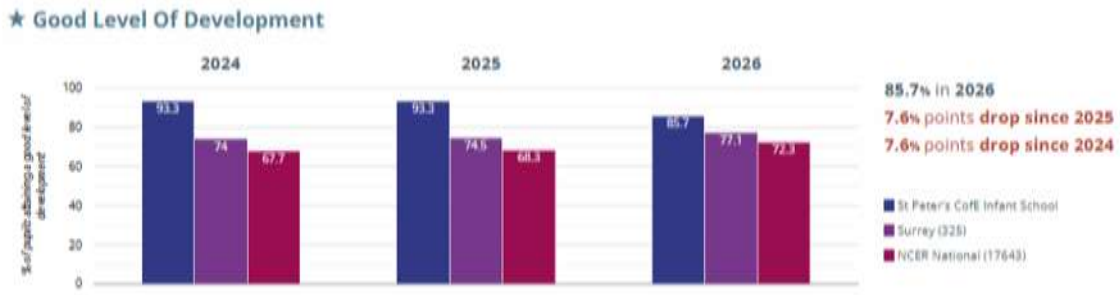
We are very proud of our achievements here at St Peter's. Our children consistently achieve results which show their outcomes significantly exceed those of others across the country. The strength of our community lies in the hard work of our children, parents and staff who work together to achieve these fantastic outcomes.

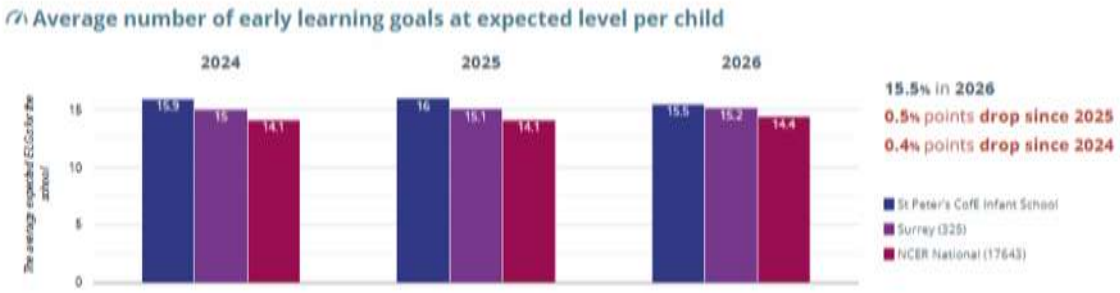
Key Stage 1 data is no longer published but internal data shows attainment remains consistently high.

Early Years Foundation Stage data remains consistently above Surrey Local Authority and national averages.

ATTAINMENT AT END OF EARLY YEARS FOUNDATION STAGE - Summer 2026

St Peter's CofE Infant School





For performance tables please visit: https://www.compare-school-performance.service.gov.uk/

For our online school profile, please visit: https://www.compare-school-performance.service.gov.uk/school/125197

DISCLAIMER

The content of this brochure represents the information required by the Department for Education and Skills and relates to the school year 2027-2028. The information was correct as of September 2026 but it should not be assumed that there will be no change affecting the arrangements described in this booklet before the start of, or during the school year in question, or in relation to subsequent school years.

Whether you have a child due to start school for the first time or are transferring from another area we hope that you find the information in this brochure helpful. Words alone cannot give you the full picture of our school. If you would like to come to see for yourself, the Headteacher will be delighted to show you around.
Please telephone the school to make an appointment on 01883 712439. Alternatively you can e-mail us or look at our website: e-mail info@stpetersinfant.org website - www.stpetersinfant.org