



SCHOOL PROSPECTUS

2024-2025





Deal Parochial VA Church of England Primary School

**Our Complimentary Christian Values are: -
Kindness, Trust, Friendship, Respect, Courage, Forgiveness**

Vision statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.

**“To be the best that I can be –
The way God intends.”**





Dear Parents and Carers,

I am proud to introduce our school prospectus for 2024-2025. I hope you will find the information contained in it useful.

At Deal Parochial, it is our hope that all pupils will develop an appetite for learning that will endure throughout their lives. We aim to achieve this by providing a curriculum which motivates and excites pupils so that they enjoy learning, make good progress and fulfil their true potential - being **'the best that I can be'**.

We believe that pupils learn best when they are actively involved. **'Learning by doing'** makes the work more interesting, more meaningful, more likely to make sense and more likely to be remembered. To enhance pupils' learning experiences we plan lots of visits and visitors.

Relationships within the school reflect the love of Jesus and there is a caring Christian school ethos. Our Christian Values are: **Kindness, Trust, Friendship, Respect, Courage and Forgiveness**. We live out these values through our actions and through Bible readings. We are fully inclusive and we value ALL God's children. Pupils are encouraged to take increasing responsibility for their actions and our Christian values are celebrated during our weekly Praise Assembly. We promote the highest standards of behaviour and believe that pupils should develop strong moral values and respect for others in our community.

Daily Acts of Worship assist all pupils in living out Christian Values and provide an experience of being involved in a Christian community, where an awareness of another dimension in their lives is developed and their spirituality nourished. We have strong links with the churches of St Andrew's, St George's and St Leonard's and visits from our local clergy enhance our daily Acts of Collective Worship.

This year we have had two very successful school inspections by Ofsted and SIAMS. Both inspections praised us for the high quality of the teaching, the schools nurturing community spirit and its driving standards for inclusion. Please see the website for further details. <https://deal-parochial.kent.sch.uk/>

If you would like to see the school in action to gauge our energy, enthusiasm and ethos then please do not hesitate to book in for a tour of the school via the school office : 01304 374464

Kind Regards

Ms. Justine Brown (Headteacher)

ADMISSIONS TO DEAL PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL SEPTEMBER

2025-26 Published Admission Number: 30

How parents can apply for the child to be admitted to our school

The Governing Body is responsible for the admission of pupils to the School. The admission's number is 30 pupils and has been agreed between the Governing Body and the Local Authority and applies to the year 2018-2019. The Governors have set a maximum class size of 30 pupils in Key Stage 1. Legislation states that no infant class may exceed 30 pupils unless there are exceptional circumstances.

In line with the Department for Education (DFE) School Admissions Code, before the application of oversubscription criteria, children with a Statement of Special Educational Need or an Education, Health and Care Plan, which names the School, will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Where the number of applications for admission exceeds the places available, applications will be considered in accordance with the over-subscription criteria below:

1. Children in Local Authority Care or Previously in Local Authority Care

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).

2. Vulnerable Children

- Children with physical or medical needs where written evidence is available from a senior clinical medical officer and the child's general practitioner or specialist showing that it would be detrimental to the child's health not to admit him/her to the school. Evidence of this must be submitted to the school with the initial application.
- Children where one or both parents have a disability that would make travel to a different school very challenging. Evidence from a registered health professional such as a doctor or social worker will need to be provided. Evidence of this must be submitted to the school with the initial application.
- Children eligible for the Service Premium. Evidence of this must be submitted to the school with the initial application.
- Children of families with confirmed refugee status. Evidence of this must be submitted to the school with the initial application.

3. Sibling / Current Family Association

A brother or sister is attending the school and will continue to do so when the sibling is admitted.

In this context brother or sister means children who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

The sibling link is maintained as long as the family live 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 the distance measured by the method outlined in the distance criterion.

4. Children with affiliation to the foundation churches

Children who attend the foundation churches of: St George's, St Andrew's and St Leonard's – including affiliated churches in the Upper Deal Benefice (namely, St Nicholas Sholden, St Richard's Mill Hill and St Martin's Great Mongeham). Parents must submit a supplementary form confirming whether the child is considered a member of the church congregation signed by the clergy. This form will be used by the governors to rank applications. All applicants who fulfil this criterion will be ranked by distance and the closest given priority.

5. Location-distance to school

Children who live nearest to the school measured in a straight line from the school to the home address. The home address is the place where the child resides permanently with their parent or parents or legal guardians.

Where a child lives with parents with shared responsibility each part of the week, the “home address” will be considered to be the address of the person who receives Child Benefit for the child (proof of this will be required).

Tie breaker

If any category is oversubscribed it is recommended that applicants will be ranked by a straight line distance (as defined above) and those closest given priority. 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.

Explanations

Where any of the above criteria are oversubscribed children will be ranked within each category on the following basis: -

(a) Medical / Health and Special Access Reasons

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 a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Written evidence from a suitably qualified medical or another practitioner who can demonstrate a special connection between these needs and the particular school will be required.

(b) Service Premium, i.e., children who:

- i. has parent(s) who are currently serving in the UK regular armed forces;
- ii. have parent(s) who served in the UK regular armed forces at any time in the last three years;
- iii. have parent(s) who died serving in the UK regular armed forces and are in receipt of a pension under the Armed Forces Compensation Scheme or War Pension Scheme.

(c) Confirmed refugee status

According to the Equality and Human Right Commission, “Refugee status is granted to a person who has had a positive decision on their claim for asylum under the 1951 United Nations Convention Relating to the Status of Refugees (the Refugee Convention) and has been granted leave to remain in the UK. Refugees are forced to flee their countries because of fear of persecution, often as a result of direct state action.” (<https://www.refugeecouncil.org.uk/0003/4097/EmployingRefugees>)

(d) Distance / Nearness of children's home to school

We use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from the point defined as within the child's home to the point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody.

Summer born children

Reception children are usually admitted to the school for full-time education in September although this can be reviewed on an individual basis, taking into consideration each child's needs. Parents can request that the date their child is admitted to school is deferred until later in the academic year or until the term in which the child reaches compulsory school age. Parents can request that their child attends part-time until their child reaches compulsory school age. Discussions with the School are strongly recommended prior to making a decision. The final decision is taken by the Head-teacher.

In Year Casual Admissions

The process is similar to that as described above. An 'In Year Casual Admissions Form' (IYCAF) must be completed and oversubscription criteria remains the same. In principle we believe that children should be educated within their age appropriate class. Please see statement from the Deal Learning Alliance for In Year Casual Admissions.

Statement from Deal Learning Alliance criteria for admission out of year group

In the Deal Learning Alliance we believe a child should be educated in their age appropriate year group. In our professional opinion, children who do not experience the full EYFS are disadvantaged socially and academically when transferring to Key Stage 1. Through our highly skilled approach to differentiation we feel every child's needs can be catered for in their age appropriate year group to ensure strong academic and emotional development.

In principle a decision to be admitted outside their age appropriate year group needs careful consideration and will only take place in exceptional circumstances. In order to assess the suitability for admission out of year group the following criteria will be applied by all primary schools in the Deal Learning Alliance. It is the responsibility of the parent of the child to provide independent evidence to demonstrate their child will thrive in the year group they are requesting and provide evidence that the child's age appropriate year group is currently not meeting their needs. We recommend that children are admitted to school in EYFS at one admission point and that staggered admission to school is not the preferred route for schools in the Deal Learning Alliance.

Withdrawal of an Offer

The Governing Body reserve the right to withdraw an offer of placement under the following circumstances:

1. It has been offered in error,
 2. A parent has not responded within a reasonable period of time (two weeks).
 3. It is established that the offer was obtained through a fraudulent or intentionally misleading application.
- We will write to parents prior to any potential case for withdrawal. Parents will be offered the opportunity to respond to our concerns.

Appeals Procedure

Parents have a right of appeal to an independent panel against the decision of the Governing Body to refuse an application for a school place. Details of the appeals procedure are sent out with all refusal letters.

The school will provide procedures relating to waiting lists, appeals, and late applications. Information can be accessed via the school office, secretary@dealparochial.kent.sch.uk /01304 374464, or the full information booklet relating to admissions can be viewed on kent.gov.uk primary admissions / 03000 412121.

The school's waiting list will be re-ranked, in line with the published oversubscription criteria, every time a child is added.

In accordance with the requirements of the School Standards and Framework Act 1998, the Governors will make arrangements for parents to appeal against the refusal of the Governors to offer a place for their child in the school. Details of the procedure will be supplied by the Headteacher on request.

Queries about the Admission Policy should be addressed to the Headteacher or Chair of Governors, c/o the School Office. The school will establish an independent Appeals Panel in accordance with the relevant Education Act, or will use the services of the Local Authority Independent Appeals Panel.
Arrangements for Admissions and appeals will be reviewed and published each year.

For further information contact:

Clerk to the Governing Body
C/O Deal Parochial CE Primary School
Gladstone Road
Walmer
Deal CT14 7ER

Term Dates 2023-2024

Term 1 Start: Friday 2 nd September 2024 Finish: Friday, 25 th October 2024	Term 2 Start: Monday 4 th November 2024 Finish: Friday 20 th December 2020	Term 3 Start: Tuesday 6 th January 2025 Finish: Friday 14 th February 2025
Term 4 Start: Monday 24 th February 2025 Finish: Friday 4 th April 2025	Term 5 Start: Monday 22 nd April 2025 Finish: Friday 23 rd May 2025	Term 6 Start: Monday 2 nd June 2025 Finish: Friday 22 nd July 2025

Standard School Year (total 190 days) based on 6 terms with 5 additional INSET days; dates of which are published in the school newsletters and on the school website.

End of Key Stage Assessments for pupils in Years 6, take place during the summer term.

High attendance at school is important to secure a good education for your child. Leave of absence during term time will only be authorised under very exceptional circumstances. Requests for leave of absence must be made in writing to the Headteacher on behalf of Governors.

School Timings

Teachers are on duty from 8:30am when the playground gates open. **School starts at 8:40am** and any child arriving after this time will need to report to the school office.

Session 1

8:40am - 10:30am

PLAYTIME

10.30am -KS1

1045 am KS2

Session 2

10:45am – 12:00pm EYFS&KS1

11.00 – 12.15 KS2

LUNCHTIME

12.00pm - 1:00pm EYFS / KS1

12:15 – 13:15 KS2

Session 3

1:00pm - 3:15pm



EYFS to be collected at 3:10pm.

School Day ends at 3:15pm and all children are led into the playground by their teachers or TAs where parents will pick them up. The school will be responsible for your child 10 minutes after the school day ends; children who are not collected will be taken to the main office to await collection. If you are going to be late, please let us know.

Leadership Team	
Headteacher / Lead DSL	Miss Justine Brown
Deputy Headteacher / DSL	Mrs K Porteous

Inclusion Team	
Inclusion Manager (SENCO & DSL) Nurture Lead / DSL	Mrs M Fox Mrs N Bugden

Breakfast Club Team	
Assistant Assistant	Miss J Holmes Mrs K Best
Catering Team	
Lead Cook	Miss J Holmes
Assistant Cook	Mrs K Best

Premises Team	
Caretaker	Mr R Knight
Cleaners	Miss J Holmes
	Mrs K Best
	Mrs A O'Grady

Further Non Teaching Staff	
Clerk to the Governors	Mrs M McCutcheon
Crossing Patrol	Mr M Lewin

After-School Club Staff	
Level 2 Football Coach	Mr S Earl
Level 2 Tennis Coach	Mrs K Hodgson
Science club	Mrs K Hodgson
Forest Club	Mr T Humphries
Admin Team	
School Secretary	Mrs K Beckett
Admin Assistant	Mrs C Knight

Teaching Team		
Reception	Teacher / DSL	Mrs L Friend
	Teaching Assistant	Mrs A O'Grady
	Learning Support Assistant	Mrs C Burgess Mr L Muir Mrs M Green Mrs Beer
Year 1	Teacher	Ms D Johnson
	Teaching Assistant	Mrs J Christie
	Learning Support Assistant	Miss Clarke Mrs Moczulski
Year 2	Teacher	Miss F Dowling
	Teaching Assistant	Mrs J Hegarty Mrs Mathews Mrs Beasley Mrs Roberts Mrs Neustadter
	Learning Support Assistant	
Year 3	Teacher	Mrs K Porteous
	Teaching Assistant	Mrs J Lane
	Learning Support Assistant	Mrs R Comlay
Year 4	Teacher	Mrs S Warner / Mrs Abbott
	Teaching Assistant	Mrs C Clugston Mrs S Hurst Mrs S Vicedomini Mrs S Lowe Ms Scott
	Learning Support Assistant	
Year 5	Teacher	Mrs M Bowles
	Teaching Assistant	Miss J Collister
	Learning Support Assistant	Mr Earl
Year 6	Teacher	Ms J Watson
	Teaching Assistant	Mrs P Blackman Mrs A Everington-Nee Ms J Booth Mrs Sobiech
	Learning Support Assistant	
Additional Staff	Music Teacher	Mr E Greenhalgh
	Reading Recovery	Mrs A Bridgeland

School Behaviour

Deal Parochial champions the right for everyone to learn and work in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from others. The principles of our school behaviour policy are:

- To raise self esteem
- To promote/develop integrity, empathy and respect for self and others
- To develop a sense of self-discipline and an acceptance of responsibility for our own actions To value the school and its routines
- To acknowledge that to maintain a good standard of behaviour is a shared responsibility To ensure that positive behaviour is always recognised
- To inspire confidence in the right to be treated consistently and fairly To develop a positive, proactive approach to behaviour management
- To ensure the rights and responsibilities of all members of the school community

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in acts of collective worship and through the modelling of good social behaviour from all adults and children within the school community.

Class Rules

Each class creates a set of class rules together. To ensure a safe, happy, productive learning environment it is essential that all children live up to these expectations of behaviour. Running alongside these rules are a series of stepped sanctions which will be applied if needed.

Rewards

Merit Cards: Each child in each coloured house has a merit card. Merits are given for excellent work. The children collect merits individually and their efforts are rewarded on a progressive system.

Their points are also included in a total for all the children in a coloured house. After being awarded merit points the children will be given a coloured token to add to their house score. The winning house each week will be announced in Friday's Share and Praise assembly.

Respect Leaves

These are awarded for showing respect and are collected on a weekly basis.

Respect for ourselves , Respect for others and Respect for the environment



During our Share and Praise assembly a child is drawn at random from each class and a small prize is awarded. All children who receive Respect Leaves are congratulated during this assembly and their respect leaf is added to our Growing Together Tree in the main hall.

Headteacher's Cups

Once a term a Headteacher's cup are awarded to one child in each year group. This is for exceptionally good work, good behaviour and good attitude to learning. The cup is returned to school at the end of each Term.

Liaison with Parents

Parents will be kept informed about their child's behaviour. Parents will be contacted when there have been serious incidents of poor behaviour which result in injury to others or damage to property. Parents will also be contacted when it is felt that a child is behaving inappropriately with some regularity. A rule of thumb will be that if there have been incident files filled out about a child, then the Headteacher will contact the parent to discuss their child's behaviour.

School Uniform

Deal Parochial C of E Primary School supports equality as set out in the Human Rights Act 1998, Gender Recognition Act 2004 and the Equality Act 2010.

Pupils are treated equally, regardless of sex, race, disability, religion or belief, sexual orientation, gender reassignment (also known as transgender), pregnancy or maternity. Pupils may choose to wear the school uniform of the gender to which they identify.

Any item of school uniform can be pre-ordered on line from <https://www.quickuniform.co.uk/> or more specifically for Parochial Uniform at: <https://www.quickuniform.co.uk/Parochial-School-Uniform-Shop-c34596742>

Pupils should wear a school jumper or cardigan with the school logo.

Pupils should wear a white polo shirt. Polo shirts with the school logo are available online (see website).

Pupils can wear either:

- a knee-length grey skirts or pinafore dress
- grey trousers.

Pupils should wear sensible black, low heeled shoes.

Boots may be worn in bad weather. Trainers are not allowed, unless for genuine medical reasons where parents can produce evidence.

Pupils should wear:

- grey or dark green tights
- white or grey socks.

Summer Uniform

During the summer, pupils may choose to wear:

- a green gingham summer dress.
- knee-length grey shorts
- sandals

Hair should be neat and tidy and long hair should be tied back for health and safety reasons and to prevent the spread of head lice. Hair accessories should be green, brown or black.

Coats should be plain and smart and preferably waterproof with a hood. School fleeces are also available.

Baseball, legionnaire and knitted hats are available from the uniform stall - branded caps are not allowed.

Not to be worn

- Jewellery (except sensible wrist watches)
- Fancy earrings (only small silver or gold studs allowed which must be removed or covered with tape for PE)
- Sweat bands or other wrist bands
- Trainers (except for outdoor PE or medical reasons)
- Branded baseball caps
- No large, fancy hair accessories



All items of clothing must be labelled so that lost items can be returned to their owners.

Curriculum

The Curriculum is the total of all learning experiences that Deal Parochial School provides for the children in its care. At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

Our aim is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential.

Creative Themes for Learning

Teachers work closely with the children in their classes when planning Creative Themes for Learning. The themes make meaningful links between National Curriculum subjects and promote Community Cohesion, Enterprise Skills, Environmental Understanding and Spiritual and Moral Development.

Key Skills

Key skills are the essential skills needed to make progress in a subject or area of learning. Many subjects have related key skills. When planning Creative Themes, teachers identify the key skills that will be taught, practised and applied, using their knowledge of the children in their class to decide at which level to teach them.

The Essentials for Learning and Life

At Deal Parochial we believe that there are some essential skills which should be continually applied throughout the curriculum. They include the basic skills of literacy, numeracy and ICT capability along with Physical Education (PE); Music; Humanities and Personal and Social Development.

Literacy (including Modern Foreign Languages)

READ Pupils need to: Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and information.	TALK Pupils need to: Talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and
WRITE Pupils need to: Write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts.	ANALYSE Pupils need to: Analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.

The key skills which we focus on in Literacy throughout the curriculum are:

As children move through the school these key skills are constantly being revisited but the standard to which the skills are being applied gets progressively higher, from National Curriculum expectations. Children aim to achieve the DFE National Curriculum 'Expected' outcomes at the end of every year group.

At Deal Parochial School we follow the National Curriculum (2014). In addition to a daily literacy session, we aim to apply the key skills outlined above throughout the curriculum.



<p>CALCULATE Pupils need to: Use numbers and Measurements to support Both accurate calculation And an understanding of scale, in order to make reasonable estimations.</p>	<p>INTERPRET DATA Pupils need to: Interpret and interrogate mathematical data in graphs, spreadsheets and diagrams, in order to draw inferences, recognise patterns and trends, and assess likelihood and risk.</p>
<p>COMMUNICATE Pupils need to: Use mathematics to justify and support decisions and proposals, communicating accurately using mathematical language and conventions, symbols and diagrams.</p>	<p>USE MATHEMATICS Pupils need to: Represent and model situations using mathematics, using a range of tools and applying logic and reasoning in order to predict, plan and try out options.</p>

Numeracy

As children move through the school these key skills are constantly being revisited but the standard to which the skills are being applied gets progressively higher, from the New National Curriculum.

At Deal Parochial School we follow the National Curriculum for Numeracy and this provides children with a thorough programme which ensures the development of skills, knowledge, understanding and application of Mathematics.

In addition to a daily numeracy session, we aim to apply the key skills outlined above throughout the curriculum, particularly in the area of Enterprise.

Each class also follows a an Arithmetic teaching and Learning programme which aims to consolidate mental calculations in a consistent approach across the school.

Computer Science

There are 3 core strands to the New Computer Science Curriculum:

- Information Technology**
- Computer Science**
- Digital Literacy**

Each class is well equipped with an Interactive Whiteboard. The school has 30 laptops housed in 2 laptop trolleys so that Computing can be literally wheeled into classrooms to ensure that it is fully integrated throughout the curriculum. The school also has another 15 small Chrome books for use in the class, as well as Ipads and class tablets.

Areas of Learning

Understanding the Arts

The subjects making up this area of learning are: art and design, music, dance and drama. They share the following key skills:

- Explore
- Create
- Improvise
- Present
- Evaluate
- Improvise



Historical, geographical and social understanding

The subjects making up this area of learning are: history, geography and citizenship. They share the following key skills:

- Investigate
- Analyse
- Communicate
- Consider and Respond

These are the key skills that need to be revisited in order to make good historians, geographers and citizens. Much of the work carried out in this area of learning draws upon the locality of Deal and Dover.

Understanding physical development, health and well-being

The subjects making up this area of learning are: physical education, personal and emotional well-being and economic well-being. They share the following key skills:

- Reflect and Evaluate
- Plan and Implement
- Move with Control
- Find and Check Information
- Communicate



Scientific and technological understanding

The subjects making up this area of learning are: science and design and technology. They share the following key skills:

- Generate Ideas / Investigate / Observe and Record Design / Make and Improve
- Explain Evaluate

The school regularly takes part in school STEM workshops and last year won lots of prizes at the The Big Stem Challenge.



House Teams and PE Kit

When children join Deal Parochial School they are allocated to a schoolhouse team; either red, yellow, green or blue. The colour of their PE T-shirt is dictated by their house team colour.

Indoor PE

Children will need to come to school in their PE kit on their PE day.

They will also need a house-

- coloured T-shirt
- black shorts.
- Footwear for indoor PE in KS1 is black plimsolls and in KS2 trainers are needed.

Outdoor Games

Trainers, house-colour T-shirts and black shorts are needed. In KS2 a plain, dark tracksuit can be worn in cold weather.

School Teams

A school strip is provided for team members. Football team members will need to wear football boots and shin-guards.

Please ensure that all items of clothing are clearly labelled so that lost items can find their way back to their owner.



The Early Years Foundation Stage (EYFS) - Reception Class

The Early Years Foundation Stage is the statutory framework followed by EYFS settings to ensure children are ready for school, having developed a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The 4 overarching principles shaping practice in early years settings are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
2. Children learn to be strong and independent through positive relationships;
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
4. Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Within the framework there are seven areas of learning and development that are equally important and inter-connected. These are:

1. **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
2. **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
3. **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
4. **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
5. **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
6. **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
7. **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Collective Worship

Our aim at Deal Parochial School is for our daily acts of collective worship to contribute to pupils' Spiritual Moral Social and Cultural development in the following ways:



- providing opportunities to set their learning in a broader context and to reflect on the spiritual dimension of life;
- developing pupils' moral understanding and sensitivity, affirming the core Christian values which the school seeks to promote;
- developing a sense of community within the school and a sense of being part of a wider community and the Anglican Church;
- providing opportunities to learn about and be involved in the particular character of the Anglican denomination and some of the ceremonies and traditions associated with it;
- developing pupils' social and cultural understanding and promoting equality, including a respect for and understanding of the values and practices which distinguish their own and others' religious traditions;
- considering the relevance of Christian ideas and beliefs in our own lives;
- practising the attitudes and skills of Christian worship, such as expressing personal beliefs, gratitude, thoughtfulness, wonder, reverence, attentiveness, regret, forgiveness, compassion, responsibility, finding help or support, being challenged;
- celebrating our highest common values, with respect to human rights and capacities, the quality of our relationships, and our sense of responsibility for each other and the environment;
- and above all, seeking to add significance and meaning to the daily lives of pupils by acknowledging the reality of a divine being in the experience of believers.

Religious Education

Our policy in this subject is a natural extension of the overall aims and objectives of a church-aided school. That is to say, we aim:

- to foster an understanding of religion.
- to lay foundations for and to foster the spiritual growth of children, by building links between the child's own experience and the religious experience of others.



To further these aims, we have the following objectives:

1. to enable the child to develop a knowledge and understanding of the key ideas and beliefs in Christianity
2. to enable the child to develop a knowledge of other faiths and within a Christian framework
 - to develop a response to life's purpose
 - to gain a spiritual awareness
 - to enable the child to consider values and relationships to gain religious knowledge

In this Church of England Aided School, the Governing Body has elected to adopt the Understanding Christianity Scheme and use the Kent Agreed Syllabus for Religious Education for other world faiths. This syllabus gives priority to teaching about Christianity, whilst also providing opportunities for the study of other principal world religions. This includes a substantial study of the stories of the Old and New Testaments and the life of Jesus.

Outdoor Education and Off-Site Visits

We like to give our children opportunities to explore their learning outside the school environment. This may be through visits to places of interest, museums or residential visits. Children's enthusiasm for learning is enriched through such educational visits. As a parent, you are asked to contribute towards the cost of the educational visit to enable us to enhance your child's educational experience at Deal Parochial.



Our Year 6 pupils engage in an annual residential visit. Children visit an outward bounds centre. Children are encouraged throughout the week to explore their leadership and problem solving skills, work as a team, challenge themselves and support their friends. Children grow both socially and emotionally during the week and return to school feeling they can confront life with renewed vigour.

Swimming

All classes in KS2 visit Tides Swimming Pool during either Term 5 or Term 6. The cost for this is currently £5.50 per session (borne by the parent).

Tennis

At Deal Parochial we are passionate about tennis. In 2022 we won the National School of the Year for our Tennis programme and we continue to build on this as a school. As part of our enriched curriculum, all children participate in Tennis. Each year group participates in tennis as part of their PE curriculum. EYFS children have tennis lessons on the school's mini-courts on the playground. Before and after school tennis sessions are held and children have opportunities to enter local and county school tournaments. We have also taken children on inspirational trips to Wimbledon.



Voluntary Parental Contributions

There are no compulsory charges for the usual curricular activities at the school. For some activities, such as school trips and in-school theatre visits, the school has to ask for voluntary contributions in order for the activity to take place. There may be times when parents who receive income support or family credit will not be in the position to contribute 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.

Sex and Relationships Education

Sex and relationships Education is formally delivered in accordance with our SRE policy and will be presented within a moral, family-oriented and Christian framework. Parents, pupils and Governors have been involved in devising our SRE Policy, which is available for perusal from the school office.

Parents have the right to remove their child from these sessions. Again, we strongly advise parents to come and discuss their concerns with the head teacher before making any decision.

Special and Additional Educational Needs

At Deal Parochial we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. Children within Parochial whose learning needs are special or additional fall into the following four categories, based on the updated SEN Code of Practice issued in 2014:

1. **All children** are regularly monitored for progress and achievement; support is given through the teachers' differentiation of planning for the whole class to provide Quality First Teaching.
2. **Vulnerable Children**
For children who may be vulnerable to under achieving in relation to their potential attainments, based on regular monitoring for progress and achievement. The school arranges the additional and different provision required to enable children to make adequate progress. The class teacher makes appropriate arrangements for differentiating the curriculum and/or providing additional support for the child; this should ideally be mostly included within the normal classroom timetable where possible and form part of the normal classroom differentiated teaching and planning, and as extra support or booster groups when necessary. The class teacher and TA in liaison with the SEN Co, will write the class Provision Map, detailing the additional help the child will receive in order to make adequate progress. Clear targets will be set and regularly reviewed. The SEN Co will monitor that the mapped provision is being provided, and being provided to an appropriate standard.
3. **Special Educational Needs Without Education Health Care Plan**
If there is inadequate progress for children identified and supported as Vulnerable when additional support is being provided in section 2 (above), the class teacher, with the SEN Co, will assess the child's difficulties with a range of assessments. New provision will be mapped for that child. The new provision may suggest alternative strategies, learning programmes, modifications to the curriculum, and / or extra support for the child, individually or in small groups. As with Vulnerable children, this should ideally take part as much as possible within the normal classroom timetable. The assessment and new provisions will usually involve support, advice and guidance from outside agencies such as Early Help Notification Service, Specialist Teaching and Learning Service, Speech and Language Therapy, Occupational or Physical Therapy, Educational Psychology and Health Services, through termly LIFT (Local Intervention Forum Team) meetings which are attended by SEN Cos, Educational Psychology, Speech and Language Therapy, and Special School outreach services. Parents are kept informed of the stages of support provided. This partnership and exchange of information with external agencies is particularly important in order that the needs of the majority of pupils with SEN are met effectively.
4. **Special Educational Needs with Education Health Care Plan**
A small minority of pupils will have significant and long-term difficulties. Parents / Guardians or the school may apply to the Local Authority to undergo a multi-agency assessment (Statutory Assessment Process), in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an Educational Health Care Plan is necessary, then the pupil's SEN and provision will be summarised in the Educational Health Care Plan document. This will be reviewed annually with parents and other outside agencies involved with supporting the child. The school undertakes to carry out the specific requirements as required in the Educational Health Care Plan.

The school's aims with regard to supporting pupils with special educational needs are:

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development
- To ensure that these children are given appropriate support to gain full access to the National Curriculum in a positive framework
- To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement
- To involve parents, pupils and others in a developing partnership of support, enabling them full confidence in the strategy as adopted by the school.

Equal Opportunities

At Deal Parochial School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of sex , race ,disability ,religion or belief, sexual orientation , gender reassignment (also known as transgender), pregnancy or maternity, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Deal Parochial School is committed to following the Human Rights Act 1998, Gender Recognition Act 2004 and the Equality Act 2010.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Deal Parochial School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

British Values

The Department for Education in 2014 introduced to all state-maintained and independent schools, guidance promoting British Values to ensure young people leave school prepared for life in modern Britain. Schools and staff have a duty to actively promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our British Values are explicitly taught through all subjects with additional school events to highlight the importance of this.

Extra-Curricular Opportunities



Clubs

A range of clubs are offered to pupils. These take place either during lunchtimes or afterschool up until 4:15pm. Popular clubs on offer include: football, dance, forest school, multi sports, choir, athletics, cricket, tennis, netball, tag rugby, and modern languages.



Clubs are run by staff, parents and Sports Giants.



Music Tuition

In addition to music lessons as part of the curriculum, children have the opportunity to take up an instrument. Individual and small group lessons are offered on the following instruments: keyboard, drums and guitar.



Breakfast Club

Our breakfast club is open to thirty children and runs every school day from 8:00am - 8:30am. The club costs £2.60 per day (2nd child ½ price) and offers children a great start to the school day. Children engage in a range of activities and games and share a nutritious breakfast with their friends. All age groups are welcome to attend.

After School Club

The school offers 'Wrap Around Care' at school every day until 5pm. Children are cared for onsite and engage in a selection of different activities each day. Each session costs £7.50 (2nd child ½ price) and includes a drink and a snack.

Home and School

We welcome the interest and support of parents in all aspects of school life as we believe that learning is a relationship between pupils, teachers and parents. We aim to keep parents well informed about their children's education so that they see it as a partnership between home and school.

Parent Evenings

Parent Evenings are held twice times a year so that the progress of your child may be discussed. Before the parental consultations in the summer term, all children receive their final report from their teacher.

Special arrangements for an appointment with the class teacher can be made if there is a particular parental concern between these meetings. The Headteacher is available for consultation or to discuss any problems. Please ring the school office for an appointment.

Remember, we are all here with one aim, to see your child develop to their highest potential educationally, emotionally, socially and spiritually; and above all to be happy in their learning.

School Reports

Two reports are written about your child's attainment, progress and attitude to learning. The first report, sent out in the Spring, informs you of your child's targets which they will be working towards during the academic year. The final report goes home in July and is a summary of your child's year and brings you up to date about the progress made towards the targets set earlier in the year.

Newsletters and the School Website

The school produces a regular newsletter to keep parents informed of school activities and events. This newsletter is published on the school Website which is also a very useful source of information about the school. Term dates, policies, curriculum letters from teachers to parents and loads of other useful information can be found on the website. There is also a link to the PTFA website.

Class News Letters

Class teachers send an overview of the key areas of the curriculum for each subject every new term. They will inform parents about topics, homework and activities that may be taking place, these letters can be found on the school web site.

Pupil Asset Portal

Parents can sign up to our 'Portal and log your child's absence and receive emails, newsletters, text messages and sign up for parent's evening.

School Money

This is an app that enables parents to pay for trips, clubs and outings.

Parent, Teacher and Friends Association

The school has a highly committed and thriving PTFA and all parents are automatic members. The aim of the association is to enhance the provision for the pupils in the school. They arrange fundraising events throughout the year in support of our children's education. We are very grateful to the enormous contribution our PTFA makes, both in the fundraising events and importantly, in the social events organised. All parents are welcome to join.

Homework

Parents, Guardians and Carers are encouraged to listen to their children reading daily and to provide a suitable environment in which their child can undertake their homework. Tables, number bonds and letter sounds are taught in school, but it is essential that children are helped to practise these at home. Pupils throughout the school have a homework book and parents may write comments in this book if they wish to do so. If homework causes any difficulty, parents are welcome to seek a consultation with the class teacher.

Helping in School We value any help which you can give at school'. The support you give not only benefits the school in general; it also benefits your own child. It shows them that you value the school, are part of the school community and are interested in what is happening. These positive feelings will rub off on your own child. If you would like to help, please see your child's teacher. All volunteers who support children on a regular basis in school will need to undergo a Disclosures and Barring Services check. This can be facilitated by our school office staff.

Safety and Well-being of Pupils

At Deal Parochial we establish a safe environment in which children can learn and develop. We practice safer recruitment in checking the suitability of staff and volunteers to work with children. A responsibility has been placed upon the school and staff for child protection, including the need for referral to other agencies in some situations. The welfare and safety of pupils is of paramount importance to us at Deal Parochial.

Complaints

The school will consider all complaints and deal with them fairly and honestly. We will provide sufficient opportunity for any complaint to be fully discussed, and aim to resolve it through open dialogue and mutual understanding.

If you feel that a concern has not been addressed through informal discussion with the class teacher or Headteacher, and you wish to have the matter formally investigated, this process begins with the completion of a complaints form, which you can get from the school office.

The complaints form should be returned to the school office, marked Confidential, for the attention of either the Head Teacher or Chair of Governors as appropriate. The Head Teacher/Chair of Governors will acknowledge in writing, receipt of the complaints form within three working days after receiving it and will enclose a copy of the school's complaints procedure with the acknowledgement.

The school's complaints procedure can be accessed via the school website and is also available from the school office.

School attendance

Once your child is registered at school you are responsible for making sure he or she attends regularly.

Of course, there may be times when your child has to miss school because he or she is ill. This is to be expected and for the odd day off sick you should follow the school's procedures for notifying illness.

Children may have to attend a medical or dental appointment in school time. However, you should try to make routine appointments such as check-ups during the school holidays or after school hours.

Any absence must be requested as far in advance as possible. Absences can only be authorised by the school.

If you think you might need to take your child out of school, discuss the reasons with the school as soon as possible. Reasons such as family bereavement or taking part in an agreed religious observance would be acceptable for short absences. Unacceptable reasons for missing school include shopping, birthdays and holidays. We aim to meet the Local Authority Attendance Target for every pupil to have at least **97%** attendance annually.

Registering Pupil Absences

To ensure the safety of your child we would ask all parents to telephone the school office by 9.30 am on the first day of your child's absence on **01304 374464**. Alternatively, parents can log a pupil absence via the Pupil Asset portal.

Holidays in Term Time

Parents do not have the legal right to take children out of school on holiday. For further information regarding this, please refer to our Attendance Policy.

Health

Should your doctor consider your child fit enough to attend school, yet they still require medication during the day, trained school staff may administer medication to your child, on your behalf, once you have completed a **'Record of Medication for an Individual Child'** Form. These can be obtained and filled out at the office.

This is a safety measure undertaken for the benefit of all. Asthma and allergy sufferers are not included as they may need their medication with them constantly. It is strongly recommended that duplicate medication is kept in school. Our staff are trained in the use of EpiPens for children who are at risk of severe allergic reactions. If your child needs cough sweets, we suggest that not more than two a day are handed to the teacher for distribution.

Parents must complete a medication information form and this has to be agreed with the appointed first aider or Headteacher before medicine can be administered. Sometimes children are sick in the night. Please allow 48 hours, from the time your child has stopped being sick, before you send your child back to school.

Sun Cream

When necessary, we suggest that sun lotion is applied to your child in the morning before coming to school. However, if extra lotion needs to be applied during the day, please label with your child's name and pass to the class teacher for safe-keeping.

Illness and Accidents

If your child becomes ill or has an accident at school we will try to contact you so that the child may be collected. Should we be unable to contact you, your child will be made as comfortable as possible at school. In cases of emergency visits to hospital, you will be notified immediately so that you may join your child there. **We must have a number by which you can be contacted in an emergency.** Please remember to notify us immediately of any changes. At no time will your child be left on his own at hospital without your permission. All head injuries will be followed up with a telephone call home.

Medicals

New entrants may be screened by the school nurse during their first year and this may result in you receiving a letter inviting you to accept a full medical examination by the school doctor for your child. During their time at school, children are also screened for hearing and vision. Children will receive a dental inspection, audio and visual examinations at certain stages during their school years.

Head Lice

Hair infestations occur from time to time, but treatment is quick and effective. You must let the school know immediately if you suspect your child has a head infestation so that the outbreak of infestation can be limited. You will be required to keep your child at home until medication has been administered. Please use a nit comb regularly to remove eggs. This is best done with wet hair, using a conditioner.

School Meals

Meals are cooked on the premises by a local school meals provider – Whole School Meals. Lunches are healthy and tasty. A 'Full Meal' is available at £2.41 per day (price for academic year 2023/24). Payments for meals is done via their website.

Children may bring a packed lunch if preferred, which is eaten under supervision on the school premises. We encourage parents to make packed lunches as healthy as possible and discourage chocolate and high sugar and fat products.

Free Meals

The Government now offers Universal Free School Meals to all children in EYFS and KS1. May we take this opportunity to inform you that your child is eligible for free school meals if you are in receipt of 'Income Support', 'Income Based' Job Seekers Allowance, Guaranteed Element of Pension Credit or Child Tax Credit.

The School Secretary has the necessary forms on which to claim for free meals.

It is very important that parents who are eligible for FSM register this through the school office. Schools receive additional funding to support educational needs of these children to ensure equal opportunities for economically disadvantaged children.



Lunchtime Supervision

Our lunch staff have been trained in a range of active play activities to keep your child busy and healthy during lunch playtime. We expect very high standards of behaviour during our playtimes and any form of bullying or taunting is not tolerated. Our desire is that children care for one another in our school playground. As a result of our positive ethos of love and care, we have very few upsets in the playground. If your child has an upsetting playtime then please do not hesitate to contact the class teacher who will ensure the matter is dealt with swiftly.



During the first few weeks of school new Reception children may play in the enclosed courtyard but once we feel they have found their feet they join friends and siblings in the main playground.

The school employs sports leaders who organises sporting activities during the lunchtime session, including tennis. There is also an indoor games club for older pupils.

The Governors

Governors are like a Board of Directors and make decisions about how the school will be run. They meet at least once a term at school.

Governors are appointed to help:

1. Decide what is taught.
2. Set standards of behaviour.
3. Interview and select staff.
4. Decide how the school budget is spent.

School Governors have legal duties, powers and responsibilities. They make their decisions together; they cannot act individually.

School Governors are:

1. The Headteacher (x1)
2. Parents - Non-foundation and foundation (x2)
2. Teachers or Support Staff at the school (x1)
3. LA representative (x1)
4. Church representatives (x3)
5. Diocesan Board of Education representative (x3)
6. An incumbent church Minister (x1)

Parent Governors:

1. Have a child in school at the time of their appointment
2. Are elected by parents of the school
3. Serve for four years

Deal Parochial School Governors 2019-2020		
Non-Foundation Governors	Ms Justine Brown	Headteacher
	Mr Billy Wilson	Parent Governor
	Mrs K Benbow	Parent Governor
	Ms J Watson	Staff Governor
Foundation Governors	Mr Stuart Comlay	Church Representative—St Andrews Church
	Julie Murrow	Foundation Governor
	Mrs F Pond	Foundation Governor
	Mrs Mary Heard	Chairwoman Canterbury Diocesan Board of Education Representative <i>Contactable via the school office</i>
	Miss Gaye Waters	Canterbury Diocesan Board of Education Representative
	Mrs Monica Cameron	PCC St Leonards
	Vicar Chris Spencer	Incumbent Church Minister
Associate Members	Mrs K Porteous	Associate Member
Clerk	Mrs Maureen McCutcheon	Clerk to the Governors

School Summary Sheet (Primary) - Autumn Term 2024

Deal Parochial CEP School
Gladstone Road
Walmer
Deal
CT14 7ER

Head Teacher: Justine Brown
Executive Head:
School Sub Type: ACA PRI
DfE: 3353
District: Dover
Phone Number: 01304 374464

Email: secretary@deal-parochial.kent.sch.uk

Contextual Information from January 2024 School Census (FSM is statutory aged pupils)

			School	Kent	National
Total Roll:	202				
Total Statutory Age Roll:	185				
No. eligible for Free School Meal:	79	% eligible for Free School Meal:	42.7	26.6	24.3
No. SEN pupils with EHC Plan:	11	% SEN pupils with EHC Plan:	5.4	2.8	3.0
No. SEN Support pupils:	35	% SEN Support pupils:	17.3	13.0	14.1
No. pupils with EAL:	22	% pupils with EAL:	10.9	15.2	22.8
No. of CIC (Kent and OLA CIC) as at 30/06/24:	1	*IMD Score - October 2023	20.34	21.11	N/A
Offered Planned Admission Number:Sept 2024	30	IMD Rank (out of 460)	194	<i>Rank of 1 is most deprived.</i>	

Ofsted	Date of Last Graded Inspection:	08/05/2013	Overall Effectiveness:	2	Personal Development:
	Quality of Education:		Leadership and Management:	1	Behaviour and Attitudes:
	Date of Ungraded Short Inspection:	28/06/2023	Overall Effectiveness:	2	

Budgetary Information (not available for Academies)

2024-25 Total Budget:	Total Revenue Rollover	Total Capital Rollover

Attendance and Exclusions

Attendance	School			Kent			National		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
% Total Absence	4.2	6.2	6.4	3.8	6.6	6.2	3.6	6.3	5.9
% of Persistent Absence Pupils	11.0	16.8	21.5	9.7	19.1	17.2	8.8	17.7	16.2

Exclusions

	2021/22	2022/23	2023/24
Number of Permanent Exclusions			
Number of Suspensions	2	8	

FSP Trends - All Pupils and FSM Ever Pupils Attainment

*DfE published ** Emerging National

	2023					2024				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% Good Level of Development	53.3	60.0	68.3	51.9	67.2	65.2	50.0	67.8	48.7	67.8
% Expected Standard Literacy Goals	53.3	60.0	70.8	54.8	69.7	65.2	50.0	70.2	51.1	70.1
% Expected Standard Mathematics Goals	70.0	70.0	79.2	65.1	77.1	73.9	60.0	77.9	62.2	77.1

Phonics Trends - All Pupils and FSM Ever Pupils Attainment

*DfE published ** Emerging National

	2023					2024				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% 32+ - Year 1	83.3	81.8	77	59.4	79	86.2	83.3	78.6	63.2	80.2
Number of Year 2 Retakes	7					9				
% 32+ - Year 2	57.1	50.0	56.5	50.3	58.7	33.3	0.0	52.1	45.3	54.6

*IMD = Index of Multiple Deprivation (based on pupils' home postcodes)

Management Information, CYPE, KCC

Trend data is not shown for new sponsored academies.

Secondary Transfer

In 2024 the schools that pupils moved on to were:

Goodwin Academy
Sir Roger Manwood's School
Dover Grammars School for Girls
Dover Grammar School for Boy
Sandwich Technology School
St Edmunds (Dover)

In previous years pupils have also transferred to:

Laleham Gap School
Dover School (Independent school)