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Welcome to Stillness

We offer you a warm welcome to our happy and friendly school.

This brochure is for anyone with an interest in our school, whether you are a visitor, a prospective parent or a parent with a child starting or about to start with us. We aim to tell you about the school – what we stand for, what we want for all our children as well as everyday matters such as school timings and routines.

Our primary aim is for children in our school to be happy. We know that happy children learn best and we want all children to make the best progress in all aspects of learning and life during their time with us. However we know that experiences outside school also play a vital role in contributing to learning and to developing attitudes and aspirations. We value the partnership with parents/carers and the wider community and aim to continually strengthen the relationship we have so that we can all work together for the future of our children.

We hope the years your child spends in our school will be a happy time for her/him and for you too. We want you to feel that your child's school is as much yours as theirs and hope you will make many new friends and become involved in all aspects of school life.

We hope you will find the brochure interesting and informative. If you need any further information please do not hesitate to contact us. If you would like to visit us, please telephone the school office. We are very proud of our school and love to show people around.

Our School

Stillness Infant School is a large school – around 270 pupils attend full-time as well as 52 part-time Nursery children.

The school is set on a large site which is shared with Stillness Junior School. We are largely housed in one building on the ground floor, with a couple of office spaces upstairs. We also have a separate small building used for meetings, workshops, after school activities and for children to eat packed lunches. There is a playground space for all children as well as separate outdoor learning spaces for pupils in Nursery and Reception.





Our School Community

Our school community consists of our children, our parents/carers, our staff and our governors.

Our children

Our children come from a diverse range of social, ethnic, religious, faith and cultural backgrounds. Over 30 languages are spoken in the school.

Our children are friendly and very well-behaved. We set high expectations and make these clear.

We involve children in all aspects of school life. We regularly canvass their opinions on matters of importance to them and routinely give them opportunities to let us know what they think about key issues such as the curriculum, the playground, behaviour and so on. By showing children that we listen to their thoughts and concerns, we believe they will develop the self-confidence to speak up for what matters and become confident and effective citizens of the future.

Our Parents / Carers

Please also help to foster good habits by ensuring that your child is punctual for school and that you are also punctual when collecting her/him. What seems a few minutes to us can seem an eternity for a very young child waiting to be collected and can cause much unhappiness.

If at any time you are unable to meet your child or are delayed, or if you arrange for some other person to collect her/him, please telephone school so that we can avoid any distress.

If your child does arrive late, valuable work time is lost and the class's concentration can be broken during special Literacy Hour work. It is essential, therefore, that you and your child are here just before 9.00am. Thank you.

Our Staff

The Executive Headteacher has overall responsibility for the strategic leadership of the school. The Head of School oversees day-to-day organisation. They are supported by the Senior Leadership Team.

Most class teachers have additional responsibilities for areas of the curriculum, supporting teachers and monitoring quality of provision to ensure high standards. We also have an Inclusion Manager who works across the school, supporting pupils and staff in meeting the needs of individuals and groups.

We have a large body of support staff working with children, either working alongside teachers or working with smaller groups of pupils targeting specific needs.

The admin team in the office deals with a range of tasks including organizing admissions to nursery and school, administering lunchtime arrangements and dealing with financial matters.

Our premises officer is responsible for the upkeep, safety and security of the school building and grounds. He works across both the infant and junior schools.

We have a team of midday meal supervisors who ensure that children have safe and happy lunchtimes by supporting children while they are eating and keeping close supervision while they are playing.

Our Governing Body

The Governing Body consists of parents, staff, local community representatives and local authority appointees. Governors make many important decisions about the school, including setting the budget each year and monitoring all areas of school life. Governors meet at least once every term as a body and also termly in their committees. Minutes of all meetings are available for public inspection.

Admissions to Stillness Infant School

Admissions to Nursery

Our Nursery offers part-time places (15 hours per week) for children from age 3.

Children attend either morning nursery (9am-12noon) or afternoon nursery (12:30pm-3:30pm).

Children start Nursery in September.

If you wish your child to attend our nursery, we hold a waiting list which we recommend you join when your child is 2 – 2½. You will be asked to complete a simple application form, which is available from the school office.

Our criteria for admissions to our Nursery follow the same guidelines as the Local Authority criteria for all admissions to school. First priority is given to Looked After Children and those children with an identified Special Educational Need for whom Stillness Nursery has been identified as offering the most appropriate provision. Priority then goes to children with siblings at the school and then finally according to distance from the school.

Our admission procedure is in accordance with the guidance provided by Lewisham Council.

Admissions to Reception

The Local Authority co-ordinates all applications for Reception places. The application process is usually open from November and the deadline is in the January before your child is eligible to start school in September.

We arrange tours of the school during the Autumn term for prospective parents / carers and we are always pleased to answer any queries.



Forms must be returned to:
Admissions and Appeals Team,
Laurence House, Catford, SE6 4RU

Attendance at Stillness Nursery does not in anyway guarantee a place in our reception class and the school has no control over the admission process.

Once you have been notified of an offer of a place, you will be invited to an induction meeting with the Headteacher. Here you will learn about our school in more detail and how you can help your child prepare for starting school. We also offer 'stay-and-play' sessions during the Summer term so that you and your child have the chance to familiarise yourself with the layout of the school, the names of some staff and important details like where to hang your coat and how to find the toilets!

In-Year School Admissions

If you wish to apply for a school place for your child after Reception (i.e. during Year 1 or Year 2) you will have to apply through the Local Authority. This is called an 'in-year admission'.

To proceed with an in-year admission an 'In-Year Common Application Form', available from the Local Authority, will have to be completed. You will need to provide proof of address and proof of parental responsibility with your application.

Further information regarding in-year admissions is available from the Lewisham Council website.



Your Child in School

School Uniform

We have a non-compulsory school uniform. This consists of:

Grey trousers, tracksuits, shorts, skirts and pinafore dresses.
Blue or yellow - Polo shirts, sweatshirts, checked or striped dresses (in summer), blue fleece, blue knitted hats, fleece hats.

Many items can be purchased in school, but are also widely available in many shops.

Please mark all items of clothing with your child's name. There is a glove and hat box in each classroom so that these easily mislaid items can be safely stored. In wet weather, it is useful to provide your child with an ordinary clothes peg to clip Wellingtons together. This can save time and distress at home time.

Clothing and Jewellery

School cannot accept responsibility for the loss of jewellery and this really is best kept for home wear.

For safety reasons, earrings must not be worn during P.E. lessons.

Behaviour

We want all children to be safe and feel safe in school so that they can enjoy learning and make best progress. We expect children to make appropriate choices, develop self-control and show respect for all members of our school community.

We promote good behaviour through praise and through the application of simple rules based on safety and respect. Our rules are displayed in classrooms and around the school and children are clear that breaking rules will result in known consequences which are also displayed.

We know that children are more likely to behave well when parents / carers have the same expectations and support the school and parents are expected to co-operate with the school in helping their children behave well.





Lunchtimes

Mid-day Supervisors look after the children and care for their needs in a calm, friendly and relaxed atmosphere.

School meals are cooked on the premises and parents / carers are notified of the cost each half term.

The cook is entirely responsible for the organisation of the kitchen and makes every effort to provide a nutritious meal which your child will enjoy. Special diets can be arranged if necessary.

Children eat in the main hall. They have a choice of main course and dessert as well as the option to add salad and bread to their lunch. Vegetarian options are available every day.

Children opting for packed lunch eat in the separate room just off the playground. We ask that parents do not give their children anything containing nuts/peanuts/peanut butter, etc., as we have children with severe nut allergies. Packed lunches should also not contain sweets or chocolate.

Attendance and Punctuality

It is the responsibility of parents to ensure children are in school on time every day.

Learning starts the second children are inside school, so it is important to be on time. Children arriving late miss out on learning, often feel anxious and can disrupt the learning of others.

If children are absent from school, a reason must be given. It is rare for the school to authorise any absences other than for sickness. Holiday absences are not authorised. Absences are recorded and reported at the end of the year. Attendance is monitored with the support of the Local Authority Attendance and Welfare Officer.

Illness and Accidents

Every precaution is taken to ensure the safety of the children, but inevitably, as in any community, there will be occasions when children suffer minor cuts and bumps. Of course, we comfort and tend to a child after such mishaps, but it may be necessary occasionally to get in touch with you if we consider your child needs to be taken home. It is school policy to telephone parents if children have bumped their heads.

If children are ill, they should not be in school, particularly if they have a temperature and/or a stomach upset. Once children are recovered they should return to school straight away. Always see your GP for further advice and keep the school informed of absences.

Staying Safe

We have security arrangements in place to ensure the safety of all children in school. We ask that all parents / carers comply with our routines and also that any concerns are reported to us immediately.

We take Child Protection very seriously. The school has a duty of care to pass on any information that raises concerns that a child may be at risk from neglect or physical, emotional or sexual abuse. All staff are regularly trained in recognising signs and symptoms of abuse in order that we can best protect children.



School Organisation

Organisation of Classes

In school there are nine Infant classes and a morning and afternoon Nursery class.

Nursery Classes have 25 pupils.

There are 3 classes of 30 pupils for each of the other year groups – Reception, Year 1 and Year 2.

There is a class teacher responsible for each class. In Nursery the teacher is supported by a Nursery Nurse and a part-time teaching assistant. Other classes in the school have support from teaching assistants.



Transition from Stillness Infant School to the Junior School

We work closely with Stillness Junior School throughout the year so that transition for children is smooth. We pass on all information about children's attainment and interests so that new teachers are able to get them off to a flying start. Children and parents have opportunities to meet staff in the summer term before joining Stillness Juniors.

Organisation of the School Day

Morning Nursery:

9:00am-12:00pm

Afternoon Nursery:

12:30pm-3:30pm

Rest of school:

9:00am-12:00pm

1:10pm-3:20pm



Learning at Stillness Infant School

The Curriculum

We aim to foster a love of learning and develop the key skills that will enable children to become independent learners of the future. To this end we make sure our curriculum is lively and stimulating, covering a broad range of topics to capture children's interests and enriched through visits, visitors and opportunities for outdoor learning. Our children learn in a variety of ways but we work hard to ensure that it is fun.

Each year group works on a new topic each half term, eg: Dinosaurs, Houses and Homes, Many People One World. Through these topics we cover all aspects of the curriculum as well as teaching basic skills of reading, writing and maths. The topics we teach are reviewed from time to time and our current Curriculum Map is available for viewing on the school website.



Educational Visits

Children are taken out from school on visits of many kinds as part of their education. Legislation prevents us making a compulsory charge for outings, but without your support, we cannot afford to give the children these beneficial experiences. We rely on your voluntary contributions if you wish these outings to take place and thank you for your co-operation. We try to keep costs down by making the best use of the local area for visits and, where possible, by using public transport.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) comprises Nursery and Reception (children aged 3-5 years). The curriculum is based around topics of interest to the children and aimed at developing the whole child. There are 7 areas of learning and development in the EYFS curriculum - 3 prime areas and 4 specific areas.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

During their time in Nursery and Reception, children will develop in all these areas through learning inside and outside (in all weathers!). We provide opportunities for children to access all areas of learning independently as well as having more focused teaching sessions with small groups or larger groups, for example at story time. Staff in the EYFS facilitate children's learning through observing, interacting, talking and questioning.



Key Stage One

Key Stage One comprises Year 1 and Year 2 (children aged 5-7 years). Again we teach a topic-based curriculum developing a progression of skills. As well as the core areas of Literacy, Mathematics, ICT and Science, we develop skills, knowledge and understanding in Geography, History, Music, Art, Design and Technology, Physical Education and Religious Education. In addition we cover Personal, Social, Health and Citizenship Education (PSHCE) as well as Social and Emotional Aspects of Learning (SEAL).

Teaching in Key Stage One is mainly cross-curricular. That is, we don't often teach single subjects in isolation. For example, children will learn about another country through researching non-fiction books, then creating an ICT presentation of their own. Or they might develop their knowledge of transport by designing and making a vehicle, which would involve the design (DT and literacy), the making (mathematics through shape and measure), joining (DT and science). Through designing and making prayer mats, they increase their knowledge and understanding of Islam.



Literacy

In Literacy we focus on:

- Speaking and Listening
- Reading
- Writing (including handwriting and spelling)

All learning stems from speaking and listening. As such we ensure that children have lots of quality experiences in school to hear about and to speak about. Through this their understanding of language develops, which in turn enables them to read with understanding and also allows them to develop as writers.

Mathematics

Mathematics is as much about language as it is about numbers! Children need to understand concepts such as more and less as well as know key vocabulary about shapes, space and measure.

At Stillness we teach mathematics in a very practical way, ensuring that children are fully grounded in their concrete understanding of concepts before moving onto abstract mathematical recording.

ICT

Children develop ICT skills while learning across the curriculum. Our children love using computers, laptops, iPads, cameras and recorders.

While using ICT we ensure that children understand about the appropriate use of ICT and of course teach them about e-safety.





Science

Through Science our children learn to observe, describe, measure, make predictions and set up investigations. Many of our topics are based around science themes, eg: Light and Dark or On the Farm.

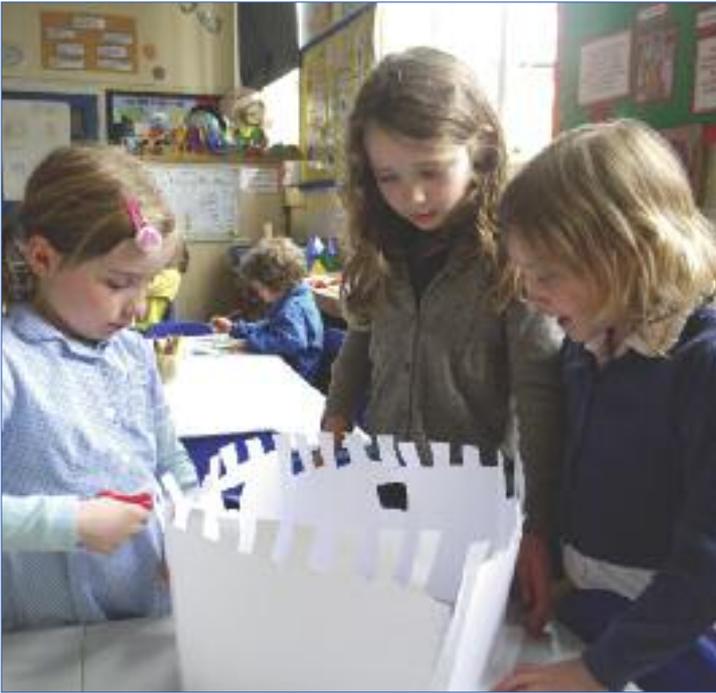
The Science curriculum covers Scientific investigation, Life and Living Processes, Materials and Their Properties and Physical Processes.

Geography

Children learn about different places ranging from the school site to tropical islands. They learn to describe places and name geographical features.

They also learn key geographical skills such as mapping. Topics with a strong Geography focus include Where I Live and The Rainforest.





History

Children find out about events and people from the past as well as comparing lifestyles. History is taught through visits, visitors and through children researching using books and artefacts.

Topics with a history focus include Me and My Family, The Fire of London and Castles.



Art

Art happens all the time at Stillness! As well as developing key skills such as drawing, printing and sculpture, we give art a high priority through curriculum enrichment activities, eg: trips to galleries and art workshops in school.



Design Technology

Children learn to use a range of tools, materials and fixatives in different ways. They also get involved in designing and making things eg: vehicles, toys, etc.

Music

Music flourishes at Stillness Infant School. We explore sound. We love Music here at Stillness! As well as singing at every opportunity, children learn to handle percussion instruments and create their own compositions.

We encourage children to listen to and comment upon all different types of music. Children also have opportunities to perform to a range of audiences.





Physical Education

PE is taught inside and outside and covers dance, gymnastics and games. We want children to be fit and healthy and to develop confidence. Where possible we make links to other areas of the curriculum, eg: timing how long it takes to jog around the playground, measuring the longest jump and so on.

Most children do indoor PE in pants and vest. However children can wear a simple PE kit of plain shorts and T-shirt. For outdoor PE children can change into trainers.



Religious Education (RE) and Collective Worship

The teaching of RE is based on the locally agreed syllabus across Lewisham. We teach children about major world religions with the aim that children learn respect for other faiths and develop understanding in our multi-cultural community. Our RE curriculum also develops social, moral, spiritual and cultural development so that our children can become reflective, tolerant and sensitive citizens of the future. RE is taught in classes and in assemblies.

Collective Worship for younger children happens in classes and is often based around a story. Children have opportunities to listen and to reflect on key aspects of life. In Key Stage One, Collective Worship usually takes place in assembly. Again, children listen to stories, respond to events and take time to reflect.

We want all children to participate in all our activities. However, any parent who wishes may withdraw their child from RE and/or Collective Worship after discussing this with the Headteacher.



Sex and Relationships Education

This is a compulsory part of the curriculum and has close links with Science and PSHCE. The curriculum is age appropriate and covers relationships (family and friends), looking after yourself and caring for others. Children also have opportunities to learn about change and growth in plants, humans and other animals. Our Sex and Relationships Education Policy is available on request and also on our website.



Equal Opportunities and Inclusion

We recognise that many children have additional needs and that these may be short term or long term. In meeting children’s needs the school will always consult with parents/carers in the first instance. Together we develop strategies to support children whether that is through additional support in small groups, different resources or more targeted support in and out of the classroom. Progress is closely monitored and we meet regularly to ensure that the plans in place for children with additional needs are sufficient.

Where necessary, additional support is sought from other agencies, eg: Educational Psychology, Speech and Language and so on.

Environmental Responsibility

Stillness Infant School became an Eco Schools Green Flag school in 2006 and has continued to promote environmental awareness through the curriculum and through our everyday life in school. Initiatives are decided by the school’s Eco Council, which meets twice a term and consists of pupil representatives from each Year 1 and 2 class, teachers, parents and governors. Projects have included recycling, litter reduction, energy efficiency, water conservation, reducing waste, walking to school, growing plants and improvements to the school grounds.

Our efforts have been recognised through a number of awards over the years.





Keeping You Informed / Getting You Involved

We try to keep parents / carers informed by providing as much information as possible about the school and about your child's progress. We do this by:

- Regular newsletters which are emailed and displayed around the school
- Half-termly curriculum letters giving details of key learning activities for the half term
- Our texting service which enables us to send urgent messages direct to your mobile phone
- Consultation meetings with teachers – these take place 3 times per year
- Special assemblies and concerts throughout the year
- Special events such as sports day
- Open meetings once every year
- Termly curriculum workshops for parents
- Year group meetings at the start of the year

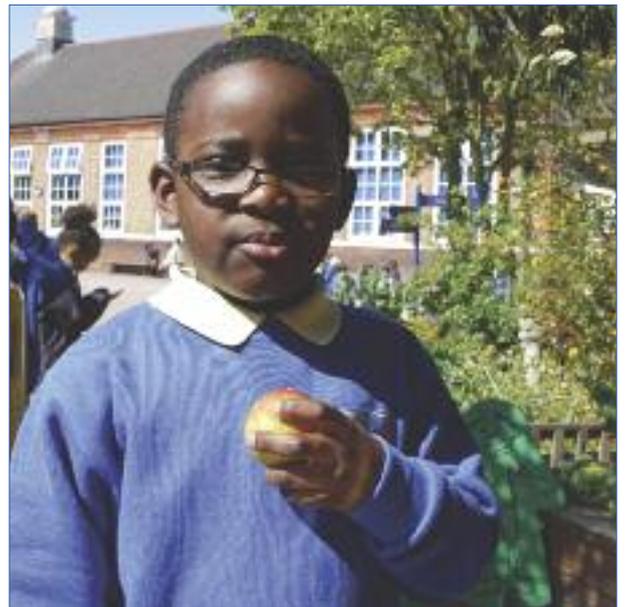
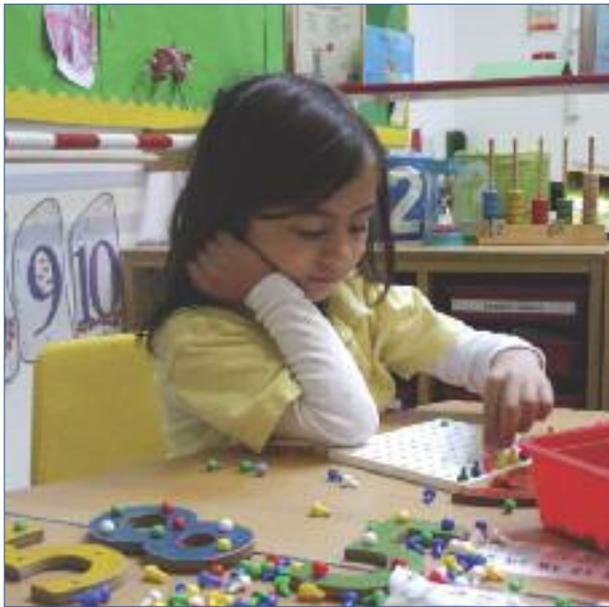
Teachers are also around at the beginnings and ends of days for informal chats as are the admin team and members of the Senior Leadership Team. Please see any one of us if you wish to discuss something.

You can get involved by coming to any of the meetings or events mentioned above. You can also get involved by volunteering to help, either on a regular basis in class, or by volunteering to help on trips. All parents / carers are also able to get involved with any activities organised by FOSI.

Answering Your Concerns

We aim to deal with any concerns as quickly as possible. This is usually done through talking to the class teacher or assistant or sometimes the admin staff at the office. The Headteacher is usually available to meet with parents / carers, but sometimes an appointment may be necessary. If concerns are not dealt with to your satisfaction you may wish to complain. The school has a complaints procedure which is available on request from the school office and also on our website.





And finally ...

We hope this brochure has given you the information you need about our school. If there are areas about which you would like to know more, please ask. We welcome your interest, questions and comments. We look forward to meeting and working with you.

