

## **Welcome to The Orchard**

Thank you for your interest in our school.  
We hope that the information you find here answers all of  
your questions.  
Please contact the office to make an appointment to visit us  
on a Tuesday morning at 9.30 am.

We look forward to welcoming you to The Orchard

Head Teacher: Mrs Carol Rusby B.Ed. (hons) M.A

Chair of Governors: Mr Mark Waters

# The Orchard Vision: Inspiring Success and Outstanding Learning

## Values: Respect, Courage, Determination

We want our school to be a **centre of excellence** for learning- for children and adults and our wider community. We want to create a school where:

- Children are safe, happy and healthy
- Children make outstanding progress and are confident, independent, enthusiastic and determined learners
- Staff are inspirational practitioners, able and enthusiastic to learn from and develop others
- Everyone shows respect and consideration for other people

We want to grow through supporting and developing other schools and continuing to learn ourselves. We want our school to be a **rich, exciting and fun** environment which is underpinned by these important characteristics:

### Learning:

- Creating and thinking critically: Problem solving - using and applying skills
- Confidence to take risks and to be independent
- Collaboration
- Responsibility, Resilience, Resourcefulness, Reflection, Reasoning, Respect (6Rs)
- Exploring, Playing
- Active learning
- Tolerance and respect for others, their ideas and opinions
- Enthusiasm for learning

### Teaching:

- Tenacious- wanting the best for every child, every lesson, every day
- Engaging and Inspiring
- Analytical and reflective assessment: rigorous and influences every lesson
- Challenging- underpinned by high expectations
- High Quality Interaction- questioning and feedback which guides next steps, praises effort
- Excellent relationships underpinned by care and respect
- Rich Language and learning environment

### Leadership:

- Consistent- underpinned by a clear, well communicated vision
- Rigorous- analytical, informed by high expectations and determination to achieve the best for every child
- Relevant-based on thorough knowledge of the school, its children, families and staff, current research, social and political climate
- Exemplary- excellent role models to ensure consistency and clarity
- Aspirational
- Motivating

### Professional Conduct:

- Reflective on own practice- proactive in seeking professional development
- Empathetic to others' needs, concerns, priorities
- Seek Solutions or Guidance
- Polite to children, staff, governors, visitors
- Enthusiastic "can do" approach and positive in the face of adversity and change!
- Communication which is clear, effective: good listening, maintaining confidentiality
- Teamwork- sharing planning, ideas, resources; flexible, approachable, sense of humour

## Our Curriculum, Learning and Teaching at The Orchard

We aim to maintain an **outstanding** quality of learning, teaching and curriculum provision at The Orchard to ensure that standards of achievement remain high and children enjoy their school life.

We believe that the most important factor in developing and maintaining this **high quality** provision is the **positive relationship** we foster with the children and their parents and carers. When children feel **safe and happy** in school, and know that they are valued, they become more effective learners.

Our Curriculum teaches skills and knowledge and follows The National Curriculum. We teach:

*speaking and listening, reading and writing, mathematics, science, information communications technology, music, art, design technology, geography and history, personal and social education, sex and relationships education\*, RE\* and PE.*

\*(Parents have the right to withdraw from these subject areas)

We often teach these subjects, however, in a "cross curricular" way so that the children learn in ways which are **meaningful and motivating** to them. For example, our children might learn about "ourselves" which will involve many different subjects.

Please look at the 'curriculum' section of our website under the class names to see the curriculum plan for each year group.

### The 6R's of learning

We also want the children to develop learning skills which they use in every part of the curriculum and which will enable them to become effective life- long learners and successful people in whatever they might choose to do. They encourage thinking, problem solving and perseverance. The learning skills we teach are known as the "6R's". These are:

- **Responsibility**
- **Resilience**
- **Resourcefulness**
- **Reflection**
- **Reasoning**
- **Respect**

Please look at the curriculum framework (on our website) and the plans for each year group on the class pages. Each week we publish what the children are learning the following week.

## **Admission to The Orchard**

The Orchard is a non-denominational Foundation Infant School with Trust Status. This means that we manage our own admissions but we follow the Surrey County Council Admissions policy.

By law, children must start full time education no later than the beginning of the term following their fifth birthday. Surrey County Council's admissions policy enables children to be admitted to school in the September of the school year in which they are five. These arrangements are subject to the availability of accommodation and other resources.

Children are admitted to The Orchard on a full-time basis, 8.55 a.m. - 3 p.m. daily. We do not admit the whole year group on the same day but instead you will be given a starting date for your child. This means that we can settle small groups of children into school and the staff can get to know them. Parents or Carers have an individual appointment with the teaching staff during the first two days of the Autumn Term.

Parents who would like to apply for a place at The Orchard need to complete an application form via Surrey County Council's Co-ordinated Admission system at [www.surreycc.gov.uk](http://www.surreycc.gov.uk). This is done during the autumn term with a mid-January deadline one year before your child is due to start school.

At The Orchard, we can admit pupils up to our admission number of 90. In addition, we admit two children each year who have an Education Health Care Plan, (EHCP) with identified need for a centre place within our Specialist Centre Provision for children with Speech, Language and Communication Needs. Other Children with EHCPs attend our mainstream provision and are allocated places according to the published priorities. Children with EHCPs are given priority. The school follows Surrey's admissions procedures. Please look at the admissions section on our website to ensure you know the up to date admissions policy.

Surrey County Council operates an equal preference system of admissions. In the event of any category being oversubscribed, home to school distance will be measured by a straight line from the address point of the pupil's house, as set

by Ordnance Survey to the nearest school gate for pupils to use. Reception Year waiting lists will be held for the period of one academic year (September - July). In subsequent years in the event of more than one request for a place to the school and the appropriate year group being full, a waiting list will be opened. The waiting lists will be prioritised using the admissions criteria as appropriate.

## September 2022 Admissions Policy

### Admission arrangements for The Orchard Infant School September 2022

This document sets out The Orchard Infant School's determined admission arrangements for September 2022

#### **Section 1.**

The Published Admission Number for The Orchard Infant School for 2022 admission is 90. Parents resident in Surrey should complete a Surrey LA Admission form or make an online request for admission via Surrey County Councils website. Residents of other LAs should make a request via their home LA stating their school preferences. Applications for school admission will be managed in accordance with Surrey's coordinated schemes on primary, secondary and in-year admission at a date designated by Surrey LA.

Places will be offered on the basis of the preferences that are shown on the application form. Parents will be asked to rank up to four preferences and these will be considered under an equal preference system.

Children with a Statement of Special Educational Needs or Education and Health Care Plan that names a school will be allocated a place before other applicants are considered. In this way, the number of places available will be reduced by the number of children with the above that have named the school.

#### **Section 2**

If the school is over-subscribed for any year group, applications for entry in 2022/2023 will be ranked in the following order:

##### **First priority: Looked After Children and previously looked after children**

See Section 3 for further information relating to Looked After or previously looked after children.

##### **Second priority: Exceptional social/medical need**

See Section 4 for further information relating to exceptional arrangements.

**Third priority:** Children who will have a sibling on roll at The Orchard School or St. Lawrence CofE Junior School, East Molesey, on the date of application. See section 6 for further information relating to sibling arrangements.

**Fourth Priority:** Priority for children of staff (maximum number 4), this will only be permitted if the member of staff is employed at the school.

a) for two or more years at the time at which the application for admission to the school is made, and/or

b) the member of staff is recruited to fill a vacant post for which there is a skill shortage.

This does not extend to members of the Governing Body. If applying under this criterion you will need to submit the additional SIF form available on the school website [www.orchard.surrey.sch.uk](http://www.orchard.surrey.sch.uk)

**Fifth priority: children for whom the school is the nearest to their home address**

If within this category there are more applicants than places available, any remaining places will be offered to applicants who meet this criterion on the basis of proximity of the child's home address to the school.

**Sixth priority: any other applicant**

Remaining places will be offered on the basis of nearness to the school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**Tie Breaker:**

If within any category there are more children than places available, any remaining places will be offered to children who meet that criterion on the basis of proximity of the child's home address to the school. The distance will be measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the admissions team's Geographical Information System. Where two or more children share priority for a place e.g. where two children live equidistance from a school, Governors will draw lots to determine which child should be given priority.

### **Section 3**

- Within the admission arrangements Looked After or previously looked after children will receive the top priority for a place. Looked After or previously looked after children will be considered to be children who are registered as being in the care of a Local Authority or provided with accommodation by a local authority in accordance with Section 22 of the Children's Act 1989 (for example, fostered or living in a children's home). This also includes children who have left care through adoption, a child arrangement order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families

Act 2014) or special guardianship order (in accordance with Section 14A of the Children Act 1989) but were previously defined as a looked after child or provided with accommodation by the local authority.

- children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child will be regarded as having been in state care outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. The parent/carer will need to provide evidence to demonstrate that the child was in state care outside of England and left that care as a result of being adopted

Places may be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

#### **Section 4**

Occasionally there will be a very small number of children for whom **exceptional social and medical circumstances** will warrant a placement at The Orchard School. Evidence from a consultant doctor will be required for medical cases. Documentary evidence from any relevant support services will be required for other sensitive family circumstances. This evidence must confirm the circumstances of the case and should set out why the child should attend a particular school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given priority at The Orchard School and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

Places may be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

#### **Section 5**

Applicants may also choose to seek a place outside their child's chronological (correct) year group. Decisions will be made on the basis of the circumstances of each case and what is in the best interests of the child concerned.

- Applicants who are applying for their child to have a decelerated entry to school, i.e. to start later than other children in their chronological age group, must initially apply for a school place in accordance with the deadlines that apply for their child's chronological age. If, in liaison with the headteacher, governors agree for the child to have a decelerated entry to the school the place cannot be deferred and instead the applicant will be invited to apply again in the following year for the decelerated cohort.

- Applicants who are applying for their child to have an accelerated entry to school, i.e. to start earlier than other children in their chronological age group, must initially apply for a school place at the same time that other families are applying for that cohort. If, in liaison with the headteacher, governors agree for the child to have an accelerated entry to the school, the application will be processed. If it is not agreed for the child to have an accelerated entry to the school, the applicant will be invited to apply again in the following year for the correct cohort

Applicants must state clearly why they feel admission to a different year group is in the child's best interest and provide what evidence they have to support this. More information on educating children out of their chronological year group and the process for making such requests is available at [www.surreycc.gov.uk/admissions](http://www.surreycc.gov.uk/admissions).

## **Section 6**

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, living at the same address.

A child will be given sibling priority if they have a sibling who is on roll at The Orchard or St Lawrence CofE Junior School, East Molesey, on the date of application. This will apply both at the initial allocation of places and when prioritising from the waitlist. Giving sibling priority has the effect of maximising the opportunity for children in the same family to be educated at the same school.

## **Section 7**

The nearest school within the admission arrangements is defined as the school closest to the home address with a published admission number for pupils of the appropriate age-range, as measured by a straight line and which admits local children. Within the admission arrangements the child's home address excludes any business, relatives or childminder's address and must be the child's normal place of residence. For pupils with joint custody arrangements, the 'home address' will be the address where the pupil spends the majority of time. When a child spends an equal time in each of the two households, the address nearest to the school will be used 'to determine priority'.

All distances will be measured by the computerised Geographical Information System maintained by Surrey's Admissions and Transport team. Any offer of a place on the basis of address is conditional on the child being resident at the address provided.

The address to be used for the initial allocation of places to Reception will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's Coordinated Schemes if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current



address. Any offer is conditional upon the child living at the appropriate address on the relevant date. Parents have a responsibility to notify Surrey County Council of any change of address.

Where two or more children share a priority for a place, e.g. where two children live equidistant from a school, Governors will draw lots to determine the rank position of each child as the school is responsible for applying its own admission criteria. In the case of multiple births or siblings born in the same academic year, Governors will determine priority by the drawing of lots. If after the allocation one or more places can be offered but there are not sufficient places for all of them, the child(ren) ranked highest will retain their offer. The remaining sibling(s) will be placed at the top of the waiting list and the applicant will be advised of their right of appeal.

There is a single intake into Reception. All children whose date of birth falls between 1 September 2017 and 31 August 2018 are eligible to apply for a full time place in Reception at the school for September 2022. Applicants can defer their child's entry to Reception until later in the school year, but this will not be agreed beyond the beginning of the term after the child's fifth birthday, nor beyond the beginning of the final term of the academic year for which the offer was made. Applicants may also arrange for their child to start part time until their child reaches statutory school age.

### **Waiting Lists**

Where there are more applicants than places available, waiting lists will operate for each year group according to the oversubscription criteria above and without regard to the date the application was received or when a child's name was added to the waiting list. The waiting list will be prioritised as documented in the admissions criteria. The waiting list is updated at regular intervals and will be cancelled at the end of each academic year. Parents are asked to advise the school if they wish to be added to the new list at the beginning of each academic year.

Applications after 1 September 2022, for all existing year groups should be made on the in-year application form. Where there are more applications than places available, each application will be ranked in accordance with the published oversubscription criteria for the school.

Late applications will be considered in accordance with Surrey's coordinated admission scheme.

## School Attendance Analysis

Period : 01/09/2020 to 21/07/2021

Whole School

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Totals	272	202	74.3	1.7	54	19.9	0.3

## Our facilities and accessibility

We are very proud of the outstanding quality of provision at The Orchard which facilitates high quality learning indoors and outdoors. Our facilities include:

- Two large, purpose made playgrounds for our Reception children and our children in Year One and Year Two
- Central resource areas for all year groups
- A wireless network of laptop computers available in every class
- Interactive whiteboards in every class
- Adventure play-trails
- Outdoor "shelter" classrooms
- The 'Rainbow room' for quiet small group or individually supported learning

Access to the school for disabled pupils, staff or visitors is available through the main entrance or the hall entrance where there is a ramp. Disabled toilets are available - one in the corridor near to the Reception classes and one near the entrance to the Year Two classes.

We have eleven interactive whiteboards to ensure visual learning is accessed in all classes and the hall. We are committed to making appropriate adjustments to the curriculum, resources or support to meet the needs of children with disabilities.

A quiet room known as "The Rainbow Room" is available with appropriate resources to facilitate work with individuals or pairs. This is useful when the speech and language therapist or other outside agency visit or when one of our special needs assistants is helping a child on a specific task.

A small classroom known as "Pine Class" is the main hub for our Speech Language and Communication Needs Specialist Centre where children work with a specialist teacher or in small groups with a Learning Support Assistant.

The school has been surveyed and assessed by a consultant architect from RADAR (Royal Association for Disability and Rehabilitation), who reported that, with the school being on one level with wide circulation areas, access and free movement around the school by wheelchair users is possible. The layout and decoration of the school is also acceptable for visually impaired people.

Our equal opportunities policy states, as our school aims reiterate, that all children are welcomed and valued. We have high expectations at The Orchard

which ensure that, whatever their ability, we will provide learning opportunities which will enable all the children to fulfil their potential.

Our current carefully planned and varied provision for children with Special Education Needs supports this aim and is evidence of this commitment. Regular communication with parents of disabled children and the other agencies involved in their care is also crucial to successful inclusion. There is an accessibility plan which is reviewed every three years included in our School Improvement Plan.

Please follow this link to ["Special Educational Needs and Disabilities"](#) to read our 'SEND' offer statement on the website.

## The School Day

- Doors open: 8.45a.m.
- School starts and doors close: 8.55a.m.
- Lunchtime break: 11.45-12.45 Reception classes  
12.15-1.15 Year One and Two
- School ends : 3.00p.m.

Children can arrive from 8.45am with their parent/carer and come straight into the classroom. At 8.55a.m. classroom doors are shut. Children arriving after 8.55 a.m. when the registration time finishes must be brought to the main office entrance to be registered. We regularly monitor lateness, and we ask for your co-operation in ensuring that the children arrive on time, so that the school day can begin promptly and most importantly so that children do not get upset.

The school is open for 38 weeks of the year - 190 teaching days. In addition 5 days are used to train staff. These training or 'INSET' days are normally scheduled at the beginning or end of a half-term. Parents are notified of these dates for school closure in the summer term before the new academic year begins in September. Any date changes are notified at least six weeks in advance. New reception children start school at different dates in September so that small groups of children are settled into school every day.

### **Morning Break**

All the children have fifteen minutes playtime. Reception class children have a separate playground allowing them ongoing access to the large toys, playtrail, grass and tarmac area in smaller groups. We participate in the free fruit and vegetable scheme. All children are offered a piece of fruit or vegetable each day at no charge to parents.

### **Water**

Children bring water to school each day in a clear 500ml sports top bottle which is kept on the table and they are able to drink from throughout the day. Only water is allowed in the classroom.

**Lunchtime Arrangements**

Free hot dinners are provided for every child at The Orchard. These are cooked on the premises, or a packed lunch may be brought from home. There are three sittings for lunch and children sit with their friends from their class. Each class is looked after by its own midday meals' supervisor.

## Before and After School Activities

In addition to the curriculum the children experience between 8.55am and 3pm, we offer the following clubs:

- Breakfast: 7.45am-8.45am (Monday-Friday)
- After School: 3.00-5.45pm (Monday-Friday)
- French: 3.00-4.00 pm TBC
- Art Club: 3.00-4.00pm TBC
- Playball: 3.00-3.45pm (Monday-Wednesday)
- Choir: Lunchtimes- Spring and Summer
- Football: 3.00-4.15pm (Mon, Thurs & Friday)

Further information concerning our clubs is available through the parents' induction pack and also on our website: [www.orchard.surrey.sch.uk](http://www.orchard.surrey.sch.uk)

We also sign post parents to activities which are available throughout the year including holiday times which take place in our own school or in other local schools.

## Safeguarding at The Orchard

Our first priority is to keep all of our children safe, happy and healthy  
To do this we have many policies and procedures but most importantly we listen to the children, to staff and to parents to ensure we review our procedures and respond to the needs of our children.

Our named Designated Safeguarding Leads are:

Carol Rusby	Head Teacher
Alison McCarthy	Assistant Head Teacher (Year One Lead)
Chloe Turi	Assistant Head Teacher (Pine Class Centre Lead)
Sandra Mitchell	School Business Manager

Our named Governor for Child Protection and Safeguarding is

Mark Waters      Chair of Governors  
childprotectiongovernor@orchard.surrey.sch.uk

Look on our website ([www.orchard.surrey.sch.uk](http://www.orchard.surrey.sch.uk)) or ask at our school office if you would like to read any of our policies.



## How to help your child at home

### Talk

Listening and speaking to your child is the most valuable aspect of "homework". You are modelling the most important of skills, showing an interest and developing language and ideas. In our busy lives we sometimes look for lots of things for children to "do", to "occupy" them and of course physical and social activities are very important. . . but do not forget to make time to talk about things you are doing together, encouraging questions and thinking about new ideas. Reading bedtime stories, poetry, rhyme and information to your children is an extremely valuable and fun way to develop language skills and it develops confidence and ability in their own reading. Make sure you find time every day to have conversation.

### Play

Playing games with your child develops language and social skills. Certain games can also develop thinking, improve memory, concentration and mathematical skills. Board games, jigsaws, memory games, guessing games, role play, card games and others you make up are enjoyable ways of developing important skills without your child feeling you are "Teacher" and they are still at school. They need to listen to instructions, take turns, think how to win... and also experience losing sometimes!

### Reading

We ask parents and carers to listen to their children read each day if possible and we keep a diary to communicate the progress each child is making at school and at home. At school we individualise the reading programme for each child according to our phonics assessments and also informed by comments from home. Reading should happen in a **relaxed, quiet** environment away from distraction. It should be **enjoyable** and part of a daily **routine**. Advice is given by school staff on how children learn to read. **Praise and encouragement** lead to **confidence** in reading so the adult needs to be patient and calm so that a child will **take the risk** to try out new words.

Children need to develop good **phonic knowledge** and the skill to put this knowledge in to use in their reading. They build on this phonic knowledge to be able to recognise whole words automatically. Children are also taught prosody and comprehension.

Teachers inform parents about the phonic skills the children are learning so that they can practise these at home and will also give guidance on how to support their children. Children should want to read so it is important that the

books offered are at an appropriate level for their understanding, interests and success. In addition to a phonetically decodable book we send a book to share and enjoy and read to your child. We emphasise that reading should be a part of home life, not just school so encourage you to enjoy a range of reading material together and not just the books we send home.

We also encourage you and your child to think of reading as a life long activity- the aim should not be to "race through" a reading scheme to see who can get to the end first. Accuracy, breadth of reading, understanding and enjoyment are key to ensure that the children see reading as a fun part of every day life, not something that will end when they reach the end of a scheme.

### **Spelling**

Children are assessed during their daily lessons to see which spellings they know. The children are taught to use their phonics knowledge to spell. We keep parents informed about which spellings they will be learning next and which to practice at home.

### **Mathematics**

We publish our number fluency facts each week for you to practise at home with your children. They are taught in school but children benefit from additional practice. These reduce children's cognitive load when using and applying mathematics in problem solving and so are very important to learn. Using and applying mathematics in every day life is another aspect to maths homework. We encourage parents to ask the children to use number, shape, space and measurement in a variety of every day situations- shopping, cooking, making things, sorting and tidying. We also want the children to use maths mentally so encourage them to be able to recall and use number facts. Teachers inform parents which skills to practice through the 'weekly focus' (on the Learning Platform and the website).

### **Social learning and developing good behaviour**

Our aim is that the children at The Orchard will be confident, independent learners. This requires the children to feel secure that they can do things by themselves and also that they know how to get along with others.

Praising your children for all the things they do by themselves and having high expectations for their independence are very important ways you can help your child. Before they start school it really helps them to feel independent- by dressing and undressing themselves, managing their self care- going to the toilet, flushing it and washing hands, playing at a friend's house without you, etc.

Staff will always help children manage the difficult things and help them to succeed in all aspects of their school life but children will always feel a greater sense of achievement and security if they can do things by themselves. It also gives them the confidence that they will be able to do *other things* by themselves. Our most important task when your child starts school is to enable him or her to feel secure in the school environment, to find what they need and to learn to be with other children and adults.

We expect the children to be considerate of each other, polite and well behaved at all times. They learn to take turns, share equipment and follow the instructions of the staff. Praise for good behaviour is essential at home and school- rewarding children for the kind and responsible things they do and making explicit what these "good" behaviours are. For example, "I like the way you tidied your things away". "I noticed how kind you were playing with your brother and letting him go first."

At school the children will be introduced to the "6R's" gradually and are rewarded for behaviour and learning which is:

Responsible

Resilient

Resourceful

Reasoning

Reflective

Respectful

### **Other areas of learning**

We encourage parents and carers to support learning further by visiting places of interest, researching and investigating ideas and topics as suggested through the termly homework letters.

Parents and carers are invited to a talk with the class teacher in September to explain our expectations for the children and the routines for each day.

We provide a series of "How to help your child" sessions at the school for parents including using computers, managing behaviour, mathematics, reading and writing.

## Able, talented and gifted children

In every class there is always a wide range of abilities. Teachers carefully make sure that **every** child has work which will challenge them and enable them to make the progress which they are capable of. We have high expectations for all our children.

There are some children within each class who need to be extended and challenged so they are given work which is at their level of understanding and interest. Sometimes the task set is the same as for the other children but the teacher will have different expectations, wanting more detail or a particular way of organising and presenting the work. At other times the task will be different and will be designed to stretch the children's understanding. This type of planning and teaching is carried out in every class.

Gifted children, who have exceptional ability in one or more area, need to be taught at an appropriate level of challenge to sustain their interest and motivation. Open-ended questions are used to encourage children to think of a variety of solutions, and tasks are set which require problem solving and application of other skills and knowledge. Teachers also plan extension activities for children who are capable of thinking at greater depth.

When a child is gifted in one particular area of the curriculum, it is also important to maintain their interest and progress in other subjects and in their social and personal development, so that they benefit from the broad and balanced curriculum, which we provide.

We work closely with parents, both in the identifying of children's needs, and in monitoring their progress.

## How we make The Orchard a "Healthy" School

The Orchard School has received the "Healthy School" award and we continue to review and evaluate our healthy school practice because we pride ourselves on our practice in this important area of the children's learning.

These are some of the things we put in to place to make the children's time in school *"safe, happy and healthy"*

- Every child brings a see-through sports-top water bottle to school each day so that they can drink water throughout the day. We do not allow any other drinks in the classrooms.
- We participate in the "free fruit" scheme so that every child is able to have fruit or vegetables as a mid morning snack. Parents do not have to provide this as it is delivered to the school. One day it might be apples, another, carrots, tomatoes, pears or bananas and every child is offered the same fruit.
- We have our own 5-7 minute daily exercise routine which incorporates brain gym; every class participates in this.
- We ensure children have 2 hours of PE lessons each week in addition to all of their physical activity at playtimes and in after school clubs.
- We spend time each week having a shared "circle" time to explore feelings and to develop personal and social skills. We might talk about how to be a good friend, for instance, or what to do if someone hurts our feelings.
- We have "playground" tutors in year 2 who are responsible for helping children to find friends in the playground or to demonstrate ring games which they have been taught.
- We elect a school council where children plan ways of improving our school and have their voices heard.

## Uniform at The Orchard

### Winter

Girls  
Mauve school cardigan/jumper with Orchard School logo  
White long sleeved blouse  
Orchard School Tie  
Grey skirt/pinafore/trousers  
White socks/grey tights

Boys  
Mauve school jumper with Orchard School logo  
White long sleeved shirt  
Orchard School Tie  
Long grey trousers

### Summer

Girls  
Mauve gingham dress  
White socks/white socks with gingham trim  
Grey skirt/pinafore  
White polo shirt with Orchard School logo  
Mauve school cardigan/jumper with Orchard School logo

Boys  
White polo shirt with Orchard School logo  
Grey shorts  
Mauve school jumper with Orchard School logo

### PE Kit

White T-shirt with Orchard School logo  
Navy Blue shorts  
Grey Sweatshirt with Orchard School logo  
Grey Joggers  
Black plimsolls

Please also ensure that your child has sensible shoes

UNIFORM CAN BE PURCHASED ONLINE - [WWW.UKUNIFORM.COM](http://WWW.UKUNIFORM.COM) OR  
IN PERSON AT THE NETWORK/ONE STOP SCHOOL SHOP IN EAST  
MOLESEY HIGH STREET

SOME OF THE ABOVE ITEMS CAN ALSO BE PURCHASED ONLINE FROM  
[www.myclothing.com](http://www.myclothing.com)

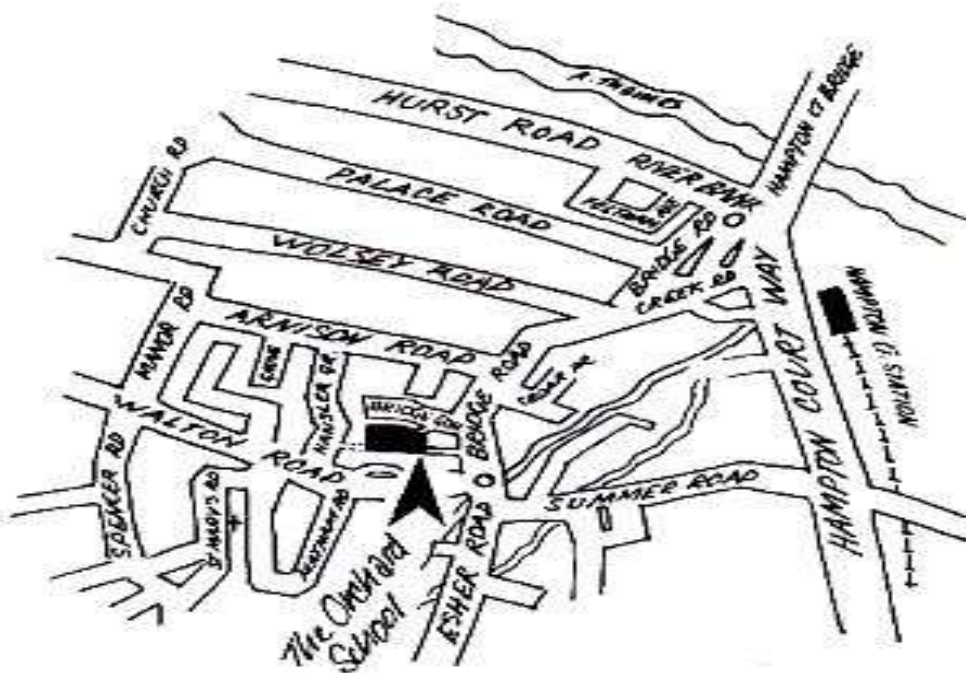
## How to find The Orchard School

The Orchard can be approached from entrances in Bridge Road, Bridge Gardens and Hansler Grove. Parking in the school is limited and for the use of teaching and administrative staff. There is no parking available at any time in the staff car park. There is parking in Bridge Gardens and Hansler Grove, but these are both residential roads and parents are asked to restrict any parking to the minimum. There is also a car park in Molesey which is close to the school. Parents must not use the car park belonging to Radnor House in Hansler Grove, as this is private and for the use of visitors and helpers only.

We are part of the Safe Routes to School Project and encourage children to walk, use scooters or bicycles, or car share to get to school.

During school hours, parents should approach the school from Bridge Road and Bridge Gardens. For security reasons, the entrance in Hansler Grove is open only at the beginning of the school day, until 9 a.m. and at the end of the day from 2.50p.m. until 3.05 p.m.

Parents collecting children from the After- School Club can approach the school from either entrance but must buzz through to the hall to be allowed entry.



## How to get in touch with us

Telephone: 020 8979 2945 (8.30am-3.30pm)

E mail: [admin@orchard.surrey.sch.uk](mailto:admin@orchard.surrey.sch.uk)

By letter: The Orchard School  
Bridge Road  
East Molesey  
Surrey  
KT8 9HT

Our website which has policies, newsletters, our OFSTED report and lots of other useful information is:

[www.orchard.surrey.sch.uk](http://www.orchard.surrey.sch.uk)

### Complaints procedure

If you have a concern or complaint it is always best to resolve this as quickly as possible. We always strive to have positive relationships with all of our parents and carers and want to work in partnership with you to ensure the best provision for your child.

If a concern relates to a general school matter please contact Mrs Carol Rusby, the Head Teacher via the school office. If your concern relates to your child's learning or well being it is best to speak to your child's class teacher. If, unusually, your concern is not resolved by the class teacher or the Head Teacher, you should put your complaint in writing and address this to the Chair of Governors, Mr. M. Waters, care of the school address. If there is a serious allegation or complaint and a parent feels this is still not resolved then the next step is to write a letter to the Local Authority, Surrey County Council. Surrey's contact centre can be contacted on 08456 009 009