

St. Paul's C/E Infant School, Tongham

We believe that people learn in different ways. At St Paul's we provide rich and varied environments and support allowing individuals to develop their skills and abilities to their full potential.

The words of St Paul inspire our 3 core values:-

- Compassion
- Courage
- Community

"Continue strong in the faith. Have courage and be strong. Do everything in love"
(The first letter of St Paul to the Corinthians)

Our core values help us to make decisions and focus and shape provision and the future of St Paul's School, Tongham.

Aims (What we want to achieve for the children who attend our school)

We aim to:

- Enable children to become healthy, confident, resilient, independent and happy;
- Enable children to be self assured and eager to learn;
- Develop children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others; Showing and encouraging respect and tolerance for all cultures and people;
- Teach and promote Christian Values and a love of God;
- Enable children and families to understand their community, help them feel valued as part of this community and contribute to it;
- Help children grow into polite, honest and responsible citizens;
- Help children to be proud of their achievements, have realistic expectations of themselves and be successful in all that they do;
- Develop children's ability to express their feelings in a controlled way;
- Work with parents as partners in their child's learning;
- Identify any possible barriers to learning and work to remove those barriers.

Our Ethos (What our school should feel and look like)

At St Paul's we expect there to be a happy, caring and purposeful atmosphere where people are kind, polite and tolerant. The staff work hard to provide enjoyable, challenging and clearly structured learning tasks and consequently the children are expected to listen carefully, respond positively and work to the best of their ability. We are committed to supporting children and their families. We pride ourselves on our inclusivity and knowledge of every child as an individual. We place a strong emphasis upon helping others, sharing skills and caring for our environment, both inside and around school as well as in the outside world.

Our beliefs (beliefs that extend and enhance our values and underpin what we do)

- Inclusion
- Inspiration/aspiration
- Challenge to be the best
- All children and families are special and individual
- Where a family or child needs additional support this should be provided in a timely manner
- We must be prepared to "fight" for services for those in need
- Nurture and care
- Resilience
- Children and their families are entitled to the best possible education
- Community

What makes us special as a church school?

As a church school we fully embrace the Church of England Vision for Education “Deeply Christian, Serving the Common Good”.

We are committed to the promise by Jesus of “Life in all its fullness” developing a love of God and His world, as well as a care for others and ourselves. We celebrate and promote our close links with our parish church and our local community.

Our values and beliefs reflect the Church of England Vision:-

- Compassion(Educating for Dignity and Respect)
- Courage (Educating for Hope and Aspiration)
- Community (Educating for Community and Living Well Together)
- Inclusion (Educating for Dignity and Respect)
- Inspiration/aspiration (Educating for Hope and Aspiration)
- Challenge to be the best (Educating for Wisdom, Knowledge and Skills/ Educating for Dignity and Respect)
- All children and families are special and individual (Educating for Dignity and Respect)
- Where a family or child needs additional support this should be provided in a timely manner (Educating for Dignity and Respect)
- We must be prepared to “fight” for services for those in need (Educating for Dignity and Respect)
- Caring (Educating for Community and Living Well Together)
- Build resilience(Educating for Hope and Aspiration)
- Children and their families are entitled to the best possible education (Education for Wisdom, Knowledge and Skills)

St Paul’s – Compassion, Courage, Community

The History of the School

The original village school was established next to the church. As the accommodation proved inadequate, a new building was established on The Cardinals during the 1950’s. St. Paul’s C/E Infant School now offers a ninety place infant school educating children aged from four to seven years of age. On site we also have a fifty six place Daycare unit, run by our partners Nurturing Childcare Ltd, providing early years education and full daycare for children aged 2+. They also offer Breakfast Club and After School Childcare provision.

As this is still very much a village school with strong ties to the local community, we host and attend various activities each year in the village. We generally attend church once a term.

School organisation

The children are organised into three single age class groups:

Beech Class – Reception;

Rowan Class - Year 1;

Elm class - Year 2.

As this is a small school, each child is known to all members of the staff.

In addition to the class teachers, we are able to provide extra teaching support and teaching assistants throughout the school.

We try to involve all the children in the running of the school by giving them a variety of small tasks for which they are responsible, we believe that this helps them towards the independence they all need.

We believe that good communication is vital. We hold regular information sessions, providing information about curriculum issues. We hold parent consultations each term, when parents may discuss their children and their progress with teachers privately. Teachers send out class information weekly. Additionally, we encourage parents to ask questions as they arise. We provide written reports three times a year (2 summary and 1 full) for parents on their child’s progress.

School Times

The school doors open at 8.55 a.m. and children should be in school by 9am with school ending at 3.00 p.m. The children have a lunch break of one hour.

At the end of the school day, parents wait in the playground for the children and at 3pm the teachers take the children out to meet their parents. Children going to the After School Club are collected by staff directly from their classrooms and taken to the Daycare unit where the club is held.

Term Dates

As a local authority school, we follow Surrey term dates. In addition local authority schools must set 5 In Service Training (InSeT) Days. We notify parents of these as soon as possible

Attendance

At St Paul's we believe that good attendance is essential as evidence shows that there is a clear link between attendance and achievement. We decided, in common with many other local schools, to adopt the initiative to colour code individual children based on their attendance over the term. This is known as the RAG (Red, Amber, Green) scheme.

The colour codes are as follows:-

RED – Unacceptably low – 90% and below – The Educational Welfare Officer will monitor attendance and a meeting may be arranged.

AMBER – Cause for concern – 90.1% -94.9% - The school will monitor attendance

GREEN – Satisfactory – 95% - 97.4%

GREEN * - On target – 97.5-100%

In accordance with our attendance policy, colour coded letters are sent home with the children on a termly basis.

In the interests of the safety and security of the children we ask that parents telephone school on the first day of absence.

Parents should take careful note of the school term and holiday times as we ask that family holidays are taken within the school holiday periods. Time off of school, other than for illness, medical appointments or particular religious observances will only be authorised in very exceptional circumstances and parents who choose to take their children out of school for an unauthorised family holiday may be liable to a fixed penalty fine of £60 per child per parent. As a school we are unable to authorise absence for family holidays.

Food and Drink in School

The school has its own well equipped kitchen on site with meals freshly prepared and cooked every day by our school cook. The meals meet the food standards for schools and we have developed our menu to suit the palates of the children that we serve.

Since the introduction of Universal Free School Meals for all from September 2014, all children eat a cooked meal at lunchtime and we aim to meet all dietary needs – both medical and religious.

Milk is available to the children in school. This is free until the child's 5th birthday. After this it is available at a subsidised rate (parents are asked to pay half-termly or termly). The children drink their milk at the start of their mid morning playtime.

Children are given fruit or vegetables to eat after playtime. Over the last year this has included apples, citrus, bananas, pears, carrots, strawberries, peas and baby cucumbers. This is part of an NHS initiative.

Water is available in school and we also ask that children bring plain drinking water. This should be in a see through container that does not need to be unscrewed to drink from. Water bottles are available from the school office priced at £1.45

Childcare

We have purpose built attached childcare facility. Our partners, Nurturing Childcare, provide childcare from 7.30am-6pm for 48 weeks a year. Childcare/ Nursery education on site is available for children aged 2+. Children attending St Paul's School can access the Breakfast Club from 7.30am and After School Club from 3-6pm. Care for School holiday time is also available. The company is registered with OfStEd and managed under their guidelines. Childcare costs are set to be affordable and working parents may be able to claim tax credits to help towards the cost of the places.

If you would like any further information on either daycare or pre-school sessions, please contact Tongham Daycare on 01252 400221

Behaviour and Discipline

In school we ensure good behaviour and discipline by following our policy for the management of behaviour. There are rules which children are expected to follow. This is supported by a very effective system of rewards. Our whole system is underpinned by a programme called "Family Links" (More information is available from www.familylinks.org.uk)

School Uniform

The policy for school uniform was drawn up with the following principles in mind:

- health and safety;
- economy;
- practicality;
- sense of community;

We expect all of the children to wear uniform.

Grey skirt, pinafore, school trousers or shorts

Red or white polo shirt

School sweatshirt or red jumper or cardigan

Strong flat shoes (not trainers)

In summer a red and white dress may be worn

A drawstring bag for P.E. kit

School Book Bag (provided by the school – replacements available at £5.94)

Hair that is of shoulder length or longer must be fully tied back in a pony-tail, bunches or plait.

For P.E. all children need blue or black shorts, a red T-shirt and a pair of plimsolls or trainers. From Year 1, children also go outside for games if the weather is dry and so, in addition need a pair of track suit bottoms or jogging bottoms. P.E. kit should be kept in a drawstring bag on each child's peg.

For the safety of all, jewellery such as necklaces and bracelets should be kept for out-of-school use. If a child has pierced ears he/she may wear stud earrings to school. All earrings must be removed for safety reasons for P.E. sessions. If a child can't remove his/her own earrings, parents should ensure that they are not worn on P.E. days. If a child wears a watch, it should be clearly named on the reverse or on the strap. If a child wears a watch/fitness tracker he/she should be mature enough for it not to interfere with school work. If a child is wasting valuable school time playing with a watch, the class teacher will take it from the child and return it to the parent at the end of the day.

All clothing and footwear must be named.

Collective Worship

Every morning we have an Assembly, which includes the required daily Act of Worship based around a themed structured programme based around the Christian Values, for example, courage, forgiveness, respect. We also include elements and stories from other World Religions to further enable the cultural development of the

children. We welcome the local vicar, the Rev'd Claire Holt, to lead assembly once or twice a week. Assemblies have appropriate songs, prayers and a time for reflection. Any parent has the right to ask that their child does not attend collective worship

Safeguarding/ Child Protection

We recognise our legal duty to protect children from harm. St Paul's is committed to safeguarding and promoting the welfare of children.

We have a policy and procedures in place. All staff and volunteers undertake induction and regular update training to ensure that they are aware of these procedures. The policy is available on our website and parents and carers are welcome to request a paper copy.

To safeguard children in school, all staff undergo a series of checks including a criminal record check to ensure that they are suitable to work with children.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Our Designated Safeguarding Lead (DSL) is Mrs Sue Brown and Mrs Nicky Laxton is Deputy Designated Safeguarding Lead.

Pupil Attainment and Progress

The attainment and progress of every individual child at St. Paul's is carefully tracked and monitored to try to ensure that all children achieve their very best. Parents are provided with written reports and/or parent meetings approximately every ten weeks on their individual child's progress.

When children enter school, teachers work hard to assess what they can already do and set targets for them to achieve by the end of the year. In Beech Class (Reception Class) this is for areas within the Foundation Stage Curriculum. For children in Rowan and Elm classes (years 1 and 2), this is for reading, writing, maths and science.

The Curriculum

The curriculum is all that we do in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and the Foundation stage, but also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Schools have flexibility about how they organise their teaching. Our curriculum is in keeping with the frameworks of the Foundation Stage and The National Curriculum. These frameworks leave scope for teachers to use their professional expertise to adjust teaching approaches and the selection of materials suited to the needs the children they are teaching.

As a school we pride ourselves in ensuring that we offer the best possible learning experiences for the children. Our plans for work with the children in years 1 and 2 are in keeping with all the requirements of the Literacy and Numeracy Strategies and the National Curriculum, which consists of the subjects of English, Mathematics, Science, Design and Technology, Computing, Art and Design, Physical Education, Music, History and Geography. Religious Education and Personal, Social and Health education are also vital aspects of the curriculum.

We aim to teach through a topic-based approach where elements of each subject are linked together. Every area that we teach includes development of children's skills, knowledge and understanding and is underpinned by our core values – compassion, courage and community.

We work in partnership with parents and parents are provided with an outline of what their children will be learning, along with some details of how they can support the work at home.

Visits and Visitors

We recognise the importance of varied opportunities and life experiences and so make good use of visits out of school both using the local area and further afield and also visitors into school to support and enhance the childrens' learning.

The teachers plan a range of activities with great care to give the children the opportunity to see things that they are studying in their classrooms at first hand. Last year, children in the school benefited from visiting theatre groups. Visits were made locally to the village and further afield. Last year visits were made to Birdworld, Aldershot Military Museum, Witley Common and the Milestones Museum.

Day visits and the costs of some visitors to school are funded either partly or wholly from parents voluntary contributions. In common with other schools, we cannot undertake these activities without asking for voluntary contributions to cover costs. Without sufficient funding the visits could not take place.

Reception Class

In line with other schools, the children in the Reception class at St Paul's follow a curriculum designed to complete the Foundation Stage where the earlier stages of the foundation stage will most likely have been followed in a nursery or early years setting.

Work is carefully planned to meet the prime and specific areas of the curriculum.

Prime Areas

- Communication and Language
- Physical Development
- Personal, social and emotional development

Specific Areas

- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and Design

In the Reception Class, a mix of learning happens both inside the classroom and outside in our purpose built early years outside learning area. There is also a mix of activities where the children choose an activity and where they are directed to take part in an activity by a teacher. (Self chosen and Adult Directed activities)

All areas are taught through an integrated topic approach.

English at Key Stage 1 (Years 1 and 2) Language and Literacy/Communication and Language (Year R)

During the course of a week, work covers all areas of English. That is, Speaking and Listening, Reading, Writing, Handwriting and Spelling.

Reading

We aim to stimulate an enthusiasm and enjoyment of books and reading as well as developing the children's reading ability.

We use a variety of approaches and resources to teach reading as there is no one method which works with every child. We teach phonics, i.e. letter sounds, word recognition as well as using story, picture and context clues.

We encourage the children to borrow from our library and also to take other books home as often as possible.

Home is an ideal place for children to experience a wide variety of books at various levels and to read on an individual basis. As part of our school home learning policy we expect that children will take home books to read to their parents. It has been found that if parents and children enjoy looking at and talking about books together, for some time each day, the child's reading shows noticeable improvement. The class teacher(s) allocate each

child a colour band from which he/she can choose a book. Sometimes a child may choose to look at a difficult book or alternatively they may wish to return to a simpler book, which they have enjoyed before. Parents should aim to read with their child a least three times a week.

Writing

Writing skills are encouraged from the earliest stages and we recognise the value of children's early mark making as an important developmental stage in the writing process. We aim to help the children to become avid writers, creating stories, poems and accounts for their own and others' enjoyment. Written work varies from dictation to recording information and observations, to imaginative work. The basic skills of spelling and grammar are taught both through regular use in the children's work and also during the specified literacy session.

Spelling

Good spelling and the correct use of punctuation and grammar are important in written work. The children are taught a variety of spelling strategies. From the very early stages, children are encouraged to attempt to spell words, at first using their early phonic knowledge and then beginning to apply their known sight vocabulary and knowledge of spelling rules.

Handwriting

Children are taught correct pencil grip, positioning and letter formation through regular handwriting sessions. It is expected that by the end of Year 2 all children will have a fully joined cursive style.

Mathematics

Mathematics takes place on a daily basis. We aim to make maths fun. During these sessions, there is an emphasis on mental calculations and practical work. Work in the class is also supported with home learning tasks. We also use an individualised computerised system in school – RM maths and then EasiMaths - which enables the children to practice previously taught skills.

Computing

All children at school have the opportunity to work with computers and develop their skills in this important and fast developing area. Each classroom has a small network of computers, tablets, an interactive whiteboard and access to the internet.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Science

The principal focus of science teaching at St Paul's is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They are encouraged to be curious and ask questions about what they notice and helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.

Children begin to use simple scientific language to talk about what they have found out and communicate their ideas. They learn to read and spell scientific vocabulary.

Most of the learning about science is through the use of first-hand practical experiences, plus some use of appropriate secondary sources, such as books, photographs and videos.

Elements of Science are taught during the Reception Year. The activities will include activities such as exploring the 5 senses and exploring wheeled vehicles travelling down ramps.

History

Children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They learn to ask and answer historical questions.

At St Paul's, children are taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally [The Great Fire of London, the first aeroplane flight]
- The lives of significant individuals in the past who have contributed to national and international achievements. [Florence Nightingale]
- Significant historical events, people and places in their own locality[Samuel Cody]

Geography

Children learn about the world, the United Kingdom and their locality. They learn and use basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children are taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Art and Design

All children take part in activities to develop basic skills, using a wide range of materials whilst giving them opportunities to experiment and enjoy creativity. We also encourage the children to appreciate the work of others from different times and different cultures.

Throughout school, the children will have opportunities to work with a variety of tools and materials. As the children gain experience they will be taught new techniques.

Design and Technology

Through a variety of creative and practical activities, children are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children are taught basic cooking and nutrition as part of this area of study.

Music

We believe that Music is a subject in which all children can participate and can experience success. We aim for children to enjoy their music making.

Children are taught to

- perform, listen to, review and evaluate music
- to sing and to use their voices, to create and compose music on their own and with others
- understand and explore how music is created, produced and communicated

All children are encouraged to participate in productions, such as at Harvest, Christmas and Easter.

Personal, Social and Health Education

Through work in this area we aim that children will develop their self-esteem as well as gaining the skills, knowledge, values and understanding to cope successfully with their present and future lives.

Much of our work in this area is based around the Family Links programme which underpins our school ethos and forms much of the curriculum for this area. Circle time forms an important part of work in this area.

Physical Education/Physical Development

We aim to provide physical education to inspire all children to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for children to become physically confident in a way which supports their health and fitness.

We know that opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Physical activities are an important part of the life of our school. They are especially important during the early years where children are still developing physically at a very rapid pace. Indeed we know that physical development has an enormous impact upon overall attainment and achievement.

Each class has three P.E. sessions per week, covering the areas of gymnastics, games and dance. We have a well equipped hall used for P.E. We use the field as much as possible during fine weather and we also make use of the PE playground at the edge of the field.

We believe in competition and so as well as our own Sports Day, our older children often take part in local competitions against other schools.

In order to comply with County's Health and Safety procedures, no child is allowed to wear earrings for P.E. lessons. We therefore ask that if you are planning to have your child's ear(s) pierced, it is done at the beginning of the summer holiday so that the earrings may be removed for P.E. when the children return to school in September. All parents are sent details of the days the children take part in P.E. so that if the child can't remove the earrings, he/she can be sent to school on those days without earrings. School staff are not able to remove a child's earrings.

Religious Education/Knowledge and Understanding of the World

The children follow the County syllabus for R.E. We promote a broad approach to this subject. The themes are mainly of a Christian nature but the children are also introduced to the religions of Judaism and Islam. Parents have a right to withdraw children from all or part of the R.E. provision.

Gifted, Talented and Able Children

We aim to help all children succeed and so assessment underpins everything we do. As with all children, those identified as particularly able or indeed gifted or talented are carefully tracked and challenging targets are set.

Responding to Parents' Concerns and Questions

From time to time as a parent you may have a query or concern about an aspect of your child's schooling. The first thing any parent should do is speak to their child's class teacher. At St. Paul's, we follow the county policy with a staged approach to dealing with concerns.

Children with Additional or Special Educational Needs or Disability

We have robust policies for Special Educational Needs, Disability and Equality to ensure that no child is treated less favourably than other pupils. Mrs Sue Brown leads on this area.

Children having difficulties with either their learning or behaviour have additional or different provision to meet their needs. It is important to work in partnership with parents and we always discuss with parents any advice being sought and help being suggested.

Children with Disabilities

We pride ourselves in our inclusive provision and welcome applications from parents of all children, with or without disabilities. Our school is single storey and all exits have ramps, many also have hand rails. The majority of the school is carpeted ensuring low background noise levels.

Home Learning

We encourage parents to be actively involved in their child's education and learning and hope that parents will support us by supporting their children at home. We believe that learning should be a pleasurable and successful experience and we are always glad to explain our methods and answer any questions.

Admissions Policy

Surrey Education Committee policy on admissions to Infant Schools at the present time is that children should enter school at the beginning of the school year in which they are five.

The Governors of St Paul's school have decided to offer admission to school in the following way, Children with birthdays between September 1st 2015 and August 31st 2016 will be considered for full or part time admission from September 2020.

Prior to the children starting school, the head teacher consults with parents, enabling them to reach a decision as to whether they would like their child(ren) to start school on a full or part time basis. In making this decision, parents are urged to consider the demands of the school day(both physical and emotional).

Prospective parents are most welcome to visit the school.

The school has a published admission number of 30. In the event of the number of applications exceeding this number, the Surrey county council criteria are applied.

The admission process

As a Surrey school we are bound by the Surrey Co-ordinated Admissions scheme which is outlined below:

The process begins with the distribution of the Surrey admissions information in Autumn 2019. The information will be available in all Surrey Primary schools and also through Surrey's Contact Centre (0845 6009 009) which answers general admission enquiries for the local authority. We at St Paul's School send the information out to any parents who have requested the pack. The information will also be available on the Surrey County Council website www.surreycc.gov.uk/admissions.

All parents applying for a place in a Surrey Primary school must complete either a paper application form or an on-line form relevant to the local authority where they live. (Parents living in Hampshire can apply for a Surrey school but the application is made via Hampshire) The application process invites parents to rank their three preferences in order of priority.

It is very easy to apply online and all online applications receive an email confirmation. If you prefer to use a paper application form, this should be completed and returned to the Local Authority. The closing date for all applications (either paper or on-line) is **15th January 2020**.

The local authority then assess the level of preferences for each allocation and first class post offers and e-mail notification is sent on the evening of 16th April 2020.

Further information on late applications, changes, appeals and waiting lists is available on the Surrey County Council website or advice can be sought from the contact centre on 0845 6009 009

Parental Involvement in School

We look forward to welcoming your family to our school. We hope that your child(ren) will flourish in an environment that is caring, lively, interesting and happy and that he/she will feel secure. We hope school and home will work together to create the foundation for lifelong learning.

We hope that you will encourage your children by showing an interest in our activities and supporting the school in any way you can.

Starting school is a major step in every child's life. It is essential that the children feel secure and happy so that self-confidence and self-esteem will grow along with eagerness to learn.

We welcome parents into school, to help in the classroom with various activities.

The Friends of St. Paul's

This association was founded by parents to help the school in any way possible. It is a fund-raising association as well as a means of communicating between school and parents. Over the years the support it has given the school has been invaluable and we appreciate the help it provides. Much of the equipment used by the children i.e. large play equipment, the Ipads, the PE equipment and the staging has all been bought with money raised by the Friends.

We hope that parents will support the events held by the association and may even feel that they could become involved by becoming a committee member.

West Surrey Foundation

St Paul's C/E Infant School, Tongham is part of the West Surrey Foundation of schools where local schools (Ash Grange Primary, Ash Manor Secondary, St Pauls C/E Infant School, Tongham, Shawfield Primary, Walsh C/E Junior and Walsh Memorial C/E Infant) work together to provide Educational Excellence.

School Staff

Headteacher	Mrs Sue Brown
Teaching Staff	Miss Sally Avery
	Mrs Caroline James
	Mrs Nicky Laxton
	Mrs Rachel Mason
	Mrs Jenny McGregor
Administration Team	Mrs Sue Baker
	Mrs Helen Holdaway
Teaching Assistants (Our Teaching Assistants also cover the lunchtime period)	Mrs Georgina Conway
	Miss Helen Chalk
	Mrs Harriet Childs
	Mrs Rachel Danks
	Mrs Michelle Ferguson
	Miss Ekaterina Hristeva
	Mrs Sarah Jones
	Miss Leanne Miles
	Miss Abi Orme
	Miss Jessica Scanlon
	Mrs Sarah Sheridan
Cook	Mr Jamie Bell
Kitchen Assistants	Mrs Linda Chuter
Caretaking and Premises Officers	Mr Ian Bell
	Mrs Linda Chuter

The Governing Body.

The government requires that each school has a governing body.

The Governing Body at St Paul's consists of nine members.

- 2 Foundation Members
- 1 Local Authority nominee
- 3 Parent Governors
- 1 Staff Governor
- 1 Headteacher Governor
- 2 Co-opted Governors

Currently the Governors are:

Mrs Sue Brown	Headteacher Governor
Mrs Becci Barnes	Parent Governor
Mrs Sarah Dulley	Co-opted Governor
Rev'd Claire Holt	Foundation Governor
Mrs Rebecca Kite	Local Authority Governor / Vice Chair
Miss Louise Kennedy	Parent Governor
Mrs Karen Lambert	Foundation Governor / Chair
Mrs Jenny McGregor	Staff Governor
Mr Steven Stewart-Farmer	Co-opted Governor
Mrs Claire Yeates	Parent Governor

The governing body works in partnership with the headteacher, staff, parents and the local authority to raise standards and achievement in the school. The main functions of the governing body are to:

- Provide a **Strategic View**
- Act as a **Critical Friend**
- Ensure **Accountability**