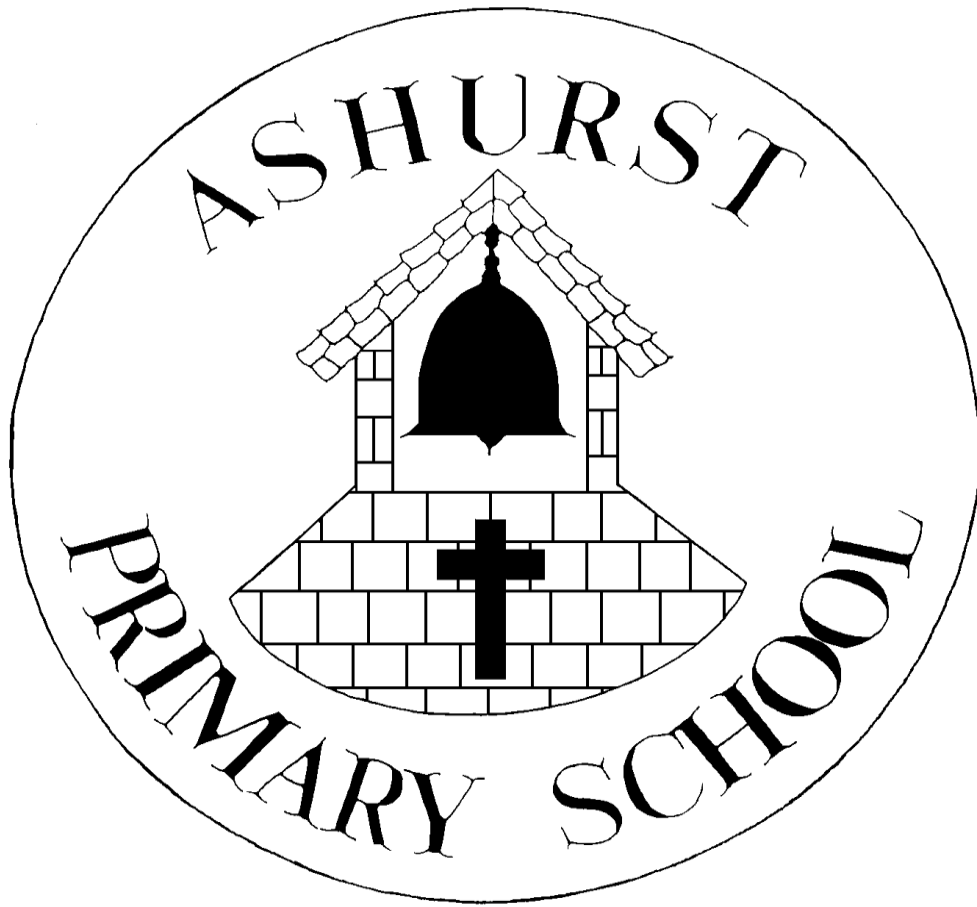


Prospectus 2020 - 2021



At Ashurst C E Aided Primary School we aim to provide all children with an education of the highest quality within a truly Christian atmosphere that genuinely values every member of the school community.

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| Diocese of Chichester | | Ofsted (please see website: www.ofsted.gov.uk) | |

| | |
|--|---|
| West Sussex Children & Young Peoples Services: | Director of Education & Skills Paul Wagstaff |
| Name and address of school: | Ashurst CE Aided Primary School School Lane, Ashurst, West Sussex, BN44 3AY |
| Telephone: | 01403 710426 |
| Fax: | 01403-710765 |
| e-mail: | office@ashurstcofe-pri.w-sussex.sch.uk |
| website | http://www.ashurstcofe-pri.w-sussex.sch.uk/website |
| Co Headteachers: | Mrs T Clarke BA (Hons) English & Education Mrs S Smith BA (Hons) Religious Studies & English, PGCE |
| Chairman of Governors: | Mr R Allan |
| Pupils on roll: | 49 |
| Age range: | 4 to 11 years |
| Governors: | |
| Chair: | Mr R Allan RAllan@ashurstcofe-pri.w-sussex.sch.uk |
| Vice Chair: | Father Mark Heather |
| Parent Governors (3): | 1. Mr C Crowe 2. Mrs A Kilham 3. Mrs Fry |
| Five PCC , of whom 1 shall be a parent of a pupil currently in school. | |
| Two Diocese , of whom 1 shall be a parent of a pupil currently in school. | |
| LA Governor (1): | 4. Mrs B Morden |
| Staff Governor (1): | 5. Mrs A Hedley |
| Foundation Governors (8): | 6. Father Mark Heather, Foundation & Ex Officio Incumbent 7. Mrs A Finch (PCC) 8. Mrs H Garnett (PCC) 9. Mr R Allan (PCC Parent of pupil/s currently in school) 10. Mr R Powell (Diocese) 11. Tba (Diocese Parent of pupil/s currently in school) 12. Mrs V Timms (PCC) 13. Mrs T Clarke Teaching Co-Headteacher, Ex Officio Mrs S Smith Teaching Co headteacher, Ex Officio |

Associate Members:

Mrs C Jesse
Mr P Middleton
Mr M Shoosmith

Members of Staff

| | |
|--|---|
| Co-headteachers: | Mrs T Clarke BA (Hons) English & Education, DSL Mrs S Smith BA (Hons) Religious Studies & English, PGCE, DSL |
| FS/Key Stage 1 Teacher: | Mrs T Clarke BA (Hons) English & Education |
| Key Stage 2 Teachers: | Mrs S Smith BA (Hons) Religious Studies & English, PGCE Mrs K Sansbury BA (Hons), PGCE |
| Y5/6 Maternity Cover Teacher: | Mrs S Turner |
| FS/KS1 PT Teacher: | Mrs A Andrews |
| Y3/4 PT Teacher: | Mrs S Uff |
| Teaching Assistant: | Miss O Kelsey |
| E-Learning/Network Manager Specialist Computing Teacher/ School Office Administrator & Premises DSL | Mrs A Hedley BSc (Hons) Computing & Internet Technologies |
| SEN Support: | Co-ordinator Mrs T Clarke SEN Support Teacher Mrs S Smith |
| School Bursar/Office Administrator | Mrs P Ixer, ainstAM (Dip) |
| Visiting Private Music Tuition: | Mr D Smith (Flute) |
| Cleaning Company: | N.Viro |

Education Area:

Ashurst School is in the Southern Area Education area of the Authority.

The address is as follows:

Pupils Admissions Office, Pupil Admissions Office, Centenary House,

Durrington Lane, Worthing, BN13 2QB

Phone: 03330 142903

Fax: 01903 839214

Email: admissions.south@westsussex.gov.uk

SAFEGUARDING AND CHILD PROTECTION

Co Headteachers Mrs T Clarke & Mrs S Smith, with Mrs A Hedley, are responsible for all matters relating to Safeguarding and Child Protection.

Please contact DSL@ashurstcofe-pri.w-sussex.sch.uk or 01403 710426

THE VISION OF THE SCHOOL

Ashurst CE Aided Primary School aims to provide all pupils with an education of the highest quality centred upon the Christian values of love, hope and joy, lived and witnessed by all members of the school community.

1 Corinthians 16:14 *Do everything in love.*

Psalm 25:5 *Guide me in your truth and teach me, for you are God my Saviour, and my hope is in you all day long.*

3 John 1:4 *I have no greater joy than to hear that my children are walking in truth.*

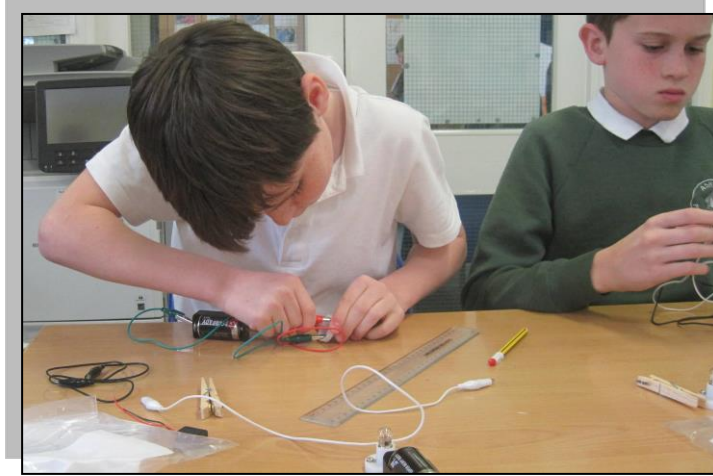
WELCOME TO ASHURST SCHOOL

At Ashurst Primary School we aim to create a happy, caring and purposeful environment, in which all children are encouraged to respect and value one another and to achieve their potential, wheresoever that may lie.

Parents, governors, the church and community contribute to the quality of the learning opportunities and experiences in a variety of ways and this support is really appreciated by the school.

We hope you find this Prospectus interesting and informative. If there is anything you wish to discuss further or if at any time you have concerns regarding your child's education, progress or welfare, please do not hesitate to contact the school. We are always happy to hear from you.

Mrs T Clarke & Mrs S Smith Co headteachers



Children enjoy learning and concentrate fully in all they do



The School:

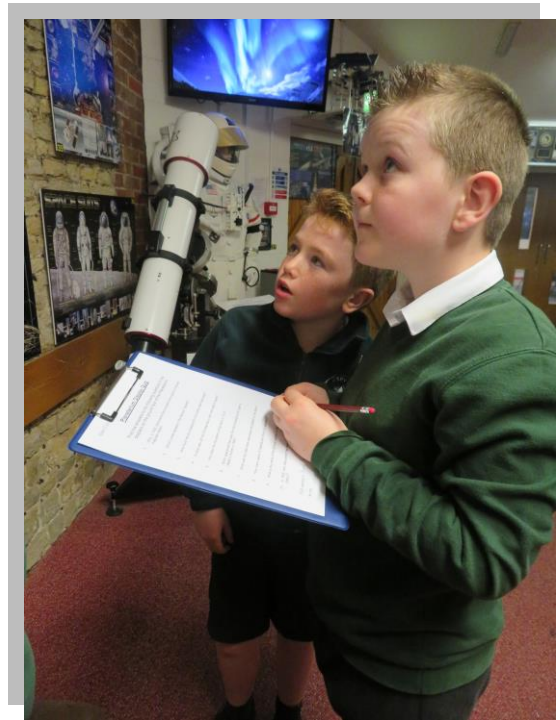
Ashurst is a Church of England Voluntary Aided School. This means that the staffing, materials and internal repairs are financed by the Local Authority (West Sussex), while the Church of England through the Governors maintains the outside of the building and has a responsibility for the finance and the curriculum. There are close links between the school and the local church, St. James at Ashurst. Children are encouraged to attend the Family Services on the 2nd Sunday of each month and contribute to the worship on special occasions with readings and prayers.

Organisation of the school:

As a Primary School, Ashurst takes children between the ages of 4 and 11. The children are taught predominantly in Key Stages, i.e. Key Stage 1 from 4 to 7 years of age and Key Stage 2 from 7 to 11 years of age.

Key Stage 1 - Reception and Y1&Y2, are co-ordinated by a class teacher. Key Stage 2 is taught in two groups Y3&Y4 and Y5&Y6. A teaching assistant is timetabled to support classes throughout the week across the school. At the end of Key Stage 2, at the age of 11, the majority of pupils transfer to Steyning Grammar School. A spirit of friendship and respect is fostered between all the children and adults at the school, and there are often times when KS1 and KS2 pupils work together in groups or in pairs and help each other in their learning activities. Ashurst is a small village school, and we take pride in the friendly, family atmosphere. In this environment, children quickly gain in confidence, and we aim at all times to help each child to develop a sense of self-esteem, confidence and responsibility. With the benefit of relatively small class sizes, each child has the maximum opportunity not only to develop his/her full potential as an individual with his/her own special talents and qualities, but also to play a full and valued part in all aspects of activities within the school. Our good pupil: teacher ratio also enables us to give pupils the advantage of individual help.

There are many opportunities for first hand learning experiences.



or support in all aspects of learning and development. A full list of School Aims is to be found at the end of the Prospectus.

The Curriculum:

Work for each term is planned carefully to achieve clearly defined learning objectives based on the National Curriculum* and school aims. We aim at all times to match work to individual needs and levels of ability to enable each child to make steady, continuous progress. Each term's work covers all aspects of the National Curriculum subjects: English, Mathematics, Science, Design & Technology, Computing, History, Geography, Art, Music, PE and RE, within a relevant and interesting framework. Work is structured from a stimulating starting point - such as a visit to a place of interest - to a purposeful end result and outcome.

** DfE revised National Curriculum from 2014.*

Assessment

Children's work is assessed regularly, and future work planned accordingly. Full records are kept by class teachers of each child's achievements and parents can discuss these at any time. The results of the annual statutory assessment of children at end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) are reported to parents individually.

A special afternoon/evening for the parents of children in Years 2 and 6 is organised to inform them on the content of end of year national tasks and tests, and to discuss the implications of the results for their children's future learning. The school has a statutory requirement to provide information annually to all parents on the end of Key Stage 1 and 2 SAT results achieved by it's Year 2 and Year 6 pupils respectively. (See page 10). The school also has a statutory requirement to report annually to parents on Y1 pupils' ability in Phonics. Pupils in Y3 - 5 undertake annual assessments in school in English and Mathematics and results are shared with parents.

Reports to Parents

The partnership between home and school is central to each child's successful learning and development. Parents are welcome and encouraged to discuss their child's progress at any time during the school year. In addition, there are formal consultation evenings in October, February and June. Full reports on each child's progress and achievements are sent to parents at the end

of the academic year, and parents are invited to add their own comments to the report and to complete an evaluation questionnaire on the academic year.

Annual End of National Key Stage Tests (SATs)

At the end of Key Stage 1 i.e. Year 2 (seven years of age) and at the end of Key Stage 2 i.e. Year 6 (eleven years of age) all pupils undertake national tests in English and Maths. Pupils also undertake national tests in Phonics at the end of Year 1. From 2019 pupils in Y4 will undertake national Tables Testing.

The school is very proud of pupils' achievements in all areas of the curriculum and of the results achieved by all pupils at the end of annual Key Stage 1 and 2. The results of national tests in English and Maths, and Phonics Y1 are shared with respective parents.



Year 6 children decorate St James' Church for Harvest Festival and take part in the Leavers' Service at Lancing College.



Children look forward to the residential field study visit in Year 5 & Year 6



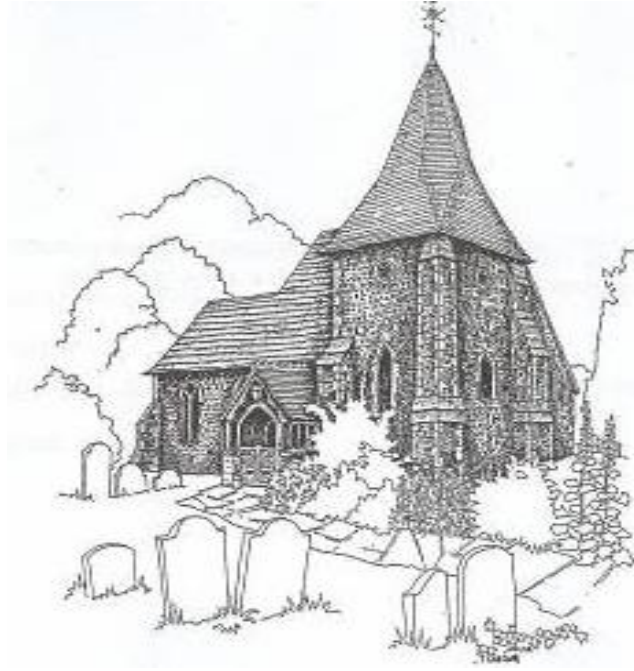
Collective Worship

The school believes that it is important to meet and worship together to strengthen and enjoy the sense of community and to share in the celebration of Christian beliefs and values.

Acts of Collective Worship are held throughout the school. Parents, children and staff are invited to attend the Family Service at St James Church, Ashurst on the second Sunday of each month, and other services held at St James Church throughout the year, such as Harvest, Christmas, Mothering Sunday and Easter.

Right to Withdraw

Parents have a right to withdraw their children from the Acts of Collective Worship held in school. Parents wishing to do so, should seek a meeting with the Headteacher to discuss the matter further.





All children take part in the annual Christmas performance and use the opportunity to develop skills across the curriculum



ENGLISH:

There are four aspects of English: Listening, Speaking, Reading and Writing and all are fundamental to every area of learning.

Listening

We aim to develop listening skills through encouraging children to listen attentively in a variety of situations: listening to each other, listening to stories, listening to instructions, and to music and poems.

Speaking

Skills in speaking clearly and confidently are quickly developed within a small school, and we aim to give children opportunities to extend this confidence by reading in church, giving assemblies for parents and others; and through performing entertainments such as plays and puppet shows for different audiences.

Reading

Success in reading is fundamental to each pupil's progress at school, and our high pupil: teacher ratio enables us to give maximum individual support in the early stages. We give a very high priority to the teaching of reading, using a variety of strategies. Pupils are taught phonics using 'Read, Write Inc', 'Jolly Phonics' and 'Jolly Grammar' in Foundation Stage, Key Stage One and Key Stage Two where appropriate. Alongside other reading skills they are given many opportunities to develop an enjoyment for books. Skills in reading for information and reference are also developed progressively. Books from a variety of published reading schemes including the Oxford Reading Tree and Read, Write Inc are used and enjoyed. Individual reading progress is monitored very closely and results are shared with respective parents on Consultation Evenings.

Reading should always be enjoyable, and we aim to help pupils to discover a joy in the world of books, which will last a lifetime.

Children take part in many local events.



Children enjoy observational drawing as part of their school visits



Writing

Like reading, writing should be an enjoyable activity. Therefore we aim to give children many different opportunities for writing for different purposes and in different ways as a part of their normal work - e.g. letters to others, invitations etc. as well as stories, poems, diaries and factual writing, often linked to work in other curriculum areas.

Careful presentation of finished work is an important element in encouraging children to take pride in their work, so we use a variety of means, such as display, making books, and opportunities for sharing written work with others, to ensure that achievements are valued.

Clear handwriting is also a skill which requires practice and training. In this school, children are given a range of opportunities to develop legible handwriting in a pre-cursive style.

Spelling is carefully taught along side other skills of reading and writing, both in the context of children's own work and by a planned spelling programme.

Children write from first-hand experience such as a study visit to Wakehurst Place.



Children enjoy demonstrating what they have learned to other children and adults.



MATHEMATICS

A real understanding of Mathematical concepts, including number, measurement, shape, handling of data (graphs etc) is a vital part of education in the Primary School. While there is always a strong emphasis on the teaching and practice of basic number operations (add, take away, multiply, divide), this is most often related to purposeful activities and problems, and is often linked to appropriate and relevant aspects of other work.

Children are encouraged to explore numbers and number patterns, and calculators are used for appropriate activities to extend and develop understanding.

Tables are learned, and reinforced through practical activities - e.g. boxing cakes in sets of 6 and calculating how many cakes are in 10 boxes. Every effort is made to ensure that Mathematics is an enjoyable and relevant part of the curriculum which is meaningful and not simply mechanical, in order that children develop a real understanding.

SCIENCE

Science work is carefully planned to cover all aspects required by the National Curriculum. Whether the work is based around "Toys", or "Light and Sound", the main emphasis is on encouraging pupils to think, discuss, explore, predict and question logically and to acquire scientific knowledge. Children are always encouraged to develop a spirit of enquiry, and to use systematic methods in planning and recording investigations.

DESIGN TECHNOLOGY

Design Technology relates to finding the best practical ways to solve problems and meet the needs of different circumstances. It encourages both independent thinking and group work



Children work closely together using a wide range of the latest technologies



Children explain what they are doing, clearly, to teachers



and combines the purposeful application of skills in Mathematics, Science and English for practical problem solving. Technology plays an important part in children's learning. The use of appropriate tools is taught, so that children can gain independence and proficiency in practical skills. Imagination, accuracy, care in design and planning, perseverance and evaluation are qualities which are encouraged through the Technology curriculum.

COOKERY

Cookery activities are seen in this school as an enjoyable and practical means to extend work in Mathematics, Science and Technology - and it tastes good! Apart from enjoyment of the process

and product, children learn through cookery about practical weighing, measuring and number, and also many scientific concepts. This ensures there are many opportunities to enjoy and learn about cooking. Often this is in a purposeful context e.g. preparing for Mothering Sunday Service and Harvest Festival.

COMPUTING*

The school is well equipped with Ipads, wireless Netbooks, laptops and desktop computers, plus digital media such as camcorders, cameras and electronic microscopes. Each classroom has its own HD Interactive Screen. As class sizes are small, all pupils have ready and frequent access to digital technologies and quickly become confident in their use. Computers are used both to enhance and support learning throughout the entire curriculum, with E-Safety a priority whilst developing computing and digital communication skills. Children are encouraged to explore for themselves the possibilities of micro-technology and its uses in daily life. The school has Google G-Suite for Education, including Google Classrooms, together with Purple Mash as part of our Virtual Learning Environments, giving access to pupils for remote education where applicable.

**DfE revised National Curriculum in Computing from 2014.*



Children take advantage of the local environment to learn about the River Adur



Children observe keenly when learning about the world environment -
as part of our Art Weeks

VIRTUAL LEARNING ENVIRONMENT & COMMUNICATION FACILITIES.

The school is connected to the Internet via high speed fibre-optic linked Broadband and has its own website, Virtual Learning Environment and digital communication facilities. Pupils have access to the Internet, under supervision and within the school's Acceptable Use Policies, to develop interactive learning and links with the wider community.

The school has Google G-Suite for Education, including Google Classrooms, together with Purple Mash as part of our Virtual Learning Environments, giving access to pupils for remote education where applicable.

GEOGRAPHY and HISTORY

For these subjects, often referred to as Humanities; we aim to give children knowledge and understanding of life in other times and in other localities, as often as possible through first hand experience arising from visits to appropriate sites and places. Some of the work planned is based around the immediate locality of the school, and investigations are planned to give real meaning to the children as they develop the basic skills relevant to these subjects, such as historical enquiry and map reading.

ART

The development of skills in Art is regarded as a vital and integral part of the whole curriculum within this school. Art activities not only offer essential opportunities for creativity and development of aesthetic awareness, they also help children to interpret and respond to the world around them and give satisfaction through the production of work which is enjoyable in itself.

An emphasis is laid on the teaching of relevant disciplines and techniques, enabling the children progressively to select their own medium for their work. All pupils have opportunities to explore and reach a high standard in drawing, painting, pastels, printing and fabric work.



Children enjoy taking part in the weekly Sharing Assembly
And against other schools in sports



MUSIC

Most children have a natural interest in and appreciation of music in its widest sense as a combination of sounds and rhythm. We aim to develop ability in and appreciation of music in a variety of ways through singing, through listening attentively to different kinds of music, and through opportunities linked with their work in other areas to experiment with sounds. A variety of tuned and untuned percussion instruments are available for children to explore and use, together with a variety of digital and online resources.

Children are also introduced to and taught to appreciate music by well-known composers as part of the Music Curriculum.

Many parents also take advantage of our visiting specialist teacher of the flute, who gives private lessons on a fee-paying basis.

PE and GAMES

Physical Education forms an important part of child development and therefore of our curriculum. Activities, organised, planned and delivered on and off site, are designed to develop co-ordination, physical skills and the beginnings of teamwork. There are opportunities for Athletics, and team games such as Rounders and Cricket on the beautiful village field to which the school has unlimited access.

Dance, Games, and Gymnastics skills are developed within school. The emphasis throughout is on enjoyment, development and achievement, as well as on friendly competition.



Children learn about Music & French as part of their studies.



SWIMMING

Swimming is part of the PE curriculum at Ashurst and organised for pupils locally, with qualified instructors.

RELIGIOUS EDUCATION

As Ashurst is a Church Aided school, religious education is mainly Christian. It is centred around developing a Christian sense of values together with an understanding of the main festivals of the church year, and Christian teaching in the Bible. We aim to foster spiritual development, and a sense of moral values in daily life. As one of our school aims is also to develop understanding and acceptance and tolerance of others, religious education also includes a balanced element of instruction on other religions, their festivals, such as Hanukah and Divali.



Children raise money for their own worthy causes



Children compete keenly on Sports Day



And enjoy developing their citizenship skills as part of PSHE

SEN (Special Educational Needs) & the school's 'LOCAL OFFER'.*

The school aims to give the maximum possible access to the whole curriculum to each child, regardless of his/her level of ability. We regularly review the learning needs and progress of individual children. We seek to develop and maintain close liaison with staff within the school, with governors, and with all relevant agencies outside the school, including parents, in the interests of quality, consistency and continuity of provision. The school's 'Local Offer' statement can be found on the school's website. * September 2014 & the new DfE Code of Practice.

HEALTH, PERSONAL & SOCIAL EDUCATION

In Health, Personal and Social Education children learn about healthy living, including diet, exercise and sleep; the growth and development of their bodies; how to care for their teeth; the essentials of water safety; how to behave in a fire drill; road safety; and other elements of personal safety including "Stranger Danger". They are also helped to explore, accept and understand their own and others' feelings and points of view, and how to work both independently and co-operatively.

CITIZENSHIP

During the school year, events such as Harvest Service and Mother's Day Service are planned, to enable children to achieve a sense of responsibility and independence. (See Events in the School Year). The school also takes part in the annual Citizenship Programme in Horsham and has planned visits from a school liaison police officer and fire brigade personnel.



Experts regularly visit the school to work with the children



Children contribute significantly to all aspects of school life and articulate their views and opinions at School Meetings

THE ENVIRONMENT

Children are taught to care for the environment, locally, and to begin to understand some of the ways in which man can influence his environment on a wider scale.

GOVERNORS' SEX EDUCATION POLICY

Sex Education in this school is treated as a part of Health, Personal & Social Education. Our aim is to help pupils to develop attitudes of caring and loving which should underpin all personal relationships; to accept an awareness of physical difference, some of which are physical/sexual; and to provide a basic knowledge about the process of reproduction. Occasionally, issues concerning sexual behaviour may arise out of normal teaching of other subjects. Any question of this nature will be dealt with simply and with regard to the maturity of the children by the teacher at the time. Parents are kept informed of any changes to the school's Sex Education Policy and have a right to withdraw their children from Sex Education.



The whole school takes part in cultural activities, learning side by side.

HOMEWORK

The partnership between home and school is central to enabling each child to make sound progress.

Our Homework Policy aims to provide opportunities for children to share their school work with parents, to keep parents informed, and, with KS2, to enable them to begin to develop skills of working independently in preparation for Secondary School.

Younger children are expected to read at home to their parents, to practise spellings and collect information.

KS2 pupils have a planned homework timetable, recorded in their homework diary, and are expected to complete work set every week. There are weekly Homework Surgeries for parents.

HOME-SCHOOL PARTNERSHIP

On starting Ashurst Primary School, whether as an Early Years/Reception pupil or as an established KS1/KS2 pupil, all families receive the following documents in support of the very strong Home-School Partnership that exists:

School Behaviour and Discipline Policy

School Attendance & Punctuality Policy

School Homework Policy

School Security Policy

Acceptable Use Policies - ICT

PARENTS IN SCHOOL

A strong home-school partnership plays a vital part in the success of children's learning. Parents are encouraged to help in school in a variety of ways including reading and cooking. A high value is placed on adult help and great care is taken to ensure that this is planned carefully to support the teacher and to enrich the curriculum.

EVENTS IN THE SCHOOL YEAR

To help in planning the curriculum, and to support the children in developing responsibility and independence, we have several foci during the year. These include:-

Harvest Service (September/October): The children help prepare for the service for parents and the community in aid of a charity.

Christmas Play (December): The children take part in a Christmas performance for parents and the community in aid of a charity of their choice.

Mother's Day Service (March): The children take part in a special service and refreshments are served afterwards at St. James' Church.

Residential visits A residential visit is undertaken by senior pupils, with the opportunity to take part in a range of outside activities.

Leavers Concert (July)

Open Days: There is a display of children's work and topic books at the end of each term half term and parents and friends are invited to enjoy the occasions and comment on their experiences.

Sharing Assemblies: These take place usually in the spring term, parents and friends are invited to share in the celebration of pupils' work.

Open Afternoons



GENERAL INFORMATION

Admission Arrangements

Ashurst is a small village Church of England (Aided) Primary School for pupils aged 4 - 11 years. As an Aided school, admissions are decided by the Governing Body in accordance with arrangements made with West Sussex County Council (LA).

Parents seeking a placement for their child at Ashurst CE Aided Primary School must apply to West Sussex Local Authority for a formal Application Form and to the school for a Supplementary Information Form. (Please also see P57).

The last date for completed Application Forms to be submitted to the Local Authority is 15th January 2021.

The last date for completed Supplementary Information Forms to be returned to the school is 15th January 2021.

The Admissions Panel of the school's Governing Body meets in the Spring Term to consider all pupils formally registered by the LA for entry the following academic year, and to decide on the allocation of places in accordance with the criteria for admission, stated in the school's Admission Policy.

Parents of all pupils formally registered as seeking a place at Ashurst CE Aided Primary School, are notified by the LA in April 2021 of the outcome of the Governors' Meeting (date to be confirmed).

The school year consists of three terms: the Autumn Term which begins in September, the Spring Term which begins in January and the Summer Term which begins in April. Full-time educational provision in school normally begins at the start of the term of the pupil's fifth birthday.

Prior to starting school, children are invited to meet their teacher and join in general activities for one morning during the half term before their enrolment.

Governors' Admission Policy

In their Admissions Policy, the Governors have laid down the criterion by which applications for admissions to the school are considered, in the event of oversubscription:

The criterion order is as follows:-

- 1 'Looked After Child' as defined by Section 22 of the 1989 Children's Act:
Statutory Instrument 2006 No. 128
The Education (Admission of Looked After Children) (England) Regulations 2006.
2. —(1) *In these Regulations —*
"relevant looked after child" means a child who is looked after by a local authority in accordance with section 22 of the Children Act 1989 at the time an application for his admission to a school is made, and who the local authority has confirmed will still be looked after at the time when he is admitted to the school;
- 2 Children of parents who reside in the ecclesiastical parish of Ashurst and whose parents are regular* worshippers of St James Church, Ashurst.
- 3 Children who will have a brother or sister in the school at the time of admission and who reside in the ecclesiastical parish# of Ashurst.
- 4 Children of parents who reside in the ecclesiastical parish of Ashurst.
- 5 Children who will have a brother or sister in the school at the time of admission and whose parents are regular* worshippers at St James Church, Ashurst.
- 6 Children who will have a brother or sister in the school at the time of admission.
- 7 Children of parents who do not reside in the ecclesiastical parish of Ashurst and who regularly* worship at St James Church, Ashurst.
- 8 Children of parents who regularly* worship at a Christian church other than St James Church, Ashurst.
- 9 Other children.

NOTE:

The school's admissions limit for each year group is eight.

When deciding between applicants who have equal entitlement under the above criteria, priority will be given to those children who live nearest to the school according to West Sussex County Council.

* Regular is defined as attendance at a Sunday service once a month **over a period of two years prior to formal application ie in October.** In the event of parents taking up residence in

Ashurst Parish within the two year qualifying period, the Governors will accept a reference from the Parish Priest where the parents were formerly resident.

Please note special arrangements may be in place during the Covid-19 pandemic, please contact Fr Mark Heather in the first instance.

~ Reference to parents includes: legal guardians, either or both parents, or a sole parent.

Parents must approach the LA for information on the school's 'catchment area'.

Please note that for all of the criteria, the postal address of the child will be that of the parent or parents with whom he/she resides.

There is a 'Right to Appeal'. For more information please contact the school.

Visits to School

Prior to starting school, children are invited to meet their teacher and join in general activities during the half term before their enrolment.

Parents seeking admission for a child to the school at ages between 4 and 11 should apply to the Headteacher. If the child is already attending another local school, the school's headteacher should also be kept informed.

Transfer at age 11

At age 11 most children transfer to Steyning Grammar School.

Behaviour

We expect a high standard of behaviour based on trust, respect and courtesy towards others at all times. Rules, which are kept to a minimum, are agreed and reviewed regularly by pupils and staff together. Children are encouraged through adult example, and opportunities for supporting and helping each other in their work and play, to be considerate, caring and tolerant, and act with due regard for safety and understanding of the effects of their actions on others. Good manners, a sense of responsibility and self-discipline are qualities which we encourage and expect at all times, and we aim to reward good behaviour rather than punish lapses.

Behaviour and Discipline Policy

In a small community such as ours, school rules are kept to a minimum. The main criterion is that children behave in a manner which shows a regard for safety, courtesy and respect for others.

A copy of the school's current Behaviour and Discipline Policy is issued to **all** parents.

School's Security

In the interests of the safety and security of all pupils, parents, staff and visitors there is a Policy on School Security. All parents are issued with a copy of this Policy.



ASHURST CE AIDED PRIMARY SCHOOL



'BRITISH VALUES'

Ashurst CE Aided Primary School seeks to promote British Values in and through **all** aspects of school life; and especially through the curriculum.

Fundamental British Values include:

- Democracy
- Good Citizenship & Respect for the Rule of Law
- Individual Right to Liberty & Freedom of Speech
- Respect & Tolerance for/of other Faiths and Cultures
- Promotion of Equality & Equal Opportunity - in combating discrimination on the grounds of: colour, gender, race and/or religion.

At Ashurst CE Aided Primary School we aim to:

- enable pupils to develop self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil, religious and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge and respect for public institutions and services in England;
- enable pupils to acquire an appreciation of and respect for their own and other cultures strengthening tolerance and harmony between cultural traditions;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

By the time pupils leave Ashurst CE Aided Primary School they should have:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;

- an understanding of the importance of identifying and combating discrimination.

At Ashurst CE Aided Primary School we address aspects of British Values through some of the examples below:

DEMOCRACY & FREEDOM OF SPEECH:

- SHARING ASSEMBLIES & PUPIL VOICE MINUTES
- PUPILS' NOTICEBOARD & PUPILS' VOICE
- ELECTION OF PUPIL MONITORS
- PUPIL RESPONSIBILITY FOR SCHOOL RULES & ACCEPTABLE BEHAVIOUR
- PUPILS' ANNUAL EVALUATION FORMS & COMMENTS
- Y6 ANNUAL REPORT TO PARENTS & GOVERNORS
- Y6 ATTENDANCE AT SUMMER TERM FULL GOVERNING BODY MEETING
- THE GREEKS
- DEBATING ISSUES (verbally and in writing)

RULE OF LAW:

- SCHOOL RULES - REWARDS & CONSEQUENCES
- THE ROMANS - INVENTION OF LAWS
- HOME-SCHOOL AGREEMENT

DIVERSITY, MUTUAL RESPECT, TOLERANCE OF OTHER FAITHS & CULTURES, COMBATING DISCRIMINATION:

- GLOBAL LEARNING PARTNERSHIP
- SPONSORED EVENTS EG WALKS ETC FOR CHARITY
- FRENCH CULTURE
- SCHOOL VISITORS

- CULTURAL TRADITIONS - ENGLISH CURRICULUM/TEXTS
- CELEBRATIONS IN THE BRITISH CALENDAR - REMEMBRANCE SUNDAY

WORKING IN PARTNERSHIP WITH OTHERS, PROMOTING EQUALITY EQUAL OPPORTUNITY & INCLUSION:

- 'ADOPT A FARM' PARTNERSHIP - MR & MRS KILHAM (CHLOE'S PARENTS)
- 'ADOPT A GORILLA' (x 2)
- COOKERY WITH LOCAL PARTNERSHIPS
- BUMBLES' GARDEN WITH MR & MRS GARNETT
- PE/SPORT WITH HORSHAM LEISURELINK & DALESDOWN CHRISTIAN CENTRE
- SWIMMING WITH STEYNING GRAMMAR SCHOOL
- BIKEABILITY WITH JOLESFIELD PRIMARY SCHOOL
- MINIBUS HIRE FROM STEYNING GRAMMAR SCHOOL
- CHANCTONBURY SCHOOLS incl Sporting fixtures and G & T DAYS
- STARS SCHOOLS incl Sporting fixtures
- LOCALITY GOVERNOR WORKING

CITIZENSHIP:

- SUSSEX POLICE PROGRAMME
- Y5 ANNUAL CITIZENSHIP DAY

School Uniform and Equipment

Ashurst School's uniform and equipment are as follows:

| Girls | Boys |
|--|--|
| Grey skirt, culottes or pinafore dress | Grey trousers (long or short) |
| Grey tailored trousers (winter) | Green sweatshirt with school badge |
| Green sweatshirt with school badge | or green sweater |
| or green sweater | White shirt |
| White blouse | White, black or grey socks |
| White, black or grey socks | Sensible shoes or sandals (black, brown or navy) |
| White or grey or green tights | |
| Sensible shoes or sandals (black, brown or navy) | |
| Green and white checked dress and green cardigan | |

School Book Bag: Supplied to all new Year R pupils, who start at the beginning of the academic year, also available to purchase separately.

PE Kit: Green hooded sweatshirt with school badge, green tracksuit bottoms.

Green or white shorts; white T-Shirt; white socks; trainers.

PE Bag (supplied by APS to all new Year R pupils, who start at the beginning of the academic Year, also available to purchase separately).

Art/Craft: An overall or old shirt

All articles should be clearly marked with the child's name.

Attendances

School is open for 190 days in the year and parents have a duty in law to ensure that children attend on all these days. A helpful pamphlet defining "authorised and unauthorised absences" from school, produced by the DfE is issued to all parents.

Punctuality

The register is taken at 9.00 am and any child arriving later is marked late. In the case of repeated lateness, the Education Welfare Officer may wish to make inquiries.

Absences

Please let us know if your child is going to be withdrawn for medical or dental treatment. If your child is absent from school, either a telephone message at the beginning of the day, email or a letter is required. Please contact School Office. Headteachers are required by law to notify Governors and the DfE of any "unauthorised absences" and to inform parents of the percentage of authorised and unauthorised absences in their child's Annual School Report.

The Governors' attendance target for the academic year 2020/2021 is 95%+.

Meals

Children may choose whether to have a packed lunch from home or a hot school meal each day. The 'hot school meal' service is provided by a private contractor, with whom parents correspond and communicate directly. No sweets or snacks are allowed at breaktimes. The school receives 'Fruit & Veg' from a county contractor daily for FS/KS1 pupils to enjoy at breaktimes, if they choose. Junior pupils may bring their own piece of fruit or vegetable for morning break. Parents ensure that their children have drinks in appropriate containers - not glass or anything breakable - every day and all children are allowed to drink freely of the school water during the school day.

Free School Meals were introduced for all FS/KS1 pupils from September 2014. For information on Free School Meals please apply to the LA and/or the school.

Times of School Sessions

School hours are from 9:00 am to 3:30 pm. There is an hour's break for lunch, a morning break of approximately 15 minutes and an equivalent afternoon break, as appropriate.

Supervision at school begins at 8:40 am. Responsibility for the safety of children arriving at school before this time rests with parents, except in special circumstances when prior permission from the school has been sought. Similarly, children are collected at 3:30 pm each day, except in special circumstances when prior permission has been sought. School entrance doors open 8:40 am and close at 8:55am daily to ensure pupils are in their classrooms ready for registration at 9:00am.

Dates of School Year

The dates of school terms and half terms for the year 2020 - 2021 are as follows:

Autumn Term 2020

Thursday 3rd September 2020 - term ends Friday 18th December 2020

Half Term: 26th October - 30th October 2020

Spring Term 2021

Monday 4th January - 1st April 2021

Half Term: 15th February - 19th February 2021

Summer Term 2021

19th April - 23rd July 2021

Half Term: 1st June - 4th June 2021 (Monday 30th May Bank Holiday)

INSET DAYS

Autumn Term 2020

Monday 5th October 2020 & Monday 30th November 2020

Spring Term 2021

Monday 22nd February 2021

Summer Term 2021

Thursday 1st & Friday 2nd July 2021

Health & Welfare

Medicals

The School Nurse gives medical examinations shortly after a child's fifth birthday, unless a child has recently been examined at a Pre-school clinic.

Medical Information

If a child has a serious or recurring problem, the school will need to be informed in writing. The school issues a Medical Information Form to all parents at the start of each academic year.

Illness in School

If a child becomes unwell during the school day, we contact parents by telephone and suggest the child be collected. It is imperative that parents give the school names and telephone numbers of friends or relatives who may be contacted in an emergency.

Medicines

Children should not bring medicines or tablets to school. However, if, in exceptional circumstances, a child must have a dose during the school day, permission is sought from the Headteacher or class teacher; the medicine is given to school office by the parent. The school will only administer medicine providing there are **written** instructions. Medicines are collected by parents. Please see the Medicines Policy on the school website for further information.

Insurance (From the West Sussex County Council Policy, Section 8.1)

"Parents may wish to note that students and pupils are not covered by any County Council Insurance Policy for personal accident or loss of property while at school, or participating in school clubs or games after school, or travelling to or from school". Insurance for pupils on school outings is arranged by the school.

Diseases

For the latest information on incubation time and exclusion required for some common childhood infectious illnesses, please contact your local Health Protection Unit or visit <http://www.hpa.org.uk>

Charging Policy

Parents must please see the most recent **Activities 'Charging and Remissions' Policy** on the school website <http://www.ashurstcofe-pri.w-sussex.sch.uk/website>

Complaints Procedure

Any complaints should be discussed with the Headteacher in the first instance.

Most are dealt with, and resolved, informally. Concerns not resolved informally, should be addressed to the Chair of Governors for the application of more formal procedures. Please see the most recent '**Complaints Policy**' on the school website.

Emergency Closure of School

If it is felt necessary to close school during school time (due to severe weather conditions or other emergency) parents will be informed by the Headteacher or designated person and/or on Southern Counties Radio.

Personal Possessions

Responsibility for any personal possessions which are brought to school cannot be accepted by the school. No jewellery is allowed in school apart from stud earrings, and these like watches, must be removed during PE for reasons of safety.

Ashurst School - Our Aims

- To create a happy, caring learning environment, which is stimulating, purposeful and orderly.
- To provide an enriched education which meets the needs of individual pupils **and** the full statutory requirements of the National Curriculum and RE.
- To inspire joy and wonder in the world about them.
- To promote the individual development of the whole child towards the fulfilment of his/her potential.
- To promote the highest of standards in attitude, behaviour and work.
- To always celebrate pupil and school achievements.
- To encourage respect for themselves, each other and the local and wider community.
- To foster a strong partnership between home and school, based on mutual support and respect.

Curriculum and Policy Documents

A range of documents, relevant to the work of the school is available for reference.

Validity of Information

The information in this Prospectus was accurate at the time of going to print. (September 2018).

Mrs T Clarke & Mrs S Smith

Co-headteachers



*The school has a strong and successful Chess Team which takes part in
the Annual County Chess Competition*

APPLYING FOR A SCHOOL PLACE IN WEST SUSSEX

IMPORTANT NOTE: Please also refer to P44 for Ashurst CE Aided Primary School

Information on Admissions Arrangements

Schools in West Sussex are categorised as community, voluntary controlled and voluntary aided. Community and voluntary controlled schools serve catchment areas. Voluntary aided schools serve wider areas. This school is a **voluntary aided** school.

Admissions to community and voluntary controlled schools are the responsibility of the Local Education Authority and applications must be made through their offices at:

Pupils Admissions Office
Centenary House
Durrington Lane
Worthing
BN13 2QB

Phone: 03330 142903
Fax: 01903 839214
Email: admissions.south@westsussex.gov.uk

Under the Education Act parents can express a preference for any school but parents do not have a right to choose a school. West Sussex Education Authority does however make every effort to meet parental preference where possible. Further information about how places are allocated at this, and other schools in the County, is contained in the Authority's Information for Parents Booklet a copy of which is available from the school office or the Pupil Admissions Office. Further details relating to admissions can be found at <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/>

Transport

Transport matters for children attending this school are dealt with by the Transport office based at The Grange, Tower Street, Chichester, PO19 1RH. They can be contacted on 01243-753530.

ASHURST CE AIDED PRIMARY SCHOOL



MEMORIES

By

Y6 PUPILS

2019- 2020

Memories of Ashurst CE Aided Primary School

By Imogen Allan

I don't really remember my first day at Ashurst but I remember having the register done. On the first day there was a girl called Aimee (who I sort of knew). Mrs Pockett our YR teacher, had to give a Little Princess puppet to her as she was very shy and didn't know what to say her name.

My favourite topics have to be the Greeks and Space. I liked learning about how the Olympics started in Ancient Greece and how they are now and I loved it when we got to visit the Planetarium and saw what happens in space. But my favourite trip of all time, of course has to be Swanage. I enjoyed everything about it, the Purbeck ice cream, the long walks, hitching a ride on the steam train and the amazing views.

What I will miss most about Ashurst is all the lovely, friendly people and how it feels so much like a second home. You know everybody around you and everyone is so friendly, especially when someone new joins we try to make sure they feel welcome. I will also miss all the fun activities and school trips. Everyone is always happy and looks after everyone else. I will miss every part of Ashurst and the amazing, hardworking teachers and every single one of the pupils here.

I would like to say thank you to every single teacher who has taught us all so much through these past 7 years. They have supported us all so much and always been there if we ever needed them. I would also like to thank all the governors but the people who I would like to thank the most are all my friends.

Ashurst will always have a place in my heart. **THANK YOU EVERYONE!**

I am going to Steyning Grammar School in September.

Dear Lord

Thank you for all we have now and thank you for everything you have gifted to us, which we didn't use to have. We have learnt from our mistakes these past few years and know so much more. Thank you for guiding us through the worst of our problems.

Amen

'Hear My Prayer O Lord'

Memories of Ashurst CE Aided Primary School

By Amelie Bricknell

When I started school I was SO scared but I felt a sense of calmness when I found out that my best friend, Ella, was going and even better, we were in the same House team! The other part of the day I remember was crying when I saw my mum walked in the door to take me home. I didn't want to go.

My favourite subjects were: the Ancient Egyptians because I worked on the fashion and beauty side with Ella. Next it was Atoms and Molecules as I really enjoy all things science. The most thrilling school adventure though was definitely the Planetarium, the way it was displayed and how much I learnt from going....but the best trip of all was going to Swanage because of all the adventures within.

I will probably miss getting on with everyone and being in a smaller environment because I feel being closer to my surroundings makes me feel more safe and secure at school, also having less people in the class lets us have more one on one attention from the teacher but I will especially miss all my friends and the amazing teachers.

AND FINALLY, THANK YOU TO EVERYONE because you all have helped me through every single problem so Thank You.

Without singling her out, too much, I really want to say a greater thanks to Ella who has always been there and never ran out of hope in me, so thank you.

I am going to Steyning Grammar School in September.

Dear Lord,

Thank you Ashurst for helping and guiding me while I was working up to Year six. Thanks to all my friends that have stuck by me. Also, I am grateful to be blessed with an amazing start in life.

Amen

'Hear My Prayer O Lord'

Memories of Ashurst CE Aided Primary School

By Emily Chapman

On my first day I hid behind my mums' legs, scared of everyone around me, I only knew CHLOE K and LOIS - MAI - who claimed she saw me in nursery (but I didn't believe her!)

When I got into the classroom, there was a circle of new people, talking about themselves, AND I was the quiet one! I remember that we all got name tags.

My favourite topic was the one that had Swanage in it. We all had partners and mine was Chloe K. My second favourite topic was the Egyptians because I like to see what happens when people die. My favourite subject is history though because I like to know what the world was like in the past.

I will miss some of my friends as some are going to different schools. I also will miss Swanage because I will miss having a partner by my side. I will also miss the sponsored walk because I miss having friends by my side. The thing I will miss the most is the Christmas play because I love acting.

I would like to say a big thank you to Mrs Williams because she taught me a lot of things that I didn't know before, and I feel more confident I would also like to say thank to (Chloe K) and (Lois) for helping me when I felt sick or just lonely I could never thank them enough. I would also thank Ella, Chloe P, Lucy, Amelie, Aimee, Imogen, Agnes for being my friends otherwise I would never have been here till this day. I also want to thank Agnes for comforting me for when I was lonely and when my great, great uncle died.

I am going to Steyning Grammar School in September.

Dear Lord

Thank You Ashurst for helping me through thick and thin. Thank you for helping us to be safe from Covid-19 and I hope everyone feels loved and protected.

Amen

'Hear My Prayer O Lord'

Memories of Ashurst CE Aided Primary School

By Barnaby Crowe

I missed my induction day because we were on holiday so the teachers arranged a new one for me. They also arranged for a white-haired boy called Max to come in as well. I was so scared. The day started off with me crying my eyes out, until a girl called Ella (Max's sister) took me in. I instantly saw Max and he was playing with this toy train thing. I joined him, said hi, and started getting rid of my tears. Max and I tried to make the longest train ever and, the next thing I knew was that it was time for play. We had a choice of beans or jelly!

I remember Max always wanting to hug his sister, so I couldn't do much playing with him, but we continued to be friends. Then, the next thing I knew, it was time to go home. I actually enjoyed school and couldn't wait until the next day.

Throughout my years at Ashurst the main subject I've loved the most is PE. I always love going out in the sunshine. I also loved doing our topic about the Egyptians because it was amazing how civilized they were for their age. I also enjoyed going to the Brighton Museum. We got to mummify FAKE mummies with pretend organs. Amelie and I weighed our heart like the Egyptians used to do. Amelie's was ok. But, MINE WASN'T! I also enjoyed the Planetarium in Year 5. We got to sit in big, comfy seats that pointed your head upwards. I loved it because there were so many things to learn about and to see the stars in a detailed form. It made me have goose bumps to just see them.

There are lots of things I will miss about Ashurst, but the main thing I will miss is seeing all my friends and teachers that make the school a nicer and supportive place. I also love being able to play on the field at break. I love having the open space to play what you want, (for me preferably football!) I will also miss the quiet atmosphere with the fact there is not too many people. I like how you can come in knowing everyone's names and being able to recognise them. Having the smaller classrooms makes me find it easier to learn, and ask the teacher questions. I will miss how welcoming the teachers are when you start the day. I will miss Ashurst but the memories will stay with me forever.

I would like to say thank you to all the teachers that have started off and increased my learning. Without being picky, thank you too Milo, Edward and Max that have helped me when I needed them. Without them I wouldn't have got through these years. But even others have helped me so a massive thank to everyone. Lastly, I would like to say thank you to Mrs Williams who started off showing me what school is, to eventually showing me how to do long division.

And my new secondary school is called Sir Robert Woodard Academy ... but Ashurst will stay with me. Thank you Ashurst Primary!

Dear Lord,

Thank you for bringing us up through these amazing years at Ashurst. Please let us remember the memories we have had and to keep them as we move onto secondary. Thank you for making

us go to this school and thank you for allowing us to make great friends that have started and joined through our years here.

Amen

'Hear My Prayer O Lord'

Memories of Ashurst CE Aided Primary School

By Agnes Gibson-Brown

I don't remember much of my first day, although I remember Noah (my brother) practically DRAGGING me in, whilst I grabbed onto mum for my life. I remember thinking Scout and Lois were twins. Scout and I were always told to use our indoor voices!

Noah acted as if I was invisible. I thought I was, until I met Chloe K and we made up something called **SCHOOL SISTERS**.

In YR we did a topic all about Minibeasts and I thought I was small! We saw butterflies, flies, beetles and more flies!!

We had a booklet in which we ticked off our bugs. When we did Knights and Castles we went to Arundel and it was SOO big, it nearly touched the sky. We played a lot of Sleeping Beauty after that trip.

We went to the Planetarium, into a dark room with a dome on top, and looked at all of the planets and constellations, I understand a lot more about the stars now.

What will I miss most? ... that's a hard question because I will miss SO much about Ashurst Primary School. First I will miss all my smiley, amazing, fabulous friends. I will miss knowing everyone's names through the whole school, I will miss the lovely teachers who over the years have developed my learning and most of all I will miss the delicious breakfasts at Swanage!!

I would like to say thank you to all of the teachers who have watched me grow from a little sprout to a big lettuce and I shall spread my leaves and fly away now, And to think all of these years they have put up with me, and taught me the impossible. I would like to say thank you to all my friends who have stood by me through thick and thin (especially Lucy and Aimee) and last but not least, a little someone who has always been there for me even when we fall out we always stay friends, my school sister Chloe...so thank you Ashurst for all the things you have put into my life.

I am going to Steyning Grammar School in September.

Dear Lord,

Thank You for my lovely school at Ashurst and how I shall cherish my time here for ever, so thank you for this amazing experience, that I will take away and always have Ashurst in my heart. Please give all the students to come a fabulous time at Ashurst.

Amen

'Hear My Prayer O Lord'

Memories of Ashurst CE Aided Primary School

By Aimee Herbert

I remember on my first day being very excited and not being able to wait to get homework but then I found out you only got it in the juniors and was quite disappointed! I remember knowing Chloe P, Imogen and Ella from Preschool, but no one else. The other people were: Amelie, Agnes, Chloe K, Scout, Lois-Mai, Emily, Barnaby, Oliver and Max.

I have always loved maths. I enjoy it because I love problem-solving and have always wanted to be an inventor. My favourite topic was the ancient Greeks because of all the myths and magical creatures. I also liked the ancient Greeks because of the food, Olympics, architecture, religion and history, I found it very interesting. I also have always loved doing ...tests. Yes, tests, as I find them exciting.

I will miss my friends the most when I leave Ashurst, I will miss getting to see them all the time and playing with them every play. I will also miss the teachers as they are always there for you and help you to learn new things. The final thing I will miss the most about Ashurst is the warm, caring vibe it gives as everyone is so kind and caring.

I would like to say thank you to all the teachers for helping me to learn and to do the best I can. I will also like to say thank you to all my friends for always being there for me and to my family and the teachers for preparing me to go to Steyning Grammar School.

Dear Lord,

Thank you for everything you have given to us, we are so lucky. Thank you for helping us in advance to get through to the end of the Covid 19 outbreak.

Amen

'Hear My Prayer O Lord'

Memories of Ashurst CE Aided Primary School

By Chloe Kilham

I was VERY excited about my first day because I thought I was a grown up when I started school, sitting in a circle, labels on our chest to say what our names were.

There was a girl and she didn't want to come in, but as soon as I came in, she followed but we didn't say 'hi' to each other until playtime because we were TOO scared. At playtime we started talking and told each other our names. Her name was Lois and we've been best friends ever since.

When we went on the field Lois-Mai was always in the **BUMP BOOK**. Well, that is what Lois called it.

I remember at playtimes Lois and I played magic numbers and letters. In Year 1 a girl called Agnes came over saying do you want to be SCHOOL SISTERS. I said yes, AND, as I said YES, I knew we would be friends for life.

In the infant our topic was **KNIGHTS & KINGS**. We made booklets and went to Arundel Castle to see things close up, it was really good.

In Y3 our topic was the Rainforest and Mrs Smith set us the challenge of doing a weather report, I was with Max. I liked the **Rainforest project** because I got to do what I do best, finding out about things.

The thing I will miss the most about Ashurst Primary School is all my friends as we always get along, but I will also miss the Amazing teachers, I will miss the playtime on the field as you get to play with EVERYONE not just the juniors. I will also miss knowing all of the people in the school.

I would like to say thank you to all of the people who have helped me to get to this stage I would like to say a big thank you to all of the teachers as they have helped me through the bad and good, when I was ill and upset I always had a friend by my side so I would like to say thank you to Agnes for always being there for me as a school sister. We always have each other's backs.

I am going to Steyning Grammar School in September.
Dear Lord,

Over the past seven years I have had fun with this lot and also I have made new friends like with Lucy but most of all I have liked the trips, with my friends. I always liked it when Mrs Pockett said "I will cut off your leg" when you had fallen over.

Amen

'Hear My Prayer O Lord'

Memories of Ashurst CE Aided Primary School

By Ella Marshall

I didn't like my first couple of days at Ashurst because I realised I had to learn!. My favourite thing about Year Reception was the Cabin,,I quite liked PHONICS with Mrs Pockett, when she made up stories for each sound. Amelie and I stuck together most of the time and we always liked to chat.

Even though I am moving on to Secondary School, I have some great memories of Ashurst and some never to forget. The school feels like a second home as the teachers welcome us through the doors ever day as we come in, The things never to forget are the friends I have made because all of the things we have done together... and the teachers because they have all been there for us and have helped us through our journey.

A few of my favourite topics and trips include: the Romans, the Stone Age, Sacra Bray with Amelie, and the Rainforest. Learning about Mary Seacole, Louis Braille and Florence Nightingale was very interesting too.

Swanage I will never forget, the sand castle competitions and the shopping with your pair. I felt like a grown up. Amelie and I were a pair.

And the first trip ...the Sea Life Centre. When I walked in I didn't like the smell of rotten fish but when we got past the reception I remember the rainbow lights in the ceiling and loved the boat ride across the pond and remember looking through the glass bottom. It was magical.

I would like to say thank you to my friends for making the most of my time at Ashurst but also Amelie for choosing me as her best friend and I hope we stay best friends at Steyning, and a **BIG** THANK YOU to the teachers as well for making me feel welcome.

Dear Lord Thank you for the memories you have given us at Ashurst and for the friends and teachers, thank you for guiding us through the right paths. Thank you for making Ashurst feel like a second home also help the sick and needy.

Amen

'Hear My Prayer O Lord'

Memories of Ashurst CE Aided Primary School

By Lucy Mason

On my first day when I went in the playground, I remember Mrs Williams asking Agnes to look after me. We went inside and I saw Mr Malsbury, standing near the table, at the front of the class. I was told to choose a book and I chose something called the 'Everything Machine'. The lesson started and I remember turning a poem about a railway cat into a newspaper,

I remember Agnes and I were sitting at the front desk with Chloe and Emily behind us. Chloe had a big box of coloured pencils which she kindly shared with us and Agnes had this frog rubber which Aimee asked to borrow which she called 'Froggie'. All very kind!

My favourite subject has to beEnglish. I don't know why I just really like it. I was also quite sad about not doing the SATS with Mrs Williams. I liked doing the ancient Greeks because we made Chitons (Greek Togas) and wore them for the Greek feast. I haven't really been on many trips whilst in my year here but I did enjoy going to Arundel Cathedral, drawing the stone carvings of the Easter Story.

I'm going to miss all of the people here. My last school wasn't as friendly as here, and I wish I could stay for longer... Everyone seems to support each other and get on, in a good mood and with a willing attitude. It sometimes feels as though it's just a big, happy family of 56 people and 7 adults. It is always happy at Ashurst; I'll never forget that. And although I haven't been here for long -and now I have to leave them all- I feel like we will always be friends.

I would like to thank: Mrs Williams, for preparing us well for the SATS we didn't have; to my year 6 class, for being so friendly and kind; and Ashurst, for if you hadn't welcomed me into the school and been so, well, *welcoming* I would have ended up somewhere else and never have met *any* of you...but, now that I'm here, I couldn't be happier, I am going to Steyning but to Rock Road, at least at the moment.

Dear Lord,

Thank you for my year at Ashurst, it has gone so quickly and most of it didn't exist, but it was enjoyable to me. This year was going to be very special and thank you for still letting us do some of the things we were supposed to do.

Amen

'Hear My Prayer O Lord'

Memories of Ashurst CE Aided Primary School

By Oliver Poinson

MY FIRST DAYI don't remember it too well, apart from the fact that I hid behind my mum's legs and cried!

When I stopped crying, I had to be DRAGGED into the building because I didn't want to go inside. Once I calmed down, our teacher, Mrs Pockett, DRAGGED me towards her and quickly stuck a label with my name on it, onto my chest and made me sit a circle with other people, **OH NO lots of girls, they're terrible!!** Then I saw two other people, named Barnaby, and Max, Our first play time was at a place called the 'Cabin', at first, I didn't want to go in because I thought there were MONSTERS in there. But when I saw people go in, and then come out ...ALIVE, I knew it was OK!!!

My favourite school trip AND project linked to it was Space, one of the reasons why is because some teachers, not mentioning ANY names *cough* *cough* Mrs Hedley *cough* *cough* would say I would be an astronaut when I grew up, The main part I enjoyed about the planetarium trip was the Observatory where we could sit in **VERY** comfortable chairs and look upwards at stars, constellations and where other planets have been spotted in different locations, I enjoyed the project itself because I enjoyed learning about the history of Space and the objects that have gone in and come out of Space. Spaced out is also how I felt when I finished the walk from Swanage to Corfe in Y5.

I'll miss almost everything about Ashurst, from the topics, to the lunches, to, dare I say it, even the **TEACHERS!** The main things I'll miss about Ashurst are the school trips to Swanage and the Planetarium etc. I'll also miss the playtimes on the field, and probably most of all, Sports Day! OR doing fun things like Dodgeball (even if we only got to do it about once every 2-3 years ... (I still want an explanation as to why we did it so little).

I would like to say thank you to all of the teachers that have supported me in my learning and have as a result helped me to get to the school I am going to, some of the teachers might not be here, with us now, to my friends for supporting me during my time at this school, and to my family for sending me here. **THANK YOU ASHURST!!**

I'm not going to Steyning, I'm going to Christ's Hospital, but I couldn't have gone to that school if it wasn't for everyone here.

Dear Lord,

Our time at Ashurst might fly by, but the memories will not go forgotten, that is like life. Your childhood might disappear full of such moments but they will never leave you, when we are in trying times like these, look back, remember life as it was, then focus, focus on your future.

Amen

'Hear My Prayer O Lord'

Memories of Ashurst CE Aided Primary School

By Chloe Preston

I only knew a few people on my first day. I recognised a girl called Ella and a girl called Aimee who lived in my lane, you would have thought that I knew her but I had not heard her talk. I noticed Imogen and Max. I remember liking Mrs Pockett, although she really scared me when she said she would have to cut off my leg when I hurt it. I remember loving the log cabin. Imogen and I used to fight over the **Kitten bag**, and Imogen always won!

I have no favourite topics or trips, they were all so amazing. I loved the Egyptians making all sorts of things like the Howard Carter artefacts. I loved going to Brighton museum. I loved learning about Space, when we went to the Planetarium. AND I loved going to the Sea Life Centre in Year.

I'm going to miss a lot about Ashurst, there's nothing I won't miss, All the teachers here at Ashurst who have taught me so much through the years and have helped me through the times I've been down or upset. I will miss how we've all been in the same class together and that whenever I come in I know my friends will be here. As much as I'm looking forward to secondary school, I will always miss Ashurst. I will miss everything, but especially everyone here. I will never forget this school and the people here.

I would like to say thank you to all the amazing teachers here who have taught me and helped me in tough times and have showed me that you can do anything in life no matter how hard. I have had the most fantastic seven years of my life at Ashurst. And finally, I'd like to thank all my friends for being there when I felt down and I hope, well, I know that all the pupils here at Ashurst are going to have as much of an amazing time as I've had here. Thank you.

I am going to Steyning Grammar School in September.

Lord of the Heavens,

Please bless all those who are starting a new journey but aren't erasing all of the wonderful memories from the past. Let everyone leave here with their heads held high and not forgetting the past but looking forward to the future. I'd just like give an enormous thanks to all these people that have helped me get to this point and if it wasn't for them I'd never be where I am today.

Amen

'Hear My Prayer O Lord'

SCHOOL INSPECTION/S

OFSTED INSPECTION

Office for Standards in Education, Children's Services and Skills.

The school was inspected by Ofsted in 2019 and judged to be 'Good', with 'Outstanding' Personal development, behaviour and welfare. Please see the full report by following the link here:

<https://reports.ofsted.gov.uk/provider/21/126020>

DIOCESE OF CHICHESTER SIAMS INSPECTION

Statutory Inspection of Anglican Schools.

In 2018 Ashurst was inspected by the Diocese of Chichester and judged to be 'Outstanding', a copy of the Diocesan inspection report can be found by following the link here:

https://www.ashurstcofe-pri.w-sussex.sch.uk/website/diocesan_inspection_report_/391904

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Ashurst Church of England Aided Primary School | |
|---|----------------------|
| School Lane, Ashurst, Steyning, West Sussex, BN44 3AY | |
| Current SIAMS inspection grade | Outstanding |
| Diocese | Chichester |
| Previous SIAMS inspection grade | Outstanding |
| Local authority | West Sussex |
| Date of inspection | 25 & 26 April 2018 |
| Date of last inspection | 7 & 14 November 2012 |
| Type of school and unique reference number | Aided 126020 |
| Headteacher | Janet Williams |
| Inspector's name and number | Richard Dyer 513 |

School context

Ashurst CE Aided Primary School is a small rural primary school with 67 pupils from the local community and surrounding areas taught in predominantly vertical year groups. All pupils are of White British ethnicity with English their first language. The number of children with special educational needs and entitled to Pupil Premium funding is very small. The headteacher has been in post 22 years. The school is located in a modified Victorian building with a small hard surface playground outside. A community recreation field opposite the school is used at break/lunchtimes and for outdoor activities. There are strong and close partnerships with the local church and community, the wider community of schools, and a school in The Gambia.

The distinctiveness and effectiveness of Ashurst CE Aided Primary School as a Church of England school are outstanding.

The headteacher's strong leadership based on a clear Christian mission for the school solidly underpins the school's Christian character and is fully understood and supported by the whole school community.

The school's strong and distinctive Christian character, deeply and securely embedded in all aspects of the school, impacts very positively on outcomes for pupils and all members of the school community.

The school's extensive network of very strong and highly effective partnerships significantly contributes to the school's Christian character and distinctiveness.

The extensive breadth of spiritual, moral, social and cultural (SMSC) opportunities impacts significantly on the spiritual development of the whole school community.

Areas to improve

Develop pupils' understanding of diversity by further establishing additional partnerships with other faith communities within the UK.

Develop the quality religious education teaching and learning by continuing to embed new units of Understanding Christianity and associated assessment procedures as they are adopted.

Develop succession planning by identifying and implementing further opportunities for church school leadership.

**The school, through its distinctive Christian character, is outstanding
at meeting the needs of all learners**

Ashurst CE Primary School has a strong and distinctive Christian character based on a clear Christian mission statement centred upon three Christian values. This strong Christian character is securely and deeply embedded in all aspects of school life and celebrated throughout the school in vibrant displays. The mission and values are shared and modelled by all members of the school community who confidently articulate them and their impact on school daily life and pupils' well-being. Pupils clearly talk about the link between the school's Christian values and biblical teaching and how the teachings of Jesus are the basis for how they live their lives, for example showing forgiveness. Parents talk passionately about the school being a warm, friendly, joyful place where children are loved, nurtured, cared for and respected. They also report the strength and support the school gives them in times of personal crisis, and how strongly the school's Christian ethos and values impact positively on their children long after they leave. One former pupil stated, "I may leave Ashurst but Ashurst will never leave me."

The school mission and values strongly underpin the curriculum and the high level of care and relationships across the school community enabling the school to successfully meet pupils' individual academic and pastoral needs. The impact is seen in pupils' excellent progress and achievements, outstanding relationships among all members of the school community, the exemplary behaviour and very high attendance. The curriculum includes regular opportunities for spiritual, moral, social and cultural (SMSC) development with high quality experiences that develop personal spirituality. For example, using their rural location to experience the wonders of nature, regularly handling live animals, and cultivation of the school garden. SMSC is also developed through visits to museums, castles and cathedrals, and through the close partnerships with the local church and community, and local schools and colleges for curricular and extra-curricular activities. Partnerships with other communities nationally are not yet as well established as the special, strong and effective international partnership with a school in Gambia which contributes significantly to pupils understanding of cultural diversity. SMSC is further promoted through religious education (RE) and collective worship, pupil responsibilities in the daily life of the school and support for local, national and international human and animal charities, including the adoption of several Rwandan silverback gorillas.

Religious Education contributes significantly to the school's Christian character through its promotion of the school's Christian values, Christian teaching in the Bible and the main festivals in the church year. Religious education also contributes to SMSC development by raising pupils' awareness and understanding of diverse faiths and cultures.

The impact of collective worship on the school community is outstanding

Collective worship is distinctly Christian and central to school life. It strongly promotes the school's Christian mission and has a positive impact on the life of the whole school community. All staff willingly attend and describe how inclusive it makes them feel. Worship takes place at school and in the church at key times in the Christian calendar. The school also participates in a church family service once a month and other key Sunday services such as Mothering and Rogation Sundays. Parents keenly attend these and other key worship occasions at school.

Worship is carefully planned through themes that focus on the promotion of the school's values and Christian teachings, and includes 'Follow Up' for class worship and discussions. Worship is led by the headteacher and staff, local clergy and pupils on different days of the week. It is imaginatively conducted to engage the pupils, encourage participation and help develop spirituality. For example, being held outdoors when possible to enjoy and be inspired by nature. Pupil involvement in worship is very important and includes leading prayers, readings and the weekly class worship. The key elements of Christian worship and symbolism are present which pupils clearly understand. For example, that lighting a candle represents Jesus as the light of the world. Worship includes a strong focus on the Trinity which is imaginatively explained resulting in pupils being able to articulate an age appropriate understanding. Prayer is a significant and integral part of worship and the life of the school. They are said at the start and end of the school day and at lunchtime. Pupils write prayers in class which are collected into books for everyone to share and there is a 'Prayer Area' where pupils can write and display their own prayers. There is also an outdoor Prayer and Reflection Garden for all members of the school community to use anytime. Worship, prayer and reflection areas provide opportunities for stillness and spiritual reflection which the school uses effectively especially at times of local, national and international tragedy when the school engages in collective and personal prayer and reflection. Pupils talk easily about the range of different ways they can pray and that prayer is important to Christians because,

“It helps you ask for God’s help and forgiveness, and to thank Him when He does”. Parents report warmly about how prayer continues at home with pupils saying Grace before meals and prayers at bedtime. There are well embedded and effective systems for the monitoring and evaluation of worship. This is done on a regular basis by the school leadership and governors and shows that worship is highly effective in developing pupils’ understanding of Jesus Christ. Pupils and parents contribute to the evaluations through verbal and written feedback which show that worship is relevant, and makes a difference, to the lives of the school community. Pupils enjoy worship, describe how it makes them feel inspired and valued, and confidently recall their favourite Bible stories.

The effectiveness of the religious education is outstanding.

Religious education (RE) contributes significantly to the Christian character of the school. The teaching of RE is excellent with clear differentiation and challenge, and imaginatively linked when appropriate to other curriculum areas, collective worship, and visits to the church. The RE curriculum uses the new ‘Understanding Christianity’ materials very effectively which are delivered through an enquiry approach using a variety of creative strategies such as art, drama and model making. This engages and motivates pupils who are clearly excited by RE, speak confidently about their learning in RE and say how much they enjoy it. Examples of pupils’ high quality RE can be seen in the work produced as part of the diocese ‘Year of the Bible’ and ‘Year of Prayer’. Religious education strongly contributes to the pupils SMSC development including raising their awareness and understanding of cultural diversity by learning about Judaism, Hinduism and Islam and visiting their communities and places of worship. Pupils talk confidently about these faiths and the importance of learning about them. Secure and accurate assessment procedures are in place showing pupils’ progress and attainment is very good.

The leadership of RE is strong. The RE co-ordinator is well qualified and highly committed and governors have a keen interest in RE which they regularly monitor. Very effective regular monitoring and evaluation systems are in place and RE is specifically included in the school improvement plan to ensure its effective development. The current development is the further embedding of the new Understanding Christianity materials and RE assessment as new units of the material is adopted. Effective links exist with local schools and the diocese to provide training and support to develop the RE leadership and promote effective outcomes for the RE improvement plan.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher has a very strong and clear Christian mission for the school that solidly underpins the school’s Christian distinctiveness and leads with passion and conviction. She is strongly supported by staff and governors who clearly articulate this vision and its impact of the school’s Christian character, daily life of the school and pupils’ academic and personal development. For example, the confident engagement of pupils with all aspects of school life; their positive achievements and well-being; exemplary behaviour and relationships; and strong SMSC development. Monitoring and evaluation is securely established and clearly linked with the school improvement plan which has a specific section on the school’s distinctive Christian character, collective worship and RE. Regular and robust governor monitoring results in them having a very good understanding of the school and its pupils. They both challenge and support the headteacher, and promote effective school improvement. Feedback from parents and pupils is regularly sought and impact on school development. For example, changed format and timings to events on sports day and at Christmas to accommodate pupils differing needs. The school takes advantage of its partnership with local schools, colleges and the diocese for sharing staff expertise and development opportunities such as in adopting the new ‘Understanding Christianity’ material. The school has identified a need to develop effective succession planning and staff share expertise to support each other’s development. However, opportunities for staff to prepare for specific future leadership in church schools, such as RE or senior leadership, are not fully established. There are close and effective partnerships with parents, the local community, and the parish church and diocese which all contribute to school life and the promotion of its values. Parents help in school, support school events and give regular feedback, the school and community join in each other’s events such as pupils entering their garden produce into local shows and contributing to the parish magazine, and the community joining the school’s Remembrance Day commemorations. Local clergy lead worship and support RE, and the school regularly attends church services and the diocese annual Leavers’ Service and ‘Quiet/Reflection Days’.

Arrangements for RE and worship meet statutory requirements and both areas are very effectively led and managed.

