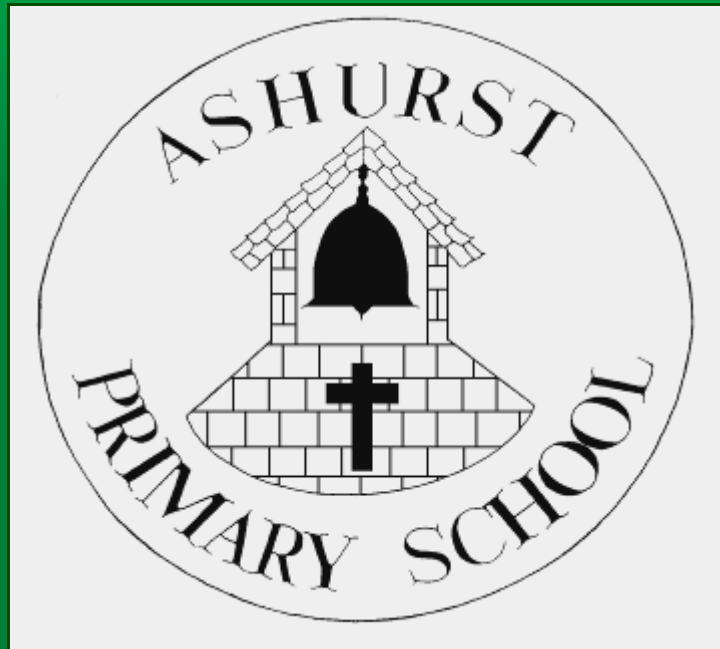
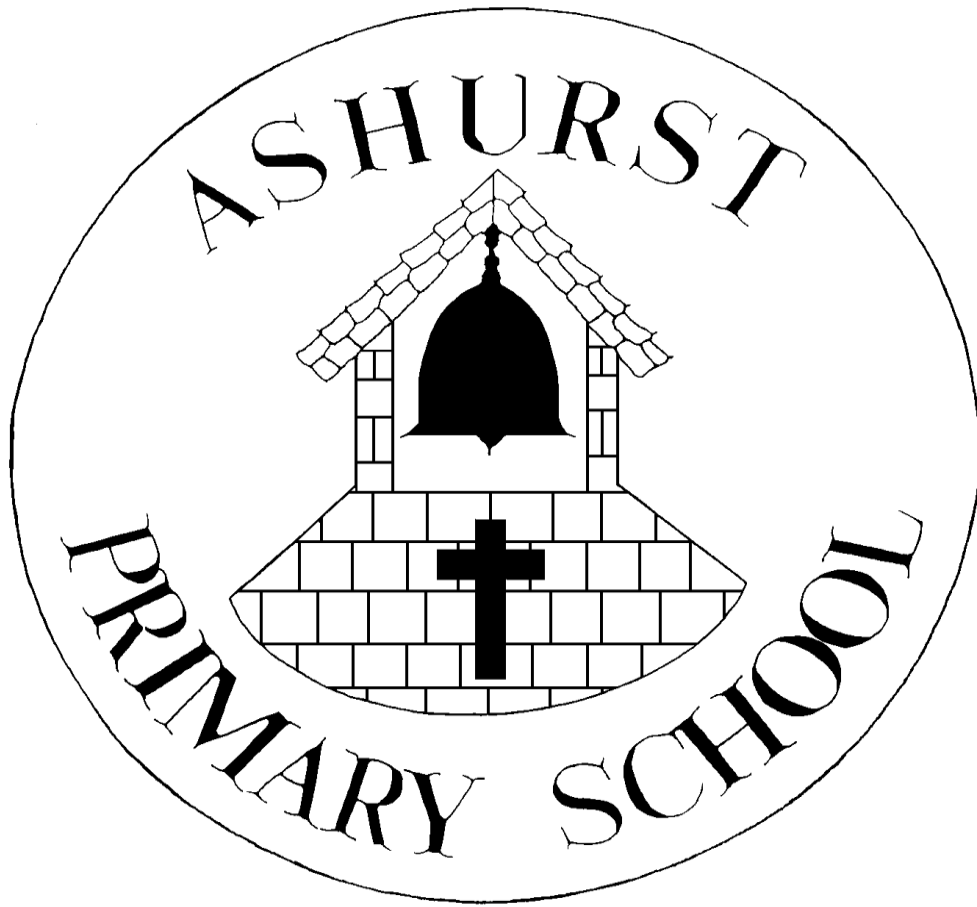


ASHURST CE AIDED PRIMARY SCHOOL



School Prospectus
2019 - 2020



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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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
Headteacher:	Mrs J A Williams B Ed (Hons)
Chairman of Governors:	Mr R Allan
Pupils on roll:	53
Age range:	4 to 11 years
Governors:	
Chair:	Mr R Allan RAllan@ashurstcofe-pri.w-sussex.sch.uk
Vice Chair:	tba
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 S Smith
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. Dr C Hall (Diocese Parent of pupil/s currently in school) 12. Mrs V Timms (PCC) 13. Mrs J A Williams Headteacher, Ex Officio

Associate Members:

Mrs C Jesse
Mr P Middleton
Mr M Shoosmith
Mrs A Cockran

Members of Staff

Headteacher:	Mrs J A Williams B Ed (Hons)
FS/Key Stage 1 Teacher:	Mrs T Clarke BA (Hons)
Key Stage 2 Teachers:	Mrs S Smith BA (Hons), PGCE Mrs K Sansbury BA (Hons), PGCE
Part time Teacher:	Mr C Malsbury CertEd
Teaching Assistant:	Miss O Kelsey
E-Learning/Network Manager Specialist Computing Teacher/ School Office Administrator & Premises	Mrs A Hedley BSc (Hons)
SEN Support:	Co-ordinator Mrs J A Williams 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

Headteacher, Mrs J A Williams, is responsible for all matters relating to
Safeguarding and Child Protection.

Mrs A Hedley & Mrs S Smith
have also undergone specialist DSL training

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

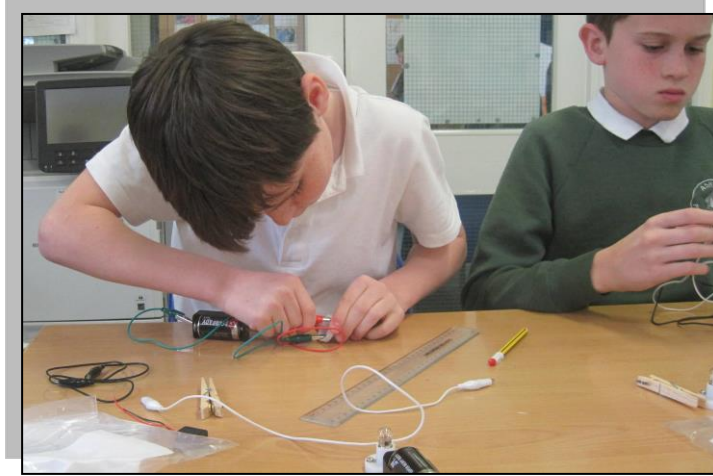
At Ashurst Primary School we aim to create a happy, caring and purposeful environment, in which all children are encouraged to respect and value one another and to achieve their potential, wheresoever that may lie.

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 J A Williams

Headteacher



Children enjoy learning and concentrate fully in all they do



The School:

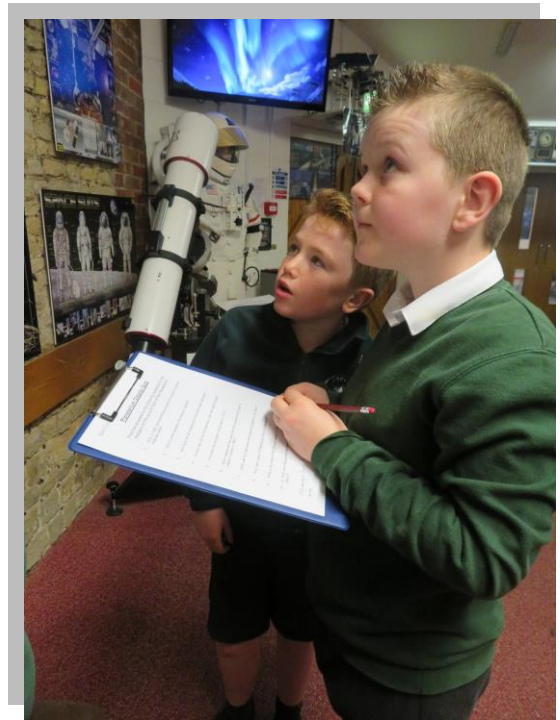
Ashurst is a Church of England Voluntary Aided School. This means that the staffing, materials and internal repairs are financed by the Local Authority (West Sussex), while the Church of England through the Governors maintains the outside of the building and has a responsibility for the finance and the 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, with the assistance of a teaching assistant. Key Stage 2 is taught in two groups Y3&Y4 and Y5&Y6. 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 aspects of all 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 Yr 3 - 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, one in October and the second in 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



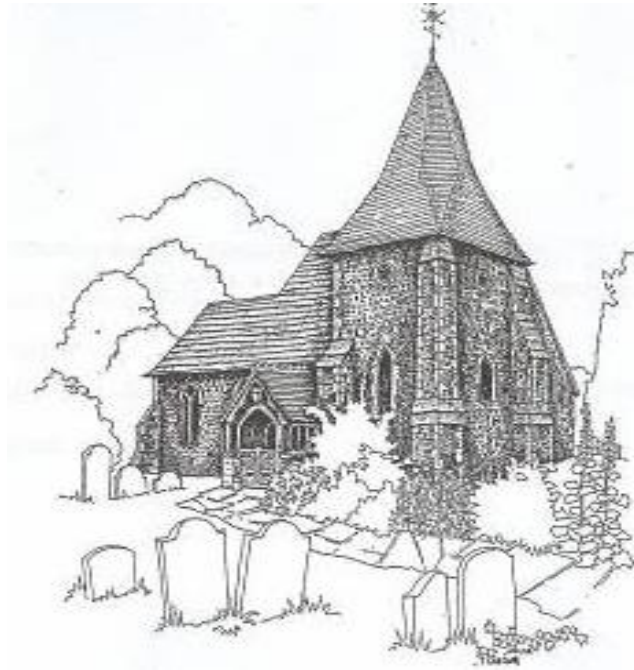
Collective Worship

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. Other services held at St James Church throughout the year, such as Harvest, Christmas 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 '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. Story books from a variety of published reading schemes including the Oxford Reading Tree and Ginn 360 are used as a foundation. 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.

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 Fishbourne Roman Palace



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



*More senior pupils attend specialist cookery lessons
in a partnership with Shoreham College*

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, and perseverance 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. The school has an equipped kitchen fitted with a child - height work surface and children have 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.

**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 an 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.

GEOGRAPHY and HISTORY

For these subjects, often referred to as Humanities, work is planned using the National Curriculum; we aim to give children knowledge and understanding for 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.

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



Children learn about Music & French from specialist teachers



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.



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 prepare a service and refreshments for parents and the community in aid of a charity.

Christmas Play (December): The children perform a Christmas Play 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 (September/June): Y5 (September) & Y6 (June) children visit Swanage, Dorset to take part in outside activities and to study the local area.

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 the LA 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 Friday 15th January 2020.

The last date for completed Supplementary Information Forms to be returned to the school is Friday 15th January 2020.

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 2020 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.

~ 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 & HOUSE CAPTAINS
- 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 WITH KOTUKALA NURSERY IN THE GAMBIA
- 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 SHOREHAM COLLEGE
- BUMBLES' GARDEN WITH MR & MRS GARNETT
- PE/SPORT WITH HORSHAM LEISURELINK & DALESDOWN CHRISTIAN CENTRE
- SWIMMING WITH THE TOWERS CONVENT SCHOOL
- BIKEABILITY WITH JOLESFIELD PRIMARY SCHOOL
- MINIBUS HIRE FROM STEYNING GRAMMAR SCHOOL & THE TOWERS CONVENT SCHOOL
- CHANCTONBURY SCHOOLS incl Sporting fixtures and G & T DAYS
- 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

Grey skirt or pinafore dress

Grey tailored trousers (winter)

Green sweatshirt with school badge

or green sweater

White blouse

White or grey socks

White or grey or green tights

Sensible shoes or sandals

Green and white checked dress and green cardigan

Boys

Grey trousers (long or short)

Green sweatshirt with school badge

or green sweater

White shirt

White or grey socks

Sensible shoes or sandals

School Book Bag: Supplied to all new pupils, 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; black plimsolls; or trainers.

PE Bag (supplied by APS to all new pupils, also available to purchase separately).

Art/Craft: An overall or old shirt

All articles should be 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 or a letter is sent.

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 2018/2019 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 pupils to enjoy at breaktimes, if they choose. 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 2019 - 2020 are as follows:

Autumn Term 2019

1st & 2nd September 2019 INSET DAYS

Term starts for pupils 3RD September 2019 - term ends 20th December 2019

Half Term: 28th October - 1st November 2019

Spring Term 2020

6th January - 3rd April 2020

Half Term: 17th February - 21st February 2020

Summer Term 2020

20th April - 20th July 2020

Half Term: 25th May - 29th May 2020

INSET DAYS

Autumn Term 2019

Monday 1st & Tuesday 2nd September 2019

Friday 8th November 2019

Summer Term 2020

Thursday 2nd & Friday 3rd July 2020`

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.

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 sleeper earrings, and these 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 J A Williams

Headteacher



*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



Y6 PUPILS' ANNUAL REPORT to PARENTS AND GOVERNORS 2018 - 2019

Memories of Ashurst CE Primary School

By Noah Gibson-Brown

On my first day at Ashurst I remember being in the Library and seeing a gigantic person (Mr Murphy, Christopher's dad!) and wondering how he got to be SO tall. I remember not wanting to go to school, but not as much as Howard (who didn't seem to want to let go of his mum!) I remember the Head teacher (Mrs Williams). I was a little scared of her at first but I realised she was just pleased to see us on our first day. I remember seeing a shorter boy. "Is that one of the Reception's younger brothers?" I said. "No, that's Finn. He is one of the Reception class". From that point on, I knew we were going to be the best of friends - and we are! I knew Richard from the previous Y6 Rounders Tea Party in the summer term and after starting school we would go to Fisher's Farm nearly every week. At the end of that first day I didn't want to leave school. My class mates were: Richard, Finlay (whose name I always used to spell 'Finally'), Willem, Howard, Christopher, Lola, Jamie, Jasper and me.

In YR, we went on our first school trip. I remember being really excited to go to Wakehurst Place, though I wasn't sure what to expect! Later, I found out it was about plants which was interesting as we got to see the biggest seed, tallest seed and smallest seed. I remember Reception being full of fun and games but when the time eventually came for me to go into the world of work, (Y1) I felt as if my brain would melt. Work was the unknown and I was scared of it (to be honest, it wasn't as bad as I first thought).

In Y1, I remember doing 'Goldilocks and the Three Bears' and we all had porridge! I ate it up really quickly; Richard didn't really like his so I asked Mrs Pocket if I could have his. She said yes. For the rest of the month Mrs Williams, Mrs Pocket and Ms Evans (now Mrs Smith) all called me 'Two Bowls Brown!' We also did: 'The Runaway Chapatti', with real chapatti to eat, and when we did 'The Princess and the Pea' we tried jelly with peas, to some people's delight and other's dismay.

In Y2, we visited the Sea life Centre where we all marvelled at the graceful sea life, gliding through the twinkling water. At this time, I remember all the boys calling each other by the first letter of their names, with 'ug' on the end, except for Christopher: Crug, Fug, Hug, Nug, Rug and Wug. One day, I cut my finger in the playground. Mrs Pocket said she would cut off your arm! I was really scared. Only in Y3 did I realise she was joking! In Y2, the visit to Arundel Castle was spooky but exquisite. I heard Howard and Chris talking about throwing people in a dungeon-like pit. It was where prisoners were kept in days gone by. I was on my best behaviour from then on, just in case it was me they intended to do it to! One day, I came into the Y2 class and saw what I thought was Alfie, a pupil one year older than me. But it was actually..... Marrek.... he was in my year and still is AND he now is one of my good friends.

Thank You Mrs Smith and Mrs Pocket for making my infants years , definitely so enjoyable and exciting.



visiting The Planetarium in Chichester, an amazing building full of Scientists' knowledge, and artefacts of awe and wonder. This is the summer term and we have recently got our SATS done and dusted, which is a relief. On the first day we did Grammar, Spelling and Punctuation. On the second day we did the Comprehension. Phew!! The hard tests were done and then we did the Maths tests for the last two days. Now we are all eagerly waiting for Swanage which is the highlight of my year personally. I can't wait because it's only in three weeks.....!

**Thank you Mrs Sansbury and everyone: Mrs Hedley, Mrs Ixer and especially Mrs Williams, who has helped me reach my dream. I'm going to Christ Hospital and you have all helped me to get to a school that I've always wanted to go to. So a big thank you to all the teachers who have supported my learning. And keep on doing what you are doing because
it's amazing.**

Memories Of Ashurst Primary School
by Finlay Goring

YR was actually lots of fun with Mrs Pockett. I recall doing the 'Runaway Chapatti' when none of the animals could catch him. I really loved the food projects such as the Chinese one and also the potatoes, except for when I mistook pear sauce for chocolate sauce.

I really loved sports from the age of 4, especially football and I still do. But when I got fouled I ran away and hid because Mrs Pockett told me she would have to cut off my leg! I soon discovered that she was just joking, which was a relief.

Sports Day was one of my favourite things, though I found the 'Going to Bed Race' a bit tricky because the t-shirts were REALLY baggy for me.

My favourite school trip in YR was Wakehurst Place where we saw the biggest and the smallest seeds in the world! I remember the smooth bark of the silver birch and the giant redwoods.

Thank you Mrs Pockett for such a fun YR ☺

In Y1 Howard introduced me to Richard and we soon became very good friends and we still are now. I also made friends with Christopher and Noah, who were so tall. I also made friends with Willem when we asked for the same book whose title and front cover made us both laugh, even though we couldn't read the words!

I loved Sports Day in the infants and even won a few races.

My favourite topic in the infants was 'Kings, Queens and Castles' when we also did a school trip to Arundel castle. Our guide showed us the *hole* where they put naughty children! For the rest of that day I tried to be on best behaviour because I was scared that I would be put down the hole. It didn't work as I got told off three times for being too loud!

My favourite school trip in Y2 was the Sea-life centre where I got to hold a starfish and squeeze lots of anemones. There was a giant shark and I thought it was going to eat me. The visit to Summers Place with Mr van der Werff was also amazing and so interesting with the giant diplodocus and woolly mammoth.

In Y2 we were joined by a new pupil called Marrek, who had been in France for two years - so he was very good at French.

PE was, and is, probably my favourite subject, even though I don't think of it as one. I love running around and playing lots of sports such as: cricket, running, tag rugby, rounders and especially football.

Thank you Mrs Smith for an amazing Y1&2 😊

I remember being very excited about moving up to the juniors. In Y3&4 we had Mrs Robins and Mrs Harwell and the very confusing time table: Mrs Robins on Mondays, Tuesdays and Wednesdays and Mrs Harwell on Thursdays and Fridays. In Y4, when Mrs Robins left, Miss Simpson did Wednesdays.

As part of our topic on The Romans we went to Fishbourne Roman Palace which was so much fun. We got to be slaves and I remember; building an arch, grinding wheat to make it in to flour, and wax drawings. We also looked at mosaics, one of which was a famous one of a dolphin.

I remember making tarts with Mrs Robins and we had to write our own recipe-they were so nice. We also did science and put celery in different colour dyes which showed us how capillary action worked. We did lots of music with Mrs Harwell and I loved art with Mrs Robins.

As ever, Sports Day was really good fun.

Thank you Mrs Robins and Mrs Harwell for such an enjoyable Y3&4 😊😊

In Y5&6 one of the things I was most looking forward to was Swanage because I had heard such good things about it. Swanage turned out to be even better than I had been expected. It was amazing: the food, the beach, the walks and every wonderful thing.

For most of Y5 we had Miss Simpson because Mrs Sansbury, our classteacher, was away on Maternity Leave. I remember doing maths, literacy, science, humanities and PE.

There were more football matches and chess tournaments to enjoy and a class Citizenship Course in Horsham which taught us a lot about 'Keeping Safe'.

Thank you Miss Simpson😊

In Y6 Mrs Sansbury returned and one of my favourite trips was to the Planetarium in Chichester, as part of our topic on 'Space & the Planets'. It was so interesting and I learnt so many new things about the universe.

Our current topic is 'France' and we are about to visit Tangmere Aviation Museum, as part of the '75 years since D-Day' celebrations. I can't wait. I can't wait either for the second Residential Week to Swanage which comes **after** the visit to Tangmere! Thank you Mrs

Williams and Mrs Pockett in advance for this year's Swanage Week. It's going to be so much fun.!

During Y6 we have been doing practice for SATS with Mrs Williams each week which has been very tricky but also fun, and has been helped by lots of Butter Mintoos! Thank you Mrs Williams - and Governor Mrs Jesse for overseeing the SAT week by just being there for us. I found SATS hard but I hope I did well.

Thank you Mrs Sansbury and Mrs Williams for such an excellent Y6.



I have really loved the school's annual Sponsored Walks because I love walking and running and also being outdoors in the countryside. I have really loved playing chess since Y2 - and was very pleased to be picked to go to Grand County Chess Final and win both of my games. I have really loved all of the sport and sports tournaments: cricket, swimming, tag rugby and football, especially playing in the Lancing Football Tournament - where I think I might have even scored a goal!

Thank you so much Ashurst Primary School for everything you have done for me, it has been so amazing. 😊😊😊😊😊😊

MEMORIES OF ASHURST CE PRIMARY SCHOOL

By Howard King

I remember my first day at Ashurst CE Aided Primary School in September 2012. I recognised two people in my class, one named Finlay Goring from Nursery and my cousin, Richard Verrall. I remember trying to get Finn's attention by kicking pebbles at him as he was walking down the path, to see if he recognised me. I wouldn't let go of my mum's leg, because I was so nervous to go into school, but my Dad gave me the confidence I needed to go inside. Once we went inside, we all sat in a circle and Mrs. Pockett gave us name tags with each other's names on. To get to know each other, we had to say something about ourselves that we were interested in.

In YR there were nine of us: Jasper, Christopher, Noah, Richard, Jamie, Lola, Willem, Finn plus me. On my first day of 'Show and Tell' I did not bring anything in, as I didn't really understand, but after watching everybody else I could not wait till next week for my turn! I remember on the playground falling over and cutting my knee. As I was brought in by Mrs. Pockett, she said to me "I will have to cut off your leg!" I was immediately scared, only until a little bit later did I realise it was a joke! We did a lot of 'Jolly Phonics', that was when we started to learn sounds to help us read. I remember my least favourite subject was Art as I could not draw and still struggle to draw now. When we walked into school we had to put our coats and bags onto pegs. Back then we had normal bags not Ashurst logo school bags. We had labels by our pegs and mine said 'Howard' and I had a yellow pencil image on my label. We also were allowed to go in the cabin outside, full of fun play things, a privilege we did not get in later years such is the pity.

Thank you, Mrs Pockett for an amazing start to school.

In Y2, a boy called Marrek joined our class, I thought he was really interesting because he was from a different country! Moving up to Y1 was scary, as now I was with a different teacher called Mrs Evans (who is now called Mrs Smith) and we also had to write down actual words and sentences. Work got a lot harder! My first trip was going to the Sea Life Centre which I enjoyed very much and I found out that Willem was a vegetarian as Christopher asked Willem "Do you like Sushi?" and Willem replied 'I cannot eat meat.' From that day, I knew he was a vegetarian.

In Y2, it was my last year of the Infants. I realised that Mrs. Smith's sneeze was soooooooooooooo loud and it rattled through the entire school. I also remember going to Arundel Castle which was very interesting and we learned about this massive hole which you could not see to the bottom of. I remember the man saying that naughty children go down there. Christopher and I made a joke that we would put annoying people down there!

Thank you Mrs. Smith it was an amazing Y1 &Y2!

Y3, and I was in the Juniors! I could now boss around the Infants! I remember our first day in Y3 Mrs Robins was now our teacher **and also** Mrs. Harwell. It was a very confusing week as we were with Mrs Robins for Monday and Tuesdays and then on Wednesdays it would be alternative and Mrs. Harwell would have us Thursday and Friday. We did 'Bus Stop' maths which I enjoyed and also practised shapes.

Thank you Mrs Robins and Mrs Harwell for a good time in Year3

In Y4 we had Miss Simpson, and we started doing Mental Maths and my good friend Jasper left. We did lots of maths using the computers to practise things like fractions and addition. I can't remember much about Y4 apart from getting lots of homework, it was so difficult!

Y5 and Swanage, which was my favourite school trip of seven years at Ashurst. I had been waiting to go since Y1 because of the scenery and the countryside, the films and the food, also the bedtimes which were '*definitely early!*' It *definitely* lived up to all my expectations: I shared a room with Chris and Richard and shared the breakfast fried eggs every day: Richard had the yolks and I had the whites! I really can't wait to go again as Y6 in three weeks time!

At the start of Y5 our teacher was Miss Jordan who became Mrs Sansbury and left for a year to have a baby boy called Jordie. Miss Simpson taught us until Mrs Sansbury returned in Spring term in Y6.

Thank you Miss Simpson

Mrs Williams has been teaching us in Y6. Amongst other things, we have been practising for our SATS. I think I have done *alright* (hopefully) after lots of hours of hard work (and lots of Butter Mintos!) I think we have all done very well in our SATS!

Thank you so much Mrs Sansbury and Mrs Williams

Ashurst has been a great Primary School as I have made so many friends and had so many good times over seven years including: the annual Sponsored Walks along the River Adur, the amazing Christmas plays where we all get a part, Y5 Citizenship, Y6 Bikeability, Music Festivals, Art Weeks and Cookery Days. I hope all Y6's to come will have as many great experiences as I have had. This school has been a great stepping stone for me before going to Secondary School and then College. Thank you to all the teachers and staff who have all helped me in so many different ways.

Thank you, Mrs Hedley, Mrs Ixer and Miss Kelsey.

I will miss all my friends who are going to different Secondary Schools but, before we do, we are all looking forward to: Swanage, Tangmere Aviation Museum, Cricket Day and Sports day to name a few things still to come.

Thank you to all members of staff for everything, and to my friends for always being so supportive.

Thank You.

MEMORIES OF ASHURST CE PRIMARY SCHOOL

By Lola Lavandera

I remember on my first day I didn't wear a dress, I wore trousers, a shirt and a pair of tractor shoes. I was really nervous because I didn't know anyone, but when I got to school, I recognised a face, it was Christopher. I remember seeing him at Nursery School. I saw a girl in the line alongside me. I was wondering what her name was ... and that was when Mrs Pockett put our names on sticky labels and stuck them on us. The girl's name was Jamie.... We didn't talk very much. At playtime we played 'Boys chase Girls'. We played a game called 'It'. When Howard tried to 'It' me he wouldn't say Lola, he would say Nona. He found it difficult to pronounce his LLLLLLs. The people in my year were: Jasper, Richard, Howard, Finn, Willem, Noah, Christopher, Jamie and I. We used to have 'Show and Tell'. I remember Jamie brought in a doll whose eyes were very close together. Spooky!

In YR Mrs Pocket said "Time to do learning" and we did Phonics which is all about sounds and using pictures with letters. Outside on the playground we had a little wooden house called 'the cabin' where we used to play a lot when we finished our learning. We went to the field to play at playtimes. Once I fell over and cut my finger. Mrs Pockett said, "We'll have to cut it off"! I didn't realise she was joking. **Thank you Mrs Pocket for being such a good teacher I will never forget you - or being in Reception - it was one of the best years.**

In Y1 I was replaced by the new Reception pupils! I had to work harder. I didn't have Mrs Pocket, I had Miss Evans - now called Mrs Smith because she got married to Mr Smith. Mrs Smith was really nice, but the work wasn't. We did maths that was really hard and we used things called Numicon.

In Y2, Marrek joined and we went to the Sea-life Centre. It was really interesting because we saw lots of creatures that live under water. There were glass tunnels where water was going over our heads and we could see: sharks, turtles, fish, starfish, stingray and crabs. I saw a pool where you could touch the starfish, crabs and anemones - washing our hands afterwards, of course. The anemones you weren't allowed to touch because they would pop, but one of us did touch them and got into trouble. It was amazing to go to the Sea Life Centre. **Thank you again Mrs Smith for teaching us different things. I will never forget Y1&2. Mrs Pocket and Mrs Smith thank you for being really good teachers in the infants.**

In Y3&4 we went into the juniors and I was really excited because we had new teachers: Mrs Robins and Mrs Harwell. Mrs Robins was the Monday and Tuesday teacher and Mrs Harwell was the Thursday and Friday teacher, and on Wednesdays they decided which person it would be each week. Mrs Robins was always the arty one and Mrs Harwell was the musical one, but they were amazing teachers. We went on more trips like St. Mary's with its garden full of bees and house full of secret passages. We went to Fishbourne Roman Palace in Y4, as part of our topic on The Romans - taking in the really pretty mosaics. We went on a trip

to Brighton Museum where we had to pull the pretend brain through the nose, just like the Egyptians, as part of another one of our topics in Y4.

Thank Mrs Robins and Mrs Harwell for teaching us in Y3&4. I had an amazing time. I loved doing all of our topics. My favourite was the Egyptians because we went to Brighton Museum.

In Y5 we had a new teacher, Mrs Sansbury, but not for long because she was going to have a baby - a baby boy. We knew she was coming back, but in the meantime we had Miss Simpson. A new girl arrived in Y6 called Lucy. Lucy and Millie in Y6 became very good friends and so did Jamie and I. We only had Miss Simpson for a year, but in that year we did Mountains and Curious Creatures - mine was a Foxarrot, a bunny crossed with a parrot and a fox.

In September we went to Swanage and that was **the** most amazing trip I have ever been on, especially the sand castle competition. We returned from Swanage to practise one of the school's brilliant Christmas plays, 'Puss in Boots' and in the Spring term we did Citizenship in Horsham - lots about 'Stranger Danger'.

Thank you Miss Simpson for teaching us while Mrs Sansbury was away looking after her baby, Jordie. At the end of Y5, I couldn't wait to go into Y6.

In Y6 as part of our studies on SPACE & PLANETS we went to the Planetarium, it was educational and full of information. We sat in armchairs and watched the night sky, homing in on the stars and planets as the Professor talked to us. At the end we had a quiz about Space and had to find the answers from around the museum. I think it was my second favourite trip after Swanage.

In Y6 we worked hard in all subjects in school and in preparing for our SATS in May this year. On our first day we did English (Spelling, Punctuation and Grammar) and on our last day we did Maths (Reasoning test.) Mrs Jesse sat at the back of the room which was really good because she took her free time to be there overseeing us. We worked hard all year with Mrs Williams and I enjoyed it especially once we had finished the SATs and celebrated with sweets! **Thank you Mrs Jesse for being at the back of the class giving us support every day.**

I am looking forward to my new school Steyning Grammar but I'm really sad to be leaving this amazing school with its Sponsored Walks, Christmas Plays, Art Weeks, Music Festivals, Masterclasses, Chess, loads of school visitors, sport and sports competitions, charity events and wonderful staff. I would like to thank every teacher especially MRS WILLIAMS and all of the staff. I would also like to say thank you to all of the pupils. I really don't want to leave because I love this school to bits. I will definitely be back to visit.

Memories at Ashurst CE Aided Primary School

By Christopher Murphy

I cannot remember much in my first year at Ashurst, but I can remember my first day. As we got to school I wouldn't leave my parents alone, I was having a tantrum, I didn't want them to go. But after some time, I met a boy called Willem. Willem and I became good friends straight away. I can remember doing jolly phonics and Willem being unwell and falling asleep in the Lego box. At the end of the first day I didn't want to leave school, I loved it so much. I can remember playing in the outdoor play cabin and falling off a scooter and cutting my leg. When Mrs Pockett said she would have to cut off my leg, I looked at her in horror.

The next year I was in Y1 and Mrs Smith was my teacher. In my class were Jasper, Willem, Finlay, Howard, Richard, Noah, Jamie, Lola and I. I can remember going to the Sea Life Centre and touching a star fish. Also I remember a sea anemone that stuck to my fingers and wouldn't let go.

Then came Y2, another amazing year, I was even more excited because we visited Arundel Castle! We got on the mini bus and after about twenty minutes we were there and I could see the castle, it was a thing of great historic beauty. I can remember trying on the armour it was so heavy. I can remember I was a pair with Howard and we saw a massive hole (like a well or a dungeon). We said "We could put naughty people down there." That was an amazing trip. There was one more amazing trip, Summers' Place, near Billingshurst. There was every kind of animal fossil you could ever imagine. But one animal stood out above the rest, a Diplodocus, called Dippy. It was HUGE! In the end I think it went to the Natural History Museum in London. After the talk about dinosaurs we were given a biscuit and some juice. And that was the end of the infants. Also in that year, a new pupil called Marrek arrived. At first I said, "Why's Alfie still here (because they look similar)" Mrs Smith said "That's not, Alfie that's Marrek," And he is a good friend still with us now.

Thank you Mrs Pockett and Mrs Smith ☺☺

Now I was in the juniors (Y3) with new teachers: Mrs Robins and Mrs Harwell. I had made friends with all the boys in my year and a boy in the year above called Bertie, we are still friends today. In that year we went to Fishbourne Roman Palace and saw lots of Mosaics. It was a long journey but worth it. Another great trip was to Woods Mill. I was in a pair with Richard, we had to collect bugs and put them in a cup and look at them with a magnifying glass. On the walk we had a tour guide taking us around. On the path I spotted a Robin and it kept still even when I wobbled past the bush. Everyone gathered round, Mrs Harwell got her finger and was so close to touching it but then it flew off, I thought to myself that was a special moment.

In Y4 it was another great year. We went to the Brighton Museum which was very interesting, I can remember in one room there were two dummies on the table. What we had to do was to

put all the organs in jars like the Egyptians did. I can remember we had to pull out the brains out the nose! Ugh!

The highlight of Y4 for me was St Mary's House, it was amazing. I can remember the garden was beautiful, but most amazing were the secret doors. There was one door that stood out above the rest. It was a secret book case, the tour guide pulled out one of the books, then we heard a clicking noise and then a door-shaped opening appeared and we walked into a room which looked like a dining room. The tour guide took us over to the corner and pulled out something small and another door opened into a tiny room with loads of chairs inside, for the dining room.

Thank you Mrs Robins and Mrs Harwell ☺☺ We love it when you still come to visit us.

Y5, another new year, harder work, new teachers but most important Swanage! I was really looking forward to going to Swanage because I had heard all of the previous Y6s who had come back from Swanage say how amazing it was. But before Swanage we had Shoreham Cookery day. Shoreham was so much fun because I got to know how to make and cook new food. I remember making a delicious Shepherd's Pie and cookies. But, by far, the highlight of Y5 was Swanage. Everything was amazing, especially Studland Beach where we built sand castles. I was with Richard and Howard and we built a massive crab and a MASSIVE hole! I also shared a room with Howard and Richard, Howard went on the top bunk and Richard went on the bottom bunk and to my relief I got to sleep in the double bed!. I also loved the walk to Corfe Castle and drew it. We went to a sweet shop and on a steam train which looked like the one in Harry Potter.

Now for the hardest and best year of them all, Y6. We have had our former teacher, Mrs Sansbury, back after having a baby. We've been to the Planetarium as part of our Space & Planets topic and are about to go to Tangmere as part of our topic on France- this year it is 75 years since D-Day! And, of course our wonderful second Residential Week to Swanage is just three weeks away

There are so many people at Ashurst to thank for all the help and support I have received - including Mrs Williams with the SATs, even though they were hard, I think I enjoyed them, especially having Mrs Jesse sitting in the room throughout them, carefully and kindly watching over us.

Thank you Mrs Sansbury and Mrs Williams - and Mrs Jesse - for a wonderful Y6.

Lastly, thank you to ALL at Ashurst CE Primary School - Mrs Hedley, Mrs Ixer and Miss Kelsey - for everything you have done for me in my time here. And not forgetting, of course, Y6 still have another Swanage trip to look forward to in three weeks' time .

Ashurst CE Aided Primary School

By Jamie N-G Spicer

On my first day of school, I met someone a little odd..."HELLO! DO YOU WANNA PLAY?" I ran behind my mum and asked her where the other girls were. She told me Lola was the only other girl in my year. So I stuck with her. When we went in, I recognised one person, Noah. He went to my Nursery. There were other people too! There was Crug and Rug and Hug. Strange names, I thought. Only later that day I learned that those were only nick-names. Lola then said "SOOOOO, WANNA PLAY?" I replied with "Ok". She then said "GOOD, GOOD, GOOD!" I asked her to stop because she was making me feel small. She said "YOU ARE SMALL!" I felt very excited because I had a friend.

Reception class was my favourite year because we got to have play time in 'The Cabin'. This was the highlight of YR. I remember playing on the scooter and climbing on the 10cm-tall climbing blocks. Once I got a small cut on my knee. I went to see Mrs Pockett, thinking she would give me a plaster. Wrong! She said she would have to cut off my leg!!! At the time, I thought she was serious I was a bit upset. Ok, a lot upset. But in the end (luckily) she gave me a plaster and made me feel much better. It was just Mrs Pockett's way. ☺ Mrs Smith once replaced Mrs Pocket because she was on a Course. But, do you know what? It was really fun being with Mrs Smith because we played a whiteboard game called 'Numbers', (counting to ten).

In Y1 & 2 we went to the Sea-life Centre, which was really fun. We also got to go to Arundel Castle where I overheard Howard and Christopher saying that they were going to throw naughty people into the special pit. So I decided to stay away from them for a while. Another trip we did was to Wakehurst Place where we got to plant seeds and take them home in a little pot. While we were there, we also got to see the old sowing machines that were made out of wood. At the same time, we did Y2 SATS! They were hard, but I survived!

Thank You Mrs Smith and Mrs Pocket for inspiring me through the infant stage and giving me confidence for the next step...☺

In Y3 & 4, we had more work to do which may not have been so much fun had we not had really kind teachers. Mrs Robins was teaching us on Mondays, Tuesdays and Wednesdays, whereas Mrs Harwell taught us on Thursdays and Fridays. Another thing everyone does every year is Sponsored Walks where Mrs Williams gives you Butter Mintos while you are walking to keep you going. They taste a little bit minty and caramel, and we all love them - and the Walks. In Y3 Millie was my friend alongside Lola. Although Millie was in the year above we were friends because she was the only girl in her year. My favourite memory in Y3 was when Mrs Harwell let Lola, Millie and I all work together in school on a group mini project.

My favourite topic in Y4 with Mrs Robins was the Romans because we made chariots with cardboard milk cartons. We also got to go to Fishbourne Roman Palace, where had to be slaves

and grind wheat, build an arch and learn how to write in the Roman language. I also remember doing a topic on Living Things and what I loved best was in maths when we did symmetry of fruit and plants. We did sketching on the field on a warm day with a slight breeze. Art has always been one of my favourite subjects and Mrs Robins inspired me not to draw what I think is there, but to draw what is actually there. Sadly, in Y4, Mrs Harwell and Mrs Robins left Ashurst C of E Aided Primary School. Miss Simpson came to teach us for a while and we did lots more art. Once we were drawing our hands and Willem's looked more like a foot, which everyone, including him, laughed at!

Thank you so much Mrs Robins, Mrs Harwell and Miss Simpson for teaching me important life lessons...☺

Year 5 & 6 was very interesting. At first we had Miss Simpson and made booklets about ourselves with clues which were read out for people to guess who it was. In Y5 we took part in a Citizenship Challenge. We learned about safety on the road and how to deal with an injured person. We learned about 'Stranger Danger' and how to deal with someone if they are trying to kidnap us. Swanage was the highlight of Y5 as it was so exciting and interesting. It was so beautiful with the sights and sounds. In Y6 Miss Simpson left and Mrs Sansbury returned, after having her baby. We went on a visit to The Planetarium in Chichester as part of our Spring topic. This Summer term it is on Europe and we are studying France. Mrs Sansbury reads a story at the end of the day, then asks us questions about it. Shortly we are going to visit Tangmere Museum as part of our topic - that is before we do our second Residential Week to Swanage with Mrs Williams and Mrs Pockett, walking to Corfe Castle along the top of the Purbeck hills eating lots of sweets and listening to the buzzing of the bees!

Ashurst will always be in my heart and I

would like to say thank you to all of the teachers that were a great influence on my life, especially Mrs Williams who pushed me through tough times and inspired me to do the unknown...



Memories of Ashurst CE Aided Primary School

Y6 Marrek Scadding-Hunt

I joined Ashurst Primary School in Y2, from France, it was nice being here but quite difficult to communicate and understand because I could only speak the tiniest bit of English and couldn't read it at all. In my first year I was very shy, but now I am not so shy.

My first teacher was Mrs Smith, I really liked her because she helped me understand things I didn't really know. When I did my first Christmas Play, I was nervous but excited but mostly nervous because I thought I would forget the words to the songs! I remember doing 'Mrs. Armitage on Wheels' and drawing our own bike and putting all the things you can put, on to it such as animal salon! We went to Wakehurst Place and I remember doing a 'story stick'. The guide gave us plants and we put them on the stick held by an elastic band.. I loved it so much I went there for my next birthday!

When we did the Y2 SATs I was nervous because I had never done tests before, so I thought it would be very difficult but in the end, I thought it was quite easy. I learnt a lesson about myself - not to worry so much! The best thing I thought about Ashurst at the beginning was playing on the field. When I was in Y2, I used to chase my sister, Tanneka around the field. When I caught her, I gave her a really tight hug and refused to let her go. Eventually someone parted us. One of my favourite lessons is computing which helps me to help my mum and dad at home if something goes wrong with their device. Another favourite lesson is Art I am transported to another world. One of the art pieces I remember doing was the magic paintbrush, in the story there was a golden tree and that's what I painted.

In Y3, we had two teachers. The first teacher was Mrs. Robins, she taught us on Mondays, Tuesdays and Wednesdays: English, Maths, Science, DT and topic. The second teacher was Mrs. Harwell, she had us for Thursdays and Fridays and she taught us English, Maths, Music, Art and topic. For part of Y4 we had Miss Simpson. I remember learning my three and four times tables and Finlay, Willem, Richard and Noah already knowing, not only their threes and fours but also their fives and sixes!

Miss Jordan (who is now Mrs. Sansbury) was our teacher in Y5. We did lots of fun Maths and a topic on The Greeks. One of the best things in Y5 was going to Swanage for the first time. I was so excited because my sisters told me all about it and it sounded AMAZING! I was in a room with my friend Willem. The food was amazing! The first day we wrote postcards to our parents and sent them. On the next day we got letters from our parents. My mum sent me a chocolate Fredo Frog. It was really delicious but not as delicious as the Swanage Purbeck ice cream. Swanage in Y6 is in two weeks' time and I can't wait to go again!

Y6 has been really busy and action packed with Mrs Williams, and Mrs Sansbury after her return in January. We have done lots of English and Maths and practice ready for the Y6 S.A.T.S. It has been hard but the Butter Mintoies have helped.

As I come to the end of my five years at Ashurst, which is in about seven weeks' time, I just want to say:

Thank you for the: Christmas Plays, Parties, Bazaars and Talent Shows (I will remember them all!) the Music Festivals, Sports Days, Bike Ability, Sponsored Walks, School Trips and my LOTS and LOTS of friends in school.

AND

**Thank you to Mrs. Pockett, Mrs. Smith, Mrs. Robins,
Mrs. Harwell, Miss Simpson, Mrs. Sansbury, Mrs. Williams,
Miss Kelsey, Mrs. Ixer and Mrs. Hedley..... EVERYBODY!**

I HAVE LOVED EVERY MINUTE!

Memories of Ashurst CE Primary School

By Willem van der Werff

On my Induction Day I was very confused - every boy had long hair. After a day or two, I realised it was because mine was very short. In the Infants I would follow my sister everywhere but sadly she didn't play any good games, just 'Batman'. I remember in PE and games always coming second to a boy called Richard. I always wanted to play chess so my dad taught me the pawn game and, after I won against him, I earned the right to play the real game CHESS - a year before anyone else! I had an instant love for football!

WORK! I always loved school work. Everyone looked at me as if I had got an answer wrong, usually in a maths test. The work was great and I loved DT the most. I also liked art. I was annoyed when I got a spelling wrong. 'Wich' was a grave mistake as I couldn't spell it and even find it hard today (which). I enjoyed looking at books with other boys like Finlay.

Best of all in the Infants were the school trips like to the Sea-life Centre. I sat next to a boy called James who told me how a Macho shark is the fastest shark because of its unique body shape. At the Centre there were crabs from Japan that lived at the bottom of the sea and dwarfed me. I remember warning a boy not to poke an anemone but he didn't listen and it squirted everywhere. This trip was as good as the time we visited the castle in Arundel. The castle was so enormous and rather scary as it was covered in stories about knights in shining armour and dragons eating people, none of which were true, I hope!

One day I was late for school because an American TV company wanted to interview me because of my Dad's work and a Diplodocus! From school we went to Summers Place Billingshurst to see the Diplodocus and Dad gave everyone a biscuit. I was suddenly even more popular. On the visit we saw the Mammoth and Poppy won a mammoth tooth for choosing its name, 'Monty'. We visited Wakehurst Place and saw a Coco Demere and were intrigued by the size of it. They are like a pea pod and contain seeds I estimated to be the size of a mango which was a clever design as animals like squirrels can not nibble through them to eat them. In Y1 I was determined to go to Swanage, the visit was for Y5&6 who obviously had such great fun. Mrs Williams would talk of Purbeck Ice-cream and I always wanted to go.

Y2 work was harder than Y1, to my delight and other's dismay. I wanted to be as clever - or cleverer - than my sister! Pea Jelly made by Mrs Smith after reading 'The Princess and the Pea' was delicious - even though I picked out the peas because I didn't like the idea of them in jelly! Marrek arrived in school from France. At first he wasn't great at football but we taught him. He was a quick learner and is now one of the best goalies we have. He is a very kind boy and fits in at Ashurst very well. We learned to swim and to compete well with others on Sports Day. I won the sprint in Y2 - and fortunately have done since. At the end of Y2 we did tests which were hard then but seem easy now. These tests I learned were the equivalent of SATS for Y6. I loved the Infants and am grateful to Mrs Pocket and Mrs Smith for teaching me.

Y3&4 meant a new classroom, which was very exciting as I had only ever been in the enormous infant class room. At first it felt small but soon it felt cosy - and I had a great time learning how to do bus stop, fractions and much more. Mrs Robins did Mondays, Tuesday and Wednesdays and Mrs Harwell Thursdays and Fridays. When Mrs Harwell left Ms Simpson did Thursdays and Fridays. The work was harder than in the Infants but that just made me feel happier and keen to try even harder than before.

The highlights of Y3&4 were the friendships and the school trips. My favourite trip was to Fishbourne Roman Palace, a long drive from school but well worth it. The Palace was huge and the museum exceptional - I still remember the Dolphin mosaic vividly and for me it was the highlight of the trip. I loved the activities: writing my name in wax like a real Roman, grinding flour which needed hard work and patience and, my favourite, building an arch that was stable and good. In Y3 I loved the extended homework topic on The Romans. I made a model. I loved the trip to Woodsmill that year too, especially when we saw a beautiful Robin so close to Mrs Harwell and Christopher. We did the tour blindfolded so we knew what it would feel like as a worm. I loved the Christmas play that year. It was Robin Hood and I was the Sheriff of Nottingham's guard. I loved the entire play and thought the acting was amazing.

In Y4 we studied Ancient Egypt. I loved this topic and did an information show with Max J on Ancient Egyptian Gods. Our school trip was to Brighton Museum. We saw a real mummy and a shoe that was so old it was 1000 years or more. The age of it was not the only thing that was staggering, the intricate detail and the fact that it was at a time when in Britain people didn't even wear shoes. The facts were amazing and I became interested in the Egyptians. I loved the activities and was fascinated when we mummified a dummy. We also visited St. Mary's Tudor house in Bramber as part of another topic on our Local Area. There was a hidden room behind a skilfully painted book shelf. This was a brilliant design and was something you would expect to be in a house owned by James Bond. I loved the house as it had a beautiful garden and another secret passage that was behind a painting. This trip intrigued me and I want to go there again and again. I have loved every school trip but this was one of my favourites.

The extended homework project was about Famous People like Leonardo Da Vinci and Charles Darwin. This project was amazing as it was about a great person and there was so much to write about. I made a model of a flying machine, I was so proud of it I didn't try to fly it. My flying machine took some time to make and was one of the most delicate and careful designs I had made yet but was nothing compared to the brilliant one it was based on. I wondered how Leonardo had made the flying machine so long ago - how did he get his wood and cloth when he lived in the middle of Florence? That was because he was a genius and his ideas are still marvelled a long time later.

Thank you, Mrs Robins, Mrs Harwell and Ms Simpson for being such brilliant teachers.

In Y5 the work became harder but Swanage was the most brilliant and wonderful of trips - the ice cream alone was worth the three hour drive, especially the chocolate flavour! Thank you Mrs Williams. It was just amazing: the steam train journey like the one on platform 9 and

$\frac{3}{4}$, the walks, Studland Beach, Neville the Pig and the other animals at the Animal Sanctuary, Corfe Castle, the guesthouse and the delicious food. I loved it all.

Finally Y6 and we were pleased in January when teacher Mrs Sansbury returned to Ashurst. Our topic was Space and we went to the Planetarium in Chichester. Another truly amazing trip! It started when we arrived and saw a model of the founder, that was scarily realistic. I was in awe and wonder when the stars and the planets appeared above us - and travelled across the universe. The video of the ISS was so cool and I learned a huge amount from the Professor who gave the talk, he was so knowledgeable and interesting. Thank you Mrs Sansbury.

Y6 also brought the SATS and they were very exciting. Mrs Williams prepared us for the tests. The work was sometimes cruel and hard but in the end it was for the greater good. When SATS did happen we were prepared for anything, including the challenging Comprehension which was a relief to finish! The Maths was really fun and we all tried our hardest. When they had finished I wanted to do more which was strange as I had been dreading them so much. At the end of SATS we celebrated with sweets which we definitely deserved. I hope we all did well and enjoyed them. Thank you Mrs Williams for an incredible year - which also included with the Chess team who did amazingly well. We won the first round with ease, despite a skilled group of players. In the second round we played some extraordinary teams and I won one, drew one and lost one. I played on Board One and battled hard when the going got tough. Richard, Finn, Noah, Lola and Christopher were my team mates.

In my time at Ashurst I have developed a character that you do not get at any other school. I love Ashurst and don't want to leave. I love the school's policies and it's attitude. I have made friends that are irreplaceable and I have learnt many skills. Thank you to all of Ashurst CE Primary School. This School is the best School in the World and will always have a place in my heart.

MEMORIES OF ASHURST CE PRIMARY SCHOOL

By Richard Verrall

I would like to comment about my first day at Ashurst but I don't have the slightest clue or memory about it, though I'm sure it was fun!

Some of my most enjoyable experiences at Ashurst Primary School have been the topics. In the infants I remember we did a topic about 'Food', I remember then I was very fussy though I loved all of the foods we ate in that topic such as: potatoes, peas, sweet corn. I also remember in the infants learning about 'Goldilocks and The Three Bears' where we had to eat porridge! I do not like porridge, even to this day, so Noah ate mine, upon which he acquired the nickname, 'Two Bowls Brown'!

In Y1 we went on a school trip to The Sea-Life Centre where we saw people swimming with dolphins, stingrays and sharks. We also got to hold starfish, crabs and other molluscs, after that we had the breathtaking opportunity to walk through a glass tunnel in which above us through the glass were live sharks!

In Y4, we studied 'The Egyptians'; I really enjoyed this topic because we went on an amazing school trip to Brighton Museum, where we had the fantastic opportunity of seeing what it would be like to mummify a body by doing it to a dummy!

Swanage is my favourite school trip by far! I think my favourite parts about it are either building the sand-castles, going shopping or the food! I love going shopping because I like seeing people happy and when I get gifts for people in Swanage it make them so happy, which makes me happy. Though I also really love building the sand castles because you can be so imaginative and can create whatever you and your friends decide. Another reason why I love the sandcastle building is because it is fun to see what other people have built and come up with. The food is sort of self-explanatory because it is so mouthwateringly good (my personal favourite dish is the chicken fajitas!!)

I don't believe there has ever been a single school outing that I haven't thoroughly enjoyed.

Music Festivals are a really great part about Ashurst because they're super enjoyable. I have loved every single one, though personally my favourite festival choice is between two, either the one when we sang 'Sing Up' (in my opinion the best song from any of the Music Festivals) or my other favourite Music Festival when we sang 'The Lightning Tree'. This Festival had all around great songs and a very good vibe.

If you asked me I would probably say that I enjoy the Christmas parties more than the Christmas plays but that's just me. I think my most memorable Christmas Play, in which everyone always gets a part, was when Howard, Fin and I did a dance with plates. It was 'Robin

Hood'. My most memorable Christmas Party was the last one when Christopher and I won the 'Ashurst Does Strictly'. And I will never forget doing the conga to Ghost Busters all around the school!.

Chess, Football, Tag Rugby and Cricket. I enjoy doing tournaments although they can be a bit too competitive for me. However, I still have so much fun while playing (mainly because we normally do rather well in most of them!) I have found, during the Chess Tournaments that although I get rather nervous at the start I usually get over things after the first game. I think my favourite school tournament was the latest Lancing Football Tournament, when we got to the semi-finals! Though I have loved all of the other tournaments as well. I am looking forward to the hard-ball cricket tournament at Lancing College next Monday

School field lunchtimes are when I am at my most competitive and my best. It is really nice because it feels very friendly and there isn't any pressure on you, I especially enjoy it when Mrs Williams comes to referee. Though it is nice because you can have a good laugh if someone does something funny and no one gets angry. It is also really nice when you score because everyone congratulates you - even the other team!

I really enjoyed learning how to ride my bike properly on the roads in Y6 Bike Ability Week. Despite having to switch my bike at the beginning because of a wonky handlebar, it was still a very exciting and great experience.

I think when I look back I will remember how great the teachers were. I think I will remember this because it is pretty much impossible to forget; every single teacher would always support you whenever you needed help. They would always encourage you to do your best, especially Mrs Williams. To prepare nine, 10-11 year old children, for their first big exam must be tough, though I think Mrs Williams did it perfectly and she wouldn't give up until she was sure everyone would pass with flying colours.

I will also never forget the feeling at the beginning of Sports Day when you are lining up on the starting line. The pumping adrenalin and rush of excitement, a bit like the SATs with the same nervousness. There are so many other things I will never forget but, if I do go into them, you will be here, reading all year.

While at Ashurst I have learnt that I am able to make fair judgments about myself and others. I have really enjoyed my learning with Mrs Sansbury and Mrs Williams especially reading 'Wolf Brother', The Silver Sword and 'The Rats Of Nimh'. I also appreciated the opportunity to read and review 'The Murderer's Ape'.

I think the difference between Ashurst and other schools, which has really helped me, is that Ashurst is a small school which means teachers can give you more individual attention when you are struggling with something. Also it means that you know every single person in the school very well, which I think really helps you to make friends.

I also really appreciate being part of a church school as I think it develops you in all different ways. I enjoy all of the Collective Worships, RE and the opportunity to reflect on what we have and what we do.

Overall I think I have had an amazing seven years and I have made lots of really close friends along the way. I will miss everyone from this school, even the people I didn't get along with very well. I will miss everyone and everything.

Just once again, thank you Ashurst for everything you have given me, I will miss this school very much.

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.

