

ASHURST CE AIDED PRIMARY SCHOOL



Prospectus 2022 - 2023



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.

Our Vision for Ashurst:

Through our core values of Love, Hope and Joy we nurture and support our children to become well rounded, confident and responsible; children who aspire to achieve their full potential in a rapidly developing and rapidly changing world.

Our vision is rooted in the biblical text found in 1 John 3:18

"Dear children, Let us not love with words or speech but with actions and in truth."

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Diocese of Chichester			

Ofsted (please see website: www.ofsted.gov.uk)

West Sussex Children & Young Peoples Services:	Director of Education & Skills Paul Wagstaff
Name and address of school:	Ashurst CE Aided Primary School School Lane, Ashurst, West Sussex, BN44 3AY
Telephone:	01403 710426
Fax:	01403-710765
e-mail:	office@ashurstcofe-pri.w-sussex.sch.uk
website	http://www.ashurstcofe-pri.w-sussex.sch.uk/website
Headteacher:	Mrs S Smith BA (Hons) Religious Studies & English, PGCE
Chair of Governors:	Mrs A Kilham
Pupils on roll:	44 (May 2022)
Age range:	4 to 11 years
Chair of Governors:	Mrs A Kilham AKilham@ashurstcofe-pri.w-sussex.sch.uk
Vice Chair:	
Parent Governors (3):	1. Mr T Sheldon 2. Mrs A Kilham 3. Mrs Fry
Headteacher, Ex Officio LA Governor (1): Staff Governor (1):	Mrs S Smith 4. Mr T Scadding-Hunt 5. Mrs A Hedley
Foundation Governors (8): of which five are appointed by the PCC and two by the Diocese	6. Father Mark Heather, Foundation & Ex Officio Incumbent 7. Mrs H Garnett (PCC) 8. Mr R Allan (PCC) 9. Mr R Powell (Diocese) 10. Mrs V Timms (PCC) 11. Mr M Garnett (PCC) 12 Mr Preston (PCC) 13. Mrs C Armitage (Diocese)
Associate Members:	Mrs C Jesse, Mrs K Amaladoss,

Members of Staff

Headteacher: Mrs S Smith BA (Hons) Religious Studies & English, PGCE, DSL

FS/Key Stage 1 Teacher: Mrs T Clarke

Key Stage 2 Teachers:

Y3/Y4 PT Teachers: Mrs S Double and Mrs S Smith

Y5/6 PT Teacher: Mrs K Sansbury, Mrs S Uff and Mrs S Smith

Teaching Assistant: Miss O Kelsey

**E-Learning/Network Manager
Specialist Computing Teacher/
School Office Administrator & Premises
DSL** Mrs A Hedley BSc (Hons) Computing & Internet Technologies

SEN Support: Co-ordinator Mrs T Clarke

School Bursar Mrs L Welstead

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 S Smith, Mrs A Hedley & Mrs K Sansbury
are responsible for all matters relating to Safeguarding and Child Protection.

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

Our Vision for Ashurst CE Aided Primary School

Through our core values of Love, Hope and Joy we nurture and support our children to become well rounded, confident and responsible; children who aspire to achieve their full potential in a rapidly developing and rapidly changing world.

Our vision is rooted in the biblical text found in 1 John 3:18

"Dear children, Let us not love with words or speech but with actions and in truth."

We translate this vision into practice by being ambitious in growing an inclusive community of adventurous learners who are skilled and concerned enough to connect to a world that needs them.

We strive to support and nurture our children to be lifelong learners by:

- Developing a creative, coherently sequenced curriculum that celebrates cultural diversity and is literacy rich.
- Signposting authentic connections between past and future learning.
- Ensuring a wide range of first-hand learning experiences that inspire curiosity and develop children's knowledge and skills.

We express this vision by weaving it into our daily life so it is evident in our teaching and in our actions. We strengthen the bonds of faith, share our ethos and open doors to communities through awe and wonder worship, prayer and celebrations, charitable works and by working together through school and community events.

Sustaining this vision for Ashurst is about pro-active stewardship - meeting our children's and communities' current needs without jeopardising its future. It is strengthened by promoting trustful relationships with families, other schools and reaching out into the wider community. It's forged by raising awareness by celebrating our rural uniqueness.

Our vision then is the core thread, the substance which enables us to compare and develop the story of Ashurst we carry in our hearts with the facts that we carry in our heads.

Ashurst CE Aided Primary 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.

Parents, governors, the church and members of the local community all contribute to the quality of the learning opportunities and experiences on offer to our children and this support is greatly valued and 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 S Smith
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. Key Stage 2 is taught in two groups; Y3&Y4 and Y5&Y6. A teaching assistant is timetabled to support classes throughout the week across the school. At the end of Key Stage 2, at the age of 11, the majority of pupils transfer to Steyning Grammar School. A spirit of friendship and respect is fostered between all the children and adults at the school, and there are often times when KS1 and KS2 pupils work together in groups or in pairs and help each other in their learning activities.

Ashurst is a small village school, and we take pride in the friendly, family atmosphere. In this environment, children quickly gain in confidence, and we aim at all times to help each child to develop a sense of self-esteem, confidence and responsibility. With the benefit of relatively small class sizes, each child has the maximum opportunity not only to develop his/her full potential as an individual with his/her own special talents and qualities, but also to play a full and valued part in all aspects of activities within the school. Our good pupil: teacher ratio also enables us to give pupils the advantage of individual help.

There are many opportunities for first hand learning experiences.



The Curriculum:

This year we are revising our curriculum in consultation with the different groups involved in our school. Work for each term is carefully planned 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 the National Curriculum subjects: English, Mathematics, Science, Design & Technology, Computing, History, Geography, Art, Music, PE and RE, within a coherently sequenced 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 including Annual End of National Key Stage Tests (SATs)

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. 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. The results of annual statutory assessments including the Y1 Phonics Screening, Y4 Multiplication Test and Key Stage 1 (Year 2) and Key Stage 2 (Year 6) are reported to parents individually.

Pupils in Y1 - 5 undertake annual assessments in school in English and Mathematics and results are shared with parents.

Reports to Parents

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



Children help to decorate St James' Church for Harvest Festival and Y6 take part in the Leavers' Service at Lancing College.





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

Collective Worship

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

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

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





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



ENGLISH:

The study of English at Ashurst CE Aided Primary School develops children's abilities to listen, speak, read and write for a wide range of purposes and audiences. In so doing they use language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking, reading and writing across a range of different subjects.

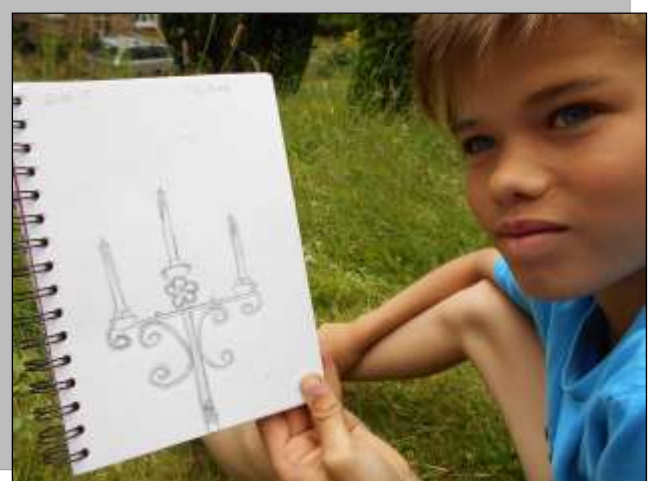
Speaking and Listening: children are given a wide range of opportunities to develop a good vocabulary and to use it in different situations including recounting, describing, reporting, discussing and presenting. Children are encouraged to extend their language skills through creating, adapting and sustaining different roles in story, drama and role play. Attentive listening is modelled to improve aural discrimination and so that children learn to how to listen, understand and can respond asking relevant questions where appropriate.

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 so that children are able to utilise a full range of reading clues (phonic, syntactic, graphic, and contextual) and to monitor their reading, correcting their own mistakes. Phonics is taught using 'Read, Write Inc', in Foundation Stage, and this continues throughout the school where appropriate. Every class has a daily allocated time and a large selection of picture, fiction and non-fiction books a variety of reading schemes and styles such as the Oxford Reading Tree, Barrington Stoke 'Little Gems' and Read, Write Inc are read and enjoyed. Individual reading progress is monitored very closely and results are shared with respective parents on Consultation Evenings.

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 and children have many opportunities for writing for different purposes and in different ways as a part of their normal work including letters to others, invitations, 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. Children are taught from Early Years to form letters in a pre-cursive style and go on to develop legible handwriting in a cursive style. Spelling, punctuation and grammar are carefully taught alongside the skills of reading and writing.

Children use first-hand experiences such as a study visit to Wakehurst Place or our annual Sponsored walks to develop their writing skills in different genres.



Children enjoy sharing and 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. 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 other areas of our curriculum. Every effort is made to ensure that Mathematics is an enjoyable and relevant part of the curriculum which is meaningful and not simply mechanical.

SCIENCE

At Ashurst, we understand the need for all children to develop their Scientific ability as an essential component of all subjects and as a subject in its own right. We believe that Science is a body of knowledge built up through experimental testing of ideas and is a practical way of finding reliable answers to questions we may ask about the world around us. Children are encouraged to develop their ideas and ways of working to make sense of the world through investigation and using and applying process skills. Science units are taught on a two-year rolling programme. This ensures progression between year groups and guarantees opportunities for skills to be revisited in different learning areas

DESIGN TECHNOLOGY

Design Technology develops children's skills, concepts and knowledge and prepares them to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. Through topic linked DT projects, we encourage children to become autonomous and creative problem-solvers. Through fulfilling DT briefs, children learn to combine their practical and reflective skills to evaluate present and past design and technology, its uses and its impacts. DT helps all children to become discriminating and informed consumers and potential innovators in a visual or tactile form.

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



Children explain what they are doing, clearly, to teachers



COOKERY

Cookery activities are seen at Ashurst as an enjoyable and practical means to extend work in Mathematics, Science and Technology - and they taste good! As part of their work with food, children are taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables children to feed themselves and others affordably and well, now and in later life. All children are taught the basic principles of a healthy and varied diet, to prepare simple dishes and understand where food comes from. Older children are taught about seasonality and a range of cooking techniques.

COMPUTING*

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

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



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



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

VIRTUAL LEARNING ENVIRONMENT & COMMUNICATION FACILITIES.

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

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

GEOGRAPHY

Studying Geography develops children's abilities to explore, appreciate and understand the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. By contributing to their cultural, social, spiritual and moral life, children learn about a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Through the study of Geography in and around Ashurst children learn the skills of understanding their locality and how and where people fit into it. This provides opportunities to discuss the effects of humans on their surroundings and to reflect on their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

HISTORY

History at develops children's abilities to explore, appreciate and understand the world in which we live and how it has evolved, it is about real people who lived, and real events which happened in the past. History at Ashurst provides children with a sense of identity, set within our social, political, cultural and economic relationships. It encourages children's curiosity about the past in Britain and the wider world and plays an essential part in preparing them for living and working in the contemporary world. In history, children learn to research, sift through evidence, and argue for their point of view, all skills that are valuable in adult life.

ART

Art develops children's skills, concepts and understanding and enables them to express themselves creatively and imaginatively; it ignites their imagination and is a fundamental means of personal expression. All children at Ashurst have opportunities to explore drawing, painting, pastels, sculpture, modelling, printing and fabric work. As they progress through our school children develop further their understanding of Art and begin to make informed, critical responses to their own work and that of others from different times and cultures.



Children enjoy taking part in the weekly Sharing Assembly

And against other schools in sports



MUSIC

Studying Music develops children's abilities to reflect, appreciate and ultimately analyse the compositions of others; it is a universal language and a unique way of communicating that can inspire and motivate children. It also plays an important part in helping children feel part of a wider community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. A variety of tuned and untuned percussion instruments are available for children to explore and use, together with a variety of digital and online resources. Children are introduced to and taught to appreciate music by well-known composers and artists from around the world. Many parents also take advantage of our visiting specialist teacher of the flute, who gives private lessons during the school day on a fee-paying basis. Pupils also take part in a range of locality Music Festivals.

PHYSICAL EDUCATION

Physical Education forms an important part of child development and therefore of our curriculum. Ashurst children are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. All children in KS1 and KS2 have access to an after-school programme of sporting activities which extends and enriches the curriculum and provides additional opportunities for progress and success. Children are encouraged to reflect on their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity. 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. Gymnastics skills are developed within school as well as with specialist coaching sessions off site. Swimming sessions are organised for KS2 pupils locally with qualified instructors.

The emphasis throughout is on enjoyment, development and achievement, as well as on friendly competition.



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



RELIGIOUS EDUCATION

RE develops children's abilities to explore, appreciate and understand the world in which we live and how different people believe it was created. RE at Ashurst explores how real people both past and present and communities make meaning and sense of their lives through the major religions of the world. It is taught to inspire children to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. Children are encouraged to discuss their thoughts and beliefs and to reach their own conclusions. In so doing they learn how the beliefs and the values they hold influence their decisions and personal choices. RE actively encourages children's curiosity about the diversity of faith both in Britain and the wider world and plays an essential part in preparing them for living and working in the contemporary world.



Children raise money for charities of their own choice



Children compete keenly on Sports Day



And enjoy developing their citizenship skills as part of PSHE

MODERN FOREIGN LANGUAGES (FRENCH)

Studying a Modern Foreign Language first and foremost provides children with a starting point for dialogue with others in their native language. It provides an international dimension to children's learning and gives them an insight into their own culture and those of others.

We use a variety of techniques to encourage the children to have an active engagement in French including games, role-play and action songs. We invite French speaking people into the classroom who act as excellent role models of the spoken language as well as involving children in learning about the culture of country. As with all other subjects, we build the children's confidence through praise for any contribution they make, however tentative so that children develop a positive attitude to learning.

SEND & 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.*

PERSONAL, SOCIAL, HEALTH and RELATIONSHIPS and SEX EDUCATION

The Personal, Social and Health Education (PSHE) curriculum at Ashurst Primary enables our children to become healthy, independent and responsible members of society. The skills children learn in PSHE complements and reinforces the lessons parents and carers teach their child(ren) about healthy relationships, looking after themselves and staying safe. As an Aided school, we undertake to follow the principles in the 'Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)' and the advice given in the Church of England document 'Valuing All God's Children' (2019).

Our PSHE and RSE curriculums reflect the needs of our pupils and is accessible to all and we teach the PSHE curriculum as a whole school approach through 'Jigsaw'. Jigsaw is aligned to the PSHE Association and incorporates PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Our children are encouraged to develop a sound understanding of the knowledge and skills necessary to make safe and informed decisions in life, including the online world.

CITIZENSHIP

Children are able to increase their sense of self-worth by playing a positive role in contributing to our school and the wider community. 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. Our children vote for members of their class to become their YAG (Young Ashurst Governor) representative. The YAGs meet throughout the year and inform whole school decision making. The school also takes part in the annual Citizenship Programme in Horsham and has planned visits from our school liaison police officer and fire brigade personnel.



Experts regularly visit the school to work with the children



Children contribute significantly to all aspects of school life and articulate their views and opinions at School Meetings and through their 'Young Ashurst Governor' representatives

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 in accordance with the relevant school policies. 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, accessed through Google Classroom, where appropriate, and are expected to complete work 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: -

Easter Service (April). Friends, family and the local community join us to walk down to St.James' Church where Year 6 pupils take the lead in telling the Easter Story.

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

Christmas Plays and Infant Nativity (December): The children take part in Christmas performances for parents and the community in aid of charities of their choice.

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

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

Leavers Assembly: Children in Y6 write and lead their Leavers assembly which is filled with their memories and showcases their talents.

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

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

Open Afternoons



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

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

The last date for completed Application Forms to be submitted to the Local Authority is 15th January 2023.

The last date for completed Supplementary Information Forms to be returned to the school is 15th January 2023.

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 2023 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 in which the pupil has their 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:-

1a A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order *, including those who appear [to the admission authority] to have been in state care outside England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

**An adoption order is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or guardians).*

1b Children with a statement of special educational needs (SEN) or an education, health and care plan (EHCP) that names the school will be allocated a place before other children are considered. In this way, the number of places available will be reduced by the number of children with an EHCP that have named the school. This is in accordance with requirements set out in section 324 Education Act 1996 and section 43 Children and Families Act 2014.

2. Children of UK Service Personnel and Crown Servants will be allocated a place in advance of the family living in the area (as long as one is available), provided the application is accompanied by an official letter that declares a relocation date. Applicants will not be refused a place solely because the family do not yet have an intended address, or do not yet live in the area. The Unit or quartering address will be used as the child/ren's home address where a parent requests this.

3 Children who will have a brother or sister in the school at the time of admission.

4 Children of parents who reside within the West Sussex County Council boundaries of Ashurst and whose parents are regular* attendants at divine worship in a church as defined below.

5 Children of parents who reside within the West Sussex County Council boundaries of Ashurst.

6 Children of parents who do not reside within the West Sussex County Council boundaries of Ashurst and who are regular* attendants at divine worship in a church as defined below.

7 Other children.

In Year Admissions:

If your child needs to move from another school within the school year, you will need to apply for an in-year admission. You can apply for an in-year admission at any time of the year.

Applications need to be made through www.westsussex.gov.uk/admissions

If you do not have access to the internet, please call: 03330 142 903

In addition, any parent wishing to apply for a place in any year group at Ashurst CE Aided Primary School, Ashurst, should complete and return a supplementary information sheet and return to

Ashurst CE Aided Primary School
School Lane
Ashurst
Nr Steyning
West Sussex BN17 3AY

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 distance travelled by public highway.

* Regular is defined as attendance at a Sunday service once a month, **over a period of one year prior to formal application**. In the event of parents taking up residence in Ashurst Parish within the one 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.

Admission Appeal:

When an application for a school place is refused because the school is oversubscribed, Parents have the right of appeal to an independent admissions appeal panel, under the provisions of the Education Act 2002. Parents wishing to appeal can access an online appeal form and details of the appeals process at:-

www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/school-appeals/

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. The children have written their own 'Expectations', which are reviewed and agreed annually 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 a creative, diverse and culturally rich curriculum and areas of wider school activity including:

Democracy & Freedom of Speech:

- sharing assemblies & pupil voice minutes
- pupils' noticeboard & pupils' voice
- election of 'young Ashurst governors'
- pupil responsibility for school expectations (rules) & acceptable behaviour
- pupils' annual evaluation forms & comments
- Y6 and YAG's annual report to parents & governors
- Y6 and YAG's attendance at summer term full governing body meeting
- debating issues (verbally and in writing)

Rule of Law:

- school rules - rewards & consequences
- election of YAG's
- home-school agreement

Diversity, mutual Respect, tolerance of other faiths & cultures, combating discrimination:

- global support (SEWA)
- sponsored events eg walks 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 (parents)
- cookery with local partnerships
- Bumbles' Garden with Mr & Mrs Garnett
- PE/sport with Horsham Sports Services
- swimming with Steyning Grammar School
- Bikeability with Jolesfield Primary School
- minibus hire from Steyning Grammar School
- Chanctonbury and STARS schools including sporting fixtures, music festivals and Masterclasses
- locality governor working

Citizenship:

- Sussex police programme
- Y5 annual citizenship initiatives

School Uniform and Equipment

Ashurst School's uniform and equipment are as follows:

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

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

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

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

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

Art/Craft: An overall or old shirt

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

Attendances

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

Punctuality

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

Absences

Please let us know if your child is going to be withdrawn for medical or dental treatment. If your child is absent from school, either a telephone message at the beginning of the day, email or a letter is required. Please contact School Office.

Headteachers are required by law to notify Governors and the DfE of any "unauthorised absences" and to inform parents of the percentage of authorised and unauthorised absences in their child's Annual School Report.

The Governors' attendance target for the academic year 2022/2023 = is 95%+.

Meals

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

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

Times of School Sessions

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

Supervision at school begins at 8:30 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 8:30 am and close at 9:00am 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 2022- 2023 are as follows:

Autumn Term 2022

Thursday 1st September 2022 - Friday 16th December 2022

Half Term: 24th October - 28th October 2022

Spring Term 2023

Tuesday 3rd January 2023 - Friday 31st March 2023

Half Term: 13th February 2023 - 17th February 2023

Summer Term 2023

Monday 17th April - Friday 21st July 2023

Half Term: 29th May 2023 - 2nd June 2023

INSET DAYS

Autumn Term 2023

TBA

Spring Term 2023

TBA

Summer Term 2023

TBA

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. Children who have experienced vomiting are required to remain at home until 48 hours after the last sickness episode.

Medicines

Children should not bring medicines or tablets to school. However, in exceptional circumstances, if a child is prescribed medication to be taken during the school day, permission must be sought from the Headteacher. The medicine should be brought to school office by the parent/ carer. The school will only administer medicine providing there are **written** instructions and the medicine is in the original packaging which clearly shows the child's name and dosage. Medicines are collected by parents. Please see the Medicines Policy on the school website for further information including the procedure for children requiring emergency medication such as asthma inhalers or auto injectors.

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 together with text information and emails where appropriate.

Personal Possessions

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

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 2021).

Mrs S Smith

Headteacher



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

Y6 Memories of Ashurst CE Aided Primary School

Y6 MEMORIES OF OUR TIME AT ASHURST CE AIDED PRIMARY SCHOOL

Walking in on our first day was scary, but also exciting, as we were starting a new journey. We all came in crying but Milo and Eleanor led the way without tears into the classroom (they already had siblings in the school).

Mrs Pocket took us around the school showing us the classrooms and telling us what we could, and couldn't, do. Going out for our first playtime we all rushed across the field to the swings and slides but soon got told off because that was an out-of-school only area.

For lunch we all had hot lunches, we ate everything leaving hardly anything for anyone else! At lunchtimes we had a Y6 buddy who sat and ate with us. We then all rushed out at the end of the day.

For the rest of Year Reception we played in the cabin and had pretend weddings but then ended up not agreeing and the next week saying '**You're not coming to my party**', but of course that was only a joke!

We went on an outing to Wakehurst Place in the summer of Year Reception, where we looked at plants and made fun booklets, we even saw the world's biggest seed!

To keep us safe, every so often we had a fire drill and we had to evacuate the building. One time we had a fire drill and Hughie went back to get his donkey phonics colouring sheet!

At the end of the year we had our first sports day where we took part in the bedtime race. We had to get dressed in a t-shirt, then pick up a book, then pick up a teddy and finally run to the end. Phew!
Soon we were at the end of Year Reception.

In Year 1 we had already had our first year of school and now the real work began.

Eleanor and Flora used to skip up and down the playground singing 'Let it go' and fighting over who was going to be 'Elsa'. Alexandra remembered playing before

lunch in pop-up castles. She also remembered the cabin and all the fun stuff in there, like the scooters. Eleanor remembers that she had to have speaking lessons because she couldn't pronounce her c's and g's.

We also had 'Show and tell', we all had our own day to bring an item in from home and talk about it. We got to share some of our favourite toys and explain what they did. We were allowed to choose 3 people who would ask us questions, but sometimes they were more like statements (we found this out in English!)

Fabian came in with a couple weeks left of Year One. We were doing something about the children's book "Biscuit Bear." Fabian connected so well because he had this book himself at home, so he felt like he could really identify with life at Ashurst! Fabian also remembered a point where he raised above the rest when we were asked what a letter was, everyone else said 'curly C' but he said "see", he knew this because at his previous school he had already learnt the proper pronunciation of the letters, this was his moment of triumph!

In assembly when it was our birthday, the school candle was lit and we all got to blow it out. Everyone would also sing 'Happy Birthday', they would have to say everyone's name. We would also tell the school what we were doing on that day and about some of the presents we had got.

The annoying thing was that if your birthday was in the holidays you couldn't do it, although sometimes we sang happy birthday really early to people so everyone could have a turn.

When we got hurt Mrs Pocket told us that she would have to cut our leg or arm off! ... but she was only joking and we soon knew not to take that literally.

Soon it was the end of year 1.

In Year 2 it was our last year of KS1.

At Christmas, we got to take part in the Christmas play, which that year was 'Red Riding Hood', and we were always a different character each year. Alexandra and Flora were trees on that occasion and had to stand for most of the play until near the end. Our legs were so tired afterwards! We also performed the nativity and all the girls fought over being Mary! As Flora and Milo were good at reading, they were the narrators.

On our last KS1 trip we went to Arundel Castle. We arrived at Arundel in The Towers School minibus. We went inside to the first room where all the boys dressed up in chainmail and used long bows, and all the girls wanted to be the princesses and live in the Castle. We also got to see, and walk in, the huge dry moat around the castle.

We had to do our SATs in May. After a lot of practise, we finished them and ended with a tray of sweets to choose from. Flora was awarded with a shield for getting the highest scores in her SATs.

Rose's first day was very nerve-wracking for her, because she joined Year 2 towards the end of the year. When Rose, who was holding her favourite toy, came in we were doing maths so she sat on the floor. She recognised Eleanor and Alex but no-one else in the class. Everyone was very kind and she soon settled in and Flora and Eleanor soon became her best friends. Rose, Milo and Flora always did maths together and were top of the class in maths.

I remember when you are close to moving up a year you go for a trial morning into your new group. You meet your teachers (we all know all of the teachers anyway as it is a small school), from Year 2 to Year 3 we were leaving our comfort zone and moving into a new classroom.

In Year 3 the first part of Year 3 we had Miss Simpson as our teacher, she used to play the guitar to us and we would sing along.

Milo and Edward played their first school football match, which they won 15-20. They played on our school field so we all got to watch them. We sang '2,4,6,8 who do we appreciate. Not the queen, not the king but Ashurst Primary football team'.

Our topic was the Romans. One time we were writing a story about the Roman gods and Miss Simpson told us not to start our story with something like 'I was mowing the lawn!' This had been one of the story starters in previous years, and of course lawn mowers had not been invented then! We also made wanted posters for Boudicca, learnt about the different Gods and what they symbolise to the Romans, and, for our school trip we went to Fishbourne Roman palace which was really exciting. At the Roman Palace we got dressed up in different Roman style clothes. We took part in activities like Roman children would have done and we

also saw some special artefacts. Edward saw one of his friends there! Then Miss Simpson left and for the rest of the year we had Mrs Smith.

In art we learnt about Frida K. We learned about her life and an accident which kept her bed-ridden for the rest of her days, but she never stopped painting. We painted self-portraits in her special style.

We also learned about Ruth Valerio and how she looked after the environment. To join up with the learning we did about the Romans, we made a mosaic using broken china. Rose and Barnaby designed it and it now hangs in our Prayer Garden.

In Year 3 we all joined Chess club. We worked in our classroom and were sometimes taught by the older children.

Then all too soon we went into Y4.

In year 4 we had Mrs Smith teaching us again.

In November we learned about 'Remembrance Day' and remembering those who died in the world wars. On the 11th of November, Flora's birthday, we did an assembly to thank those who fought in the world wars and mainly to remember those who died fighting for us.

At Ashurst village hall we held an Art Exhibition and showed artwork we had created on poppies and remembrance. We had all made little tapestries of poppies. First we painted some fabric with fabric paint. Then we cut out the poppies from felt and other bits of fabric that were red. We also found black buttons for the centre of the poppy. After that we had the joy of sewing them on and creating our tapestry of poppies.

Some children, who were very good at maths, went up to Mr Malsbury's class, we called them the Mobile Mathematicians. As some children were in that group they missed out on reading some of the class book 'Stig of the Dump'.

At Christmas we performed 'Joseph and his Technicolour Dreamcoat', which everyone enjoyed. We all got to join in and sing all the fun joyful songs. For pharaoh we even had a microphone and chorus girls! Flora was one of them, and sang 'bop bop she waddle waddle' when their time came. As we were in Year 4 at the time, some of us had quite big parts, like Rose, who was one of the, and Fabian was an Ishmaelite with Edward and Milo. One of the best parts though

was coming in for the evening, as it was dark outside so the lights for the Christmas play really stood out.

Then Kitty joined us. As her welcome, Eleanor decided to show her the big cut on her knee! KITTY was very pleased about that!!

We also did a Skara Brae news report and Fabian named it something very clever (at least to young Fabian it was)! It was called The Daily Dodson. He then later used this for his news report in Y6.

And then we moved up into Year 5 and 6 and we had Mrs Sansbury and Mr Malsbury as our main class teachers.

In Year 5 Niamh and Jemima joined at the same time. Jemima already knew people from woodcraft, but Niamh didn't. On their first day they thought that everyone was very welcoming; but they were a bit annoyed when they didn't get names on their pegs and drawers until Year 6!

Niamh remembers going to Dalesdown for the first time, and was really excited as we were going to play netball, as she already played netball at a club outside of school so she had some experience.

We had Mr Malsbury for Maths and English. He would always do his famous golf swing and would read us stories in English, which we based our work on. One of the best things we did with him was creating our own islands, where we created an island with coordinates. Flora, Milo and Edward had great fun creating the '50p island'.

With Mrs Jagota from Horsham Leisure Link, we did dances and the Year 5 and 6 did a dance about wildfires and koalas which everybody enjoyed.

Then came Lockdown in March due to the Covi-19 pandemic. During lockdown only a few children went into school including Edward, Alex, Eleanor, Fabian and Anjelica. It was different to normal and most children got their work sent home. At the beginning we had paperwork sent to us and then in June more children could come in, this carried on into Year 6.

In Year 6 We all remember the Christmas party and making mats for our Christmas meal. Also getting dressed in the classroom and seeing everyone's outfit for the first time. Some of the new people also did not know how to play

the games but they were soon shown by the people who had been to one already. Niamh remembered during the Christmas party, standing in the middle of the doors leading to the Year 3 & 4 classroom with Kitty, looking at the playlist they had and choosing which songs we liked, and which ones we didn't, whilst everyone else danced.

Soon came the new year and there were lots of new things to look forward to. **BUT...** there also came with it another lockdown!

We used online learning and Google classrooms throughout this lockdown, and luckily we had had time to use it with Mrs Hedley in school beforehand. Children who were in school had the same work as the people at home, but they had the teachers with them so they could ask for help. Lots of people didn't have computers or laptops so the school gave iPads to them so we all learned in the same way. Rose came in two days a week, as well as the people who came into school in the last lockdown.

When we finally came back to school we had lots of weeks where we only did one or two subjects. First came Art Week. The first was hat making where you had to put things that you liked on your handmade hat. Some people put on one thing, and others did loads. Second was junk modelling where everybody had brought junk in to make a cracking contraption that would make life easier. And finally, some sewing on a piece of felt that showed our hopes, dreams and aspirations which was made into a huge banner and now hangs proudly in the infant classroom.

Another special week that we had was Science Week. Our topic was 'light' so we did experiments on shadows and different colours in light. Overall it was really fun and we got to do loads of cool experiments.

Finally - on the subject of weeks - we had Year 6 Activity Week. We would not be able to fit in all of our memories, so we will just say what we did each day. Monday we went to Dalesdown for sport - dodgeball, basketball and archery - in the morning. In the afternoon we made a booklet to put some memories and keepsakes in with everything we did throughout the week. Mrs Smith made Rose's as she was not there that afternoon. On Tuesday we went on a boat trip on the Chichester Canal and got to feed the ducks and swans afterwards. On Wednesday we did a locality walk and mapped out the route ourselves! We eventually got to Dayland's Farm and then went into the woods with Mr Crush and

Margaret to do lots of fun activities. On Thursday we went to Goodwood, which was everyone's favourite...especially cooking our own lunch on an open fire and using charcoal to camouflage our faces before returning home! Then finally, at the end of the fun but tiring week, we went to the WWT in Arundel. We also got to feed ducks there, as well as the rarest goose in the world, the Nae Nae. Most people ended up feeding the pigeons as well!

The next thing we did was the Jerusalema dance to thank the NHS and Key Workers for their work during the pandemic. Mr Harrison filmed us with a drone, the film was then put on the school website. Everybody enjoyed it, even if it was a bit tiring. Towards the end of our time at Ashurst we had the highlight of Sports Day. Milo sadly was not there for that. It all went well and everybody was happy - especially as at the end the teachers kindly brought us ice lollies.

We also wrote and performed our Year 6 Leavers Assembly which went very well and was great fun. What an end to our Primary School experience!

Thank you to everyone including Mrs Williams, Mr Malsbury, Mrs Smith, Mrs Robbins, Mrs Harwell, Mrs Sansbury, Mrs Pocket, Mrs Hedley, Miss Kelsey, Mrs Ixer, Mrs Clarke, Mrs Turner, Mrs Andrews, Miss Bunn, Mr Ford, Kim, Mrs Jogota, Mrs Scadding hunt, Mrs Loveless and Mrs Uff, as well as everyone else who has made our journey at Ashurst *incredible*.

Also, a big thank you to the people who took us on our Year 6 Activity Week and made it all possible; for the new skills we learned and for us to still have a fun week, even if we didn't get to stay away from home!

THANK YOU!

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

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.

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