



Dear Parent/Carer,

We hope that the information in this prospectus will give you a flavour of the vibrant and personal learning community for which we strive. One of our children commented to a visitor recently:

“Everyone’s worth something here.”

It is that sense of being an individual within a strong, supportive community that we believe makes our school a truly special place.

We share your high expectations for your child knowing, as we do, that successful education is always underpinned by the partnership between children, parents and teachers.

It is our intention to provide a secure, stimulating and varied learning experience so that all children can develop as happy, independent learners who are well prepared for life in the Twenty-First Century.

Parents are always welcome in our school and if you wish to talk with a member of staff or myself please do not hesitate to call.

A handwritten signature in cursive script that reads 'Julian Rose'.

Mr J Rose  
Headteacher

## **GENERAL INFORMATION**

West Chiltington is a co-educational Primary school administered by West Sussex County Council Education Committee.

The official school address is:

West Chiltington Community School  
East Street  
West Chiltington  
Pulborough  
West Sussex  
RH20 2JY

Telephone Number - West Chiltington (01798) 813319

Headteacher: Mr Julian Rose

Co-Chairs of the governing body: Mr Julian Hoad and Mrs Julia Handley

Number of pupils on roll September 2017: 204

The school is part of a three-phase system of education. West Chiltington Community School caters for children 4 plus to 11 years. At 11 most children will transfer to Steyning Grammar School.

### **Applying for a school place in West Sussex**

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 community 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  
Telephone: 01903 270290  
Fax: 01903 839214  
Email: [admissions@westsussex.gov.uk](mailto:admissions@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: [www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places](http://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 in County Hall, Chichester PO19 1RF. They can be contacted on 01243 753535.

Helen Moules Pupil Admissions Manager South

## **OUR VALUES AND ETHOS**

Our Tree is the living embodiment of the qualities and characteristics which we value and seek to develop in our learning community. These values are our roots- the things that anchor the decisions, choices and directions which we take. It is vital to us that everyone in this learning community understands and shares these aims.

It's important that we share a vision for the way we want our school to be and for that vision to be accessible to all. The animals that live in and around our tree can be found in our classrooms too. They help us to remember what it is that we hope to achieve in ways that are at once personal and communal.

Education should be at once an intensely personal and social experience. Children in the primary phase of learning are among the most creative thinkers on the planet. School must be a place where that creativity can grow and thrive. This means working with children, understanding their needs, listening to them and crafting an experience with them that will unleash talent and prepare them for all the challenges that life in the Twenty First Century will bring.

Learning at our school is founded on a set of values that spring from the roots of our tree. We spent a long time working with our whole school community deciding on these guiding principles. From these come our vision for the qualities and attributes that we hope will characterise the children who leave us at the age of 11. Qualities that we believe will sustain them and provide a firm foundation for them to be successful learners, confident individuals and responsible citizens.

School must be a dynamic place where no one year looks and feels like another. How could it not change when each year 30 new children join us and 30 leave? During their journey through our school, there are a set of core skills which everyone must learn. Principally they must become independent, self- managing and self motivated. They must of course become proficient in the core skills associated with reading, writing and mathematics. It is our role to help them to unlock their personal creativity. If a child leaves our school with no passions or no sense of what they are good at, we will have failed them.

Making this work is a job for all of us. There is time and space here for children to encounter a vast array of experiences- any one of which might light the fire of creativity within them. These experiences will be physical, technical, practical and imaginative. In simple language they mean: doing stuff, making things, going places, meeting people.

Our Curriculum can never be totally fixed but has been substantially re- written this year to meet the expectations of the new National Curriculum. These requirements have been carefully blended to meet the needs of our children and to ensure that we maximise our engagement with the fantastic environment in which we live and work. We also draw on the knowledge and expertise of a very talented school community to add breadth and relevance to learning experiences. We must look beyond the boundaries of our green and lovely surroundings to ensure that children have the opportunity to engage with the national and international communities.

We welcome ideas and thinking from all of our school community and look to it and beyond for our own inspiration and learning. At West Chilton, everyone is a learner and we like to share the things that make us think. You might like to tune into some of these things through the links here. If you wish, please do contribute to the discussion forum or chat with us informally.

## **WEST CHILTINGTON COMMUNITY SCHOOL**

West Chiltington is an attractive village surrounded by beautiful Sussex countryside. Positioned north of the Downs it is conveniently situated within easy reach of the major towns. The school is a central part of this thriving community.

The main building has five class base areas, opening onto a large shared activity area. There is a superb hall which is fully fitted with stage lighting and sound systems. This has enabled us to further develop our strengths in drama and dance alongside gymnastics. Attached to the hall is a meeting room, kitchenette and disabled toilet facilities. We also have a small hall which houses a Play Group provider- [www.littlebearspre-schools.co.uk/west-chiltington](http://www.littlebearspre-schools.co.uk/west-chiltington).

The art and technology room provides dedicated space for creative work and cooking activities. We have a well-stocked library completing the main buildings accommodation. Outside there are a further two class units with a shared annexe and cloakroom facilities. All classes have large multi-media screens which are linked to both laptops and ipads. All classes have access to portable technology including ipads, netbooks and laptops. Our grounds include a spacious playing field and two hard surfaced play areas. In addition there is a large enclosed play area with safety surface and climbing apparatus leading out of the reception and Year 1 classrooms.

On the field there is an adventure trail and 'Windmill Gardens' – a sensory garden area. It is also home to Basil and Alfie- our two Golden Guernsey goats.

## **ADMISSIONS POLICY AND ARRANGEMENTS** **FOR AUTUMN 2017**

The admissions policy of the school is common to all County Schools in West Sussex.

The policy is outlined in the booklet 'Information for Parents' which is published by the Authority. A copy of this publication may be obtained from the school or by contacting the Area Education Office.

The best time to register your child for admission is soon after their second birthday.

**Parents have the right to choose whether they wish their child to start full-time or part-time, subject to the caveat that children are receiving full-time education in the term following their fifth birthday. Parents still have the right to defer entry to later in the academic year and, in such cases, a place offered in reception must be held open for the child for that intake year.**

Children living in our catchment area will be given first priority for places at the school. Any parent moving into the area should apply to the Admissions Office and visit the school as soon as possible. Any out of area requests should be addressed to the Education Office (South) in Worthing.

## **PRELIMINARY VISITS**

Parents who are considering applying for a place for their child are encouraged to arrange an appointment to visit the school. This provides an opportunity to observe the school at work and discuss specific points relating to their children's needs with the Headteacher. In October each year, we hold a school open day. You can tour the school and there are two opportunities to hear a presentation about the school from the Head Teacher.

In the second half of the summer term prior to admission there is an evening parents' meeting led by the Early Years class teacher, Headteacher and Early Years Governor. The curriculum and organisation of the Early Years class are explained and suggestions made for parental support.

The children are invited to spend half-day sessions in school to familiarise themselves with the classroom and to get to know their teacher, the classroom assistant and future classmates.

The Early Years class teachers organise home visits as part of the induction process. At parents' request they will visit the child at home to establish a relationship prior to the school preliminary visits.

### **PARENTAL INVOLVEMENT**

Good relationships between parents and teachers are vital and the child's education is based on a supportive partnership between home and school. West Chilton Community School is fortunate in the high level of support and encouragement it receives from parents and members of the community.

All parents automatically belong to our Friends of the School Association (F.O.S.A.). Parents meet regularly to discuss and arrange fund raising events, which help finance extra educational activities and facilities for the children. The committee also organises various social functions and regular coffee mornings to which all parents are invited.

We warmly welcome parents and members of the community who volunteer to help in school with various activities and events. Particular skills and expertise are always useful, but any time that can be given to support our children and staff will always be greatly appreciated. This also includes the offers to accompany school visits in order to ensure we can keep a high ratio of adults to pupils and in turn increase safety.

It is hoped that parents new to the school will feel able to take an active interest in this side of the life and work of the school, although we clearly recognise that there are many other demands upon your time.

### **SAFEGUARDING POLICY**

This policy is guided by the 5 Key Issues identified in the Government publication 'Every Child Matters' which are that every child :-

- Must be and stay safe
- Must be healthy
- Must be able to enjoy and achieve
- Must be able to achieve economic well-being
- Must make a positive contribution

At West Chilton the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that the school provides a secure environment in which their children can flourish. In order to do this a wide range of measures are put in place:

## **CHILD PROTECTION POLICY**

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children (DBS checks are always carried out).
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

The Headteacher is the designated member of staff for Child Protection.

## **OUR POSITIVE BEHAVIOUR POLICY**

The school is concerned not only with the intellectual development of the children but also with their social and moral attitudes and their physical, emotional and personal well-being. Every member of the staffing team plays a vital role here.

A high standard of behaviour is expected of our children. We consider honesty, politeness, kindness and respect for each other's work to be essential. These qualities are constantly encouraged.

We do not tolerate any form of bullying and children are confident in the knowledge that, should any incident occur, they will be listened to by any member of the staffing team who will then ensure that action is taken promptly and with sensitivity.

We actively promote positive behaviour with clear class and school rules to which we all adhere.

All children are valued for their individual contribution to the school and are encouraged to develop personal responsibility for their conduct. The School Council is the vehicle through which we ensure the children have a 'voice' and can contribute to school decision-making.

In this atmosphere of self-discipline and mutual respect, children's behaviour rarely gives cause for concern. However, parents are consulted at an early stage should it be considered necessary and we look to them for maximum support in helping us to establish a calm and orderly environment in which all children and staff can work happily together.

<http://westchiltschool.com/perch/resources/behaviour-policy-1.pdf>

## **HEALTH AND SAFETY**

Health and Safety is monitored each term by the Health and Safety Governor and representatives of the School Council.

Each half term there are fire drills that practice efficient evacuation from the buildings.

The school conducts an annual Fire Risk assessment.

There is also a critical incidents plan that details what staff and parents should do in the case of emergencies.

### **TRAVEL PLAN**

The school has a Travel Plan (full copy available from the school office) to make travel to school more sustainable. As we have no secure, safe storage areas for bicycles we are unfortunately currently unable to cater for children cycling to school.

### **SITE SECURITY**

We aim to provide a secure site for our children and this is well monitored. The main entrance is security coded and remains locked throughout the school day. Visitors and volunteers enter through this entrance and sign in at the office window. Internal doors through to the school are also security coded. The pupil entrance is also locked during the school day. Children are handed over to parents at the end of the day and are only allowed home with other adults with parental permission. We ask parents to always inform us in advance if their child is being picked up by another adult.

For Health and Safety reasons dogs may not be brought onto the school premises -this includes the school field. Guide dogs are an exception to this rule.

### **SCHOOL HOURS**

#### **Key Stages 1 & 2**

Morning Session	08.45 - 12.00
Afternoon Session	01.00 - 03.00

We have an "organised drop off" facility from 8.35 a.m. when three parents are on hand to assist children from cars and ensure they go safely through the gates. Mr Rose is also on duty from 8.35 and children go straight into class on arrival. Registration is at 8.45. Both Key Stages have a 15-minute playtime in the morning and Key Stage 1 children also have a flexible playtime in the afternoon.

At the end of the day parents are asked to wait on the front playground and the children are taken there by the class teacher. We ask parents to inform the school if children are going home with someone else so we know it is safe to release them. Parents are asked to telephone if they are delayed so that children can be reassured and arrangements made for their safety and supervision.

The hours spent on teaching during the normal school weeks are 23.5. These hours exclude the statutory daily act of worship, registration, break and lunchtime.

### **TEACHING ORGANISATION**

West Chiltington Community School caters for pupils from rising five to eleven years of age, covering all of Key Stage 1 and the first three years of Key Stage 2.

The school comes under the jurisdiction of the Local Authority (West Sussex) and has a fully delegated budget. It falls in the Southern Area for local administration purposes.

The school has one class for each year group. We are fortunate enough to have additional teachers who support across the school and cover classes when teachers have their dedicated planning and preparation time. To complement the teaching team, we have excellent support staff and teaching assistants allocated to all classes. These staff work

alongside class teachers in all areas of the curriculum and in the support of children with additional learning needs. They run a range of groups and play an active role in the arts provision within school.

Within the class, teachers will vary the organisation depending on the lesson content. There will always be a balanced mixture of whole class, group and individual work throughout the week. Grouping may be on the basis of ability, friendship or best working groups, depending on the lesson content.

### **SPECIAL EDUCATIONAL NEEDS**

All children need help and encouragement with their work but occasionally we identify pupils who have greater difficulty than the majority of children in their age group with some aspect of their learning. Initially the class teacher will provide extra support through differentiating the work. If the child is still not making appropriate progress within a specified period (usually a term) we will assess his/her needs and develop a special program of work designed to support these. Parents are informed of, and involved in the strategies we use, and where appropriate outside agencies such as the County Learning Support Team or the Educational Psychology Service may be consulted.

### **ABLE PUPILS**

We also recognise the needs of our more able children and work to provide differentiated activities to stimulate their interests and ensure that they are extended within class. More able children may work in a small group on specifically challenging tasks or attend an enrichment day organised by our local schools group.

### **EQUAL OPPORTUNITIES**

We work hard to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all are considered equal in the learning partnership. When children have special needs we liaise with parents and plan specific programmes of support. Children with disabilities will take a full and active part in every lesson and every measure will be taken to ensure this.

### **CURRICULUM**

The curriculum encompasses both planned and unplanned experiences that children encounter within the school and community. It should fire their enthusiasm, develop them intellectually, emotionally and physically and prepare them for the opportunities, responsibilities and experiences of adult life. We believe that for a curriculum to be truly personal and relevant, it must be dynamic and responsive to the ever changing nature of the school community. It must reflect and build on the opportunities afforded in the locality, and reach out to the wider world where our children will eventually make their mark! Working on a theme basis, children are enabled to see the connections between areas of learning and to recognise the relevance of the skills and knowledge they acquire.

### **FOUNDATION STAGE**

Our Foundation Stage Curriculum follows the Department of Education's Guidance for the Foundation Stage in Education. The Foundation Stage covers the education of children from birth to 5 and aims to ensure these vital years have their own definite identity. The children in our Reception class are provided with a broad range of experiences that

enable them to work towards achieving 'The early Learning Goals' set in the following areas of learning; - ○ personal, social and emotional development ○ communication and language ○ physical development ○ literacy ○ mathematics ○ understanding the world ○ expressive arts and design

## **KEY STAGES ONE AND TWO**

The National Curriculum consists of 3 core subjects, English, Mathematics and Science. The other subjects, often referred to as foundation subjects, are Technology, History, Geography, PE, Art and Music, RE and computer science. National Curriculum documents are available at the school should you wish to study them.

A topic or theme is often studied termly, although some may be of a shorter duration.

By planning the framework for these topics together we are able to ensure both progression and the provision of a balanced base through which to deliver the National Curriculum.

By integrating the subject areas they are more closely related to the real world and therefore more meaningful to the child's own experience. In this way children see a real purpose to their learning.

The starting points for our studies are based on first-hand experience, encouraging the children, for instance, to act as historians by studying a collection of artefacts, sketching them and using reference materials to place them in an historical background. In this way children become involved in their learning and develop their own lines of enquiry, and are able to become independent learners.

Sometimes however, some areas of the curriculum do not fit readily into topic areas and in this instance will be covered as an independent unit of work as a day or weeks study.

Clearly children cannot become independent learners unless they have the opportunity to develop the basic skills of literacy and numeracy. This provision is well planned and developed across the school. Close links are made between literacy and other areas of the curriculum with many topics being based on specific quality fiction and non-fiction texts.

Making children effective, sensitive and powerful communicators is a key aim and is achieved through the provision of a range of opportunities to explore and play with language. Stretching and developing language skills in a wide variety of situations with a diversity of audiences is the fundamental corner stone upon which all teaching is based.

Our aim is to develop experienced and confident communicators, children who are able to sensitively select the most appropriate and effective means of communication from a wide variety of knowledge, skills, styles and techniques.

Literacy unites the important skills of reading and writing and is underpinned by speaking and listening. Our emphasis on this area of learning and 'very good provision' ensures high standards are achieved in all areas.

## **READING**

A wide variety of methods are used in the teaching of reading and these may be in individual, group, whole class or paired situations. In the foundation stage and key one,

children are taught the phonic skills and knowledge that are critical to both reading and writing. The program we use to support this teaching is called, "Letters and Sounds." We use the "Oxford Reading tree" scheme to support children in the early stage of learning to read. From the earliest stage, they will also be encouraged to discuss texts, preferences and style.

We believe it is essential that a good supply of books is available and there are well stocked reading areas in each classroom in addition to the library area.

From the earliest stages children are taught to value books as a source of pleasure and interest as well as for study and information. We actively involve parents in our shared reading programme, which is an essential link in developing reading skills. This partnership will be explained in detail at the induction meetings.

### **MATHEMATICS**

Children will be taught and acquire what we call the "mathematics toolkit." This comprises the essential knowledge to be able to think and respond mathematically. They will learn to apply these skills independently through a range of investigational and practical opportunities.

### **SCIENCE**

Science is a core subject of the National Curriculum and there is a detailed scheme of work, which guides us through the requirements, ensuring progression of skills and regular revision.

Younger children begin by studying their immediate environment at home and at school, with a special focus on the environmental area. As they mature, their work develops to cover a broader range of contexts and increasingly more complex ideas. It is primarily a practical subject and is taught in a way that emphasises practical, investigative and problem solving activities.

The curriculum encourages children to adopt a scientific approach to learning and to acquire skills of predicting, fair testing, investigating, observing, recording and forming conclusions.

### **HUMANITIES**

Work in Humanities draws initially from first-hand experience and the immediate locality. It is designed to stimulate the children's interests, encouraging them to think through problems and anticipate outcomes.

A major emphasis is placed on using and interpreting evidence through both primary sources such as artefacts, theatre productions and visits to localities, and secondary sources such as maps, letters, photographs and other historical documents.

### **INFORMATION & COMMUNICATION TECHNOLOGY**

Our children learn how to use computers and other new technologies to communicate and handle information for modelling, measuring and for control. Computers and other digital equipment are used to support many areas of the curriculum, to enrich and extend learning.

The new National Curriculum places emphasis on children becoming proficient in computer science and programming forms an important part of the scheme of work.

Our approach to the use of technology in classrooms has been the subject of extensive action research over the past two years. As technology has progressed, we aim to stay at the forefront. Most of our computing capacity comprises of mobile devices including ipads, laptops and netbooks. Substantial investment in our wireless network means that the whole site is connected. We are among only a few schools that offer computer coding as one of our after school clubs as well as a developing part of our curriculum.

### **DESIGN TECHNOLOGY**

In design technology, children explore needs and analyse real problems. They design solutions, plan and make a range of products and evaluate their own progress and outcomes. Within the projects they study, all children are involved in problem solving activities that encourage them to look for practical solutions using a variety of materials and building on their previous experiences and understanding.

### **MUSIC**

Music education aims to develop aesthetic and creative ability in all children. It develops their understanding, knowledge, skills and enjoyment of music through an active involvement in composing, performing and listening.

We have a specialist music teacher and good resources to support the 'very good' music provision, including a wide range of percussion instruments. All Year 3 children are currently learning Ukelele. The children have regular opportunities to perform musically.

We welcome a range of peripatetic music teachers to the school who offer small group instrumental tuition in violin, flute, clarinet, saxophone and trumpet. This tuition is arranged through the County Music Service and charged as per their county scheme. Each term these instrumentalists perform to pupils and parents. We have a thriving choir, which performs regularly.

### **PHYSICAL EDUCATION**

We recognize the importance of physical education for all children and provide a varied, progressive programme including gymnastics, games, athletics, dance and swimming. Emphasis is on the development of particular skills and all activities are available for both boys and girls.

We work collaboratively with other primary schools and with Steyning Grammar School to provide a range of additional opportunities for children to try new sports and to take part in tournaments.

To further promote and encourage an interest in sport, the school has forged links with outside organisations such as Chanctonbury Leisure Centre, Horsham Leisure Link, Brighton and Hove Albion Football Club, Storrington Tennis Club and West Chilington Cricket Club. Qualified coaches provide tuition both in and out of school hours to children in Key Stage 2.

We take Year 1 to a local school Swimming Pool in the summer term and participate in activity afternoons at Chanctonbury Leisure Centre.

### **ART**

Art education is especially concerned with developing aesthetic awareness and creativity. It develops the skills of observation and the expression of thoughts, ideas and feelings. We

give children the skills and opportunities to express themselves in a variety of media and form.

We recognise the role of art in a child's development and have organised Art Days each term where the children work in mixed age groups on a range of workshops often involving visiting artists.

### **RELIGIOUS EDUCATION**

Religious education is taught based on the 'Agreed Syllabus of Religious Education' published by the West Sussex Education Committee. The school conforms to the Education Reform Act in providing a mainly Christian based daily act of worship, which involves all, or part of the school.

We aim to encourage children to develop a strong set of personal values and a sense of purpose to their lives within a caring environment.

The children learn about a variety of beliefs and religions to encourage an understanding of the world we live in.

Under the terms of the Education Act (1988) parents may withdraw their children from assemblies and RE lessons and should contact the Headteacher to discuss the matter.

### **HEALTH AND SEX EDUCATION**

Health and Sex Education are seen as an integral part of our Personal and Social, Health, Education Programme. Children are encouraged to develop positive moral attitudes and to value family life. At all times staff aim to promote tolerance of social, moral and religious backgrounds, promoting self-respect, self-esteem and co-operation with others.

Sex education has a more specific programme in year 6. This area is seen very much as a shared responsibility with parents and an opportunity is provided for them to see and discuss teaching materials used. It is taught within a framework of moral values and relationships.

### **ASSESSMENT AND PROGRESS**

The children are assessed throughout the year through the Early Years Profiling Procedures. This then forms the basis for their assessment profile as they move through the school.

The Key Stage 1 National Curriculum tests are used in year 2 in order to support Teacher Assessments which are reported to parents in a statement of the child's performance and progress related to the National Curriculum Attainment Targets.

The tables on the following pages illustrate the outcomes for our children in Summer 2017 and include comparisons with national and county averages.

Throughout the school, we have built on the highly successful model of teacher assessment developed in the foundation stage. Our school has been recognised by the local authority for exemplary practice in teacher assessment. We work with other local schools to moderate our assessments on a termly basis.

Progress made by pupils in all areas of the curriculum is important to all parents and teachers. Parents are encouraged to take an active interest in their child’s progress by attending parent consultations to discuss progress and agree future targets.

At the end of the summer term, parents receive a full report outlining their child’s progress. Parents are welcome to discuss their child’s progress throughout the year with specific appointments during the Autumn and Spring term.

It is anticipated that most pupils will make steady progress, however, it is recognised that some children may have special needs in a particular subject area and extra support will be provided as appropriate either within the class, in small groups or individually.

**SUMMARY ACHIEVEMENT REPORT**

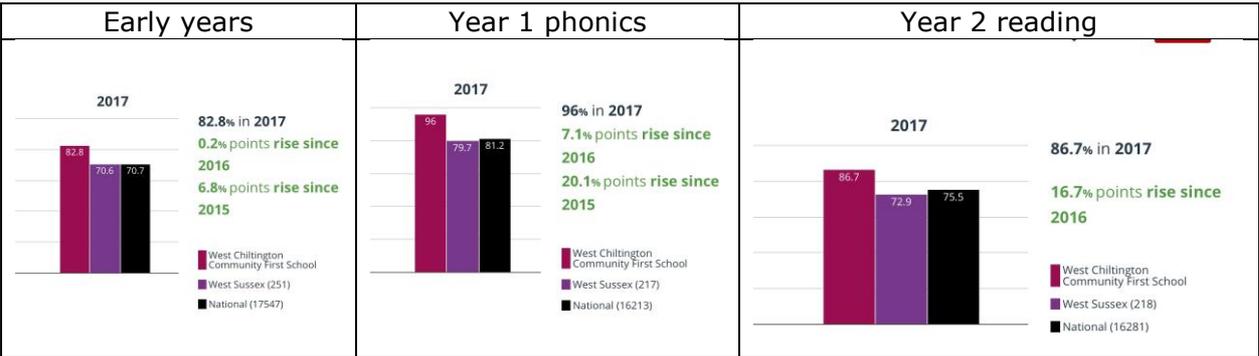
We routinely achieve standards that are above county and national averages and perhaps more significantly higher than schools with similar pupil intakes

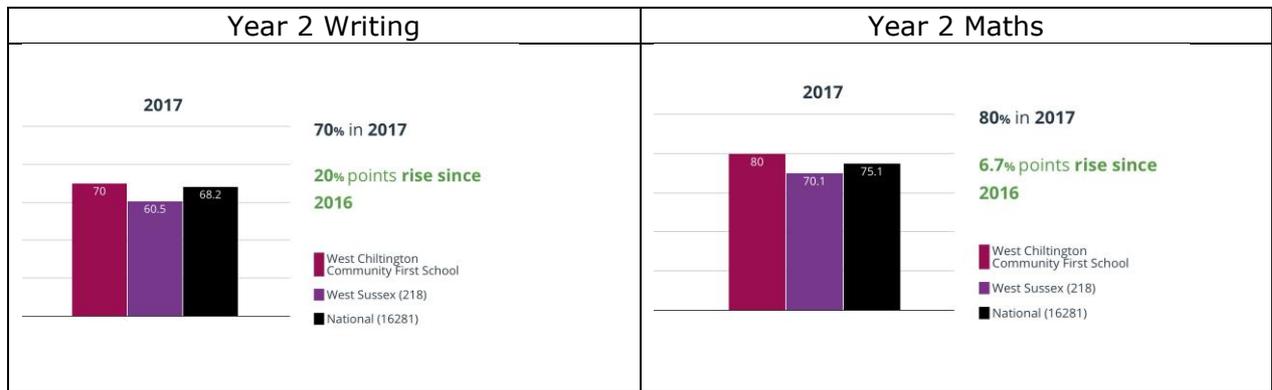
The charts below shows a summary of statutory assessment outcomes. In each case, the pink column represents the outcomes for our school, the purple are the averages for West Sussex Schools and the black is the average for schools nationally.

The Early years chart shows the percentage of children who achieve a good level of development in the prime areas of learning including reading, writing and maths. The year one chart shows the percentage who achieve the expected level in the Phonics test and the remaining three charts show the percentage who reach the expected level by the end of year 2.

Because of the change to the age of transfer in our locality, 2018 will be the first year in which children take part in end of key stage 2 assessments at our school.

**SCHOOL RESULTS 2017**





### **EXTRA CURRICULAR ACTIVITIES**

A variety of extra-curricular activities are offered to children in Key Stage 1 and 2. The clubs available vary on a termly basis and often involve outside agencies when a charge is made.

Clubs usually run at lunchtime or after school between 3.00 and 4.00 p.m.

In 2016-17 children were able to participate in the following after school/lunchtime clubs: KS1 and KS2 Football – Multi-sports – Table Tennis – Dance-Drama – Cricket – tennis, gymnastics, choir, Chess and computer coding.

### **BEFORE AND AFTER SCHOOL CARE**

We understand that in a large number of families, both parents go to work. We have an onsite breakfast and after school provision to cater for these families.

<https://www.westchiltpioneersclub.com/clubs-at-west-chiltington-school/>

### **EDUCATIONAL VISITS AND CHARGING POLICY**

Throughout their time at the school children have the opportunity to participate in a variety of educational visits to support the curriculum. Often these are local and no cost is involved, whilst others involve transport costs and entrance fees.

It is our policy to fund all enrichment activities by voluntary contributions from parents. By law we cannot exclude any child because his/her parents are unwilling to pay however, we do have to point out that unless all parents who are able to contribute do so, planned activities may have to be cancelled, as the school cannot afford to cover total costs.

Frequently educational visits are part funded through the school and every attempt is made to keep costs to the minimum. Any parents who wish their child to take part in any activity but are unable to contribute are asked to contact the Headteacher in confidence in order to make a personal arrangement.

### **RESIDENTIAL VISIT**

In Year 6 children have the opportunity to participate in a five-day residential visit to New Barn Field Centre near Dorchester. As this involves board and lodging a charge is permitted.

### **HOME LEARNING**

We believe that it is important for young children to participate in leisure activities and to pursue interests out of school. With this in mind we do not generally set formal home tasks in Years 1 and 2. However children may be given tasks to complete at home, often connected with the topic they are studying. In addition to this all children are encouraged to learn tables and read daily at home.

Our homework policy detailing the progressive requirements throughout the school is published on our website.

<http://westchiltschool.com/perch/resources/homework-policy-july-2014-update-1.pdf>

### **ATTENDANCE**

All pupils are registered twice each day and by law we now send our termly attendance figures to the Education Office. The information is compiled and monitored by the Department for Education (D.F.E).

The D.F.E. is particularly interested in 'unauthorised absences', which are absences for which no reason has been given to the school. These are thought to indicate cases of truancy. However, unauthorised absences may simply indicate a time when a parent has forgotten to inform the school or when an absence has occurred with the parent's knowledge but which cannot be authorised by the school. Bearing this in mind we ask all parents to write a note and phone the school when an absence occurs.

Children who are absent for longer than a few days will miss work which cannot be repeated. We do urge parents to book holidays only during school holiday periods in the best interests of their children.

We are unable by law to authorise absence for holidays during term time.

### **COMPLAINTS**

If you have any worries or concerns, please consult us immediately. Every attempt should be made to air your concerns with the class teacher and headteacher where any difficulties are invariably cleared up without difficulty. If misunderstandings or problems occur it is in everyone's interest to resolve the problem as quickly as possible.

In the unlikely event that you are still not satisfied you are at liberty to write to the Area Education Office who will, if necessary, refer the matter on to either senior officers or the governing body of the school. A full copy of the formal procedure is available at the school office or from our website.

<http://westchiltschool.com/perch/resources/complaints-procedure-june-2016-3.pdf>

### **PERSONAL ACCIDENT INSURANCE**

West Sussex County Council schemes do not cover children for personal accident insurance whilst in school (Parent helpers are covered). Several insurance companies' do run

accident insurance schemes and details of these can be supplied. Alternatively, household policies can often be extended to provide this cover.

### **FIRST AID AND MEDICAL WELFARE**

In school there are two members of staff with the 3 day First Aid at Work qualification who are responsible for first aid. In addition all Teachers and Teaching Assistants have basic first aid training.

When a child is unwell or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- a trained first aider is consulted;
- the incident is logged in the accident book and a note sent home or parents contacted;
- for head injuries parents are always informed.

In the rare event of serious accidents, parents are contacted as soon as the ambulance is sent for. If the parent is unable to reach the school quickly a member of staff will accompany the child to the hospital.

You will appreciate the importance of keeping us up to date on your emergency contact numbers.

Members of staff do not usually administer medicines in school. In the case of a pupil needing medication during the day, parents are welcome to come into school to administer correct dosages. The majority of medicines can be taken before and after school.

Please ensure the school is fully aware of any allergies your child has and any other medical conditions.

During the child's time at school there is a regular program of medical, dental, sight and hearing inspections. Parents will be invited to attend their child's health care interview, which takes place during their first year in school.

### **SCHOOL UNIFORM AND EQUIPMENT**

The school has a defined school uniform that is well supported by parents who appreciate that their children take pride in identifying with the school in this way. It is recognised that this is not compulsory.

The following items of uniform with the school name and logo are available from Broadwater Sports in Worthing -

Polo shirt – white with logo  
Sweatshirt /Cardigan - maroon with logo  
Fleece – maroon with logo  
P.E. Shirt - white with logo  
Hat / Summer cap  
Book Bag

## P.E. Bag

Available from most high street shops are:

PE shorts - white  
Plimsolls –black  
Grey trousers/skirts/pinafore dresses  
Red check dresses for summer  
White/grey socks

- During the summer months boys wear a white short-sleeved polo shirt and short or long grey trousers.
- All children require an art overall — a man’s shirt worn back to front with elastic at wrists and a Velcro fastening.
- All children may wear navy/black tracksuits or school fleeces for outside games in cold weather.
- Shoes should be low heeled and comfortable (extremes of fashion should be avoided) — black, brown, red or grey.
- NO trainers, jewellery or fashion accessories please. Hair bands, ribbons etc. should reflect the school colours.
- All children with long hair MUST have it tied up for health and safety.
- During their swimming term, children will require a named towel and swimming costume in a suitable bag. The wearing of swimming caps is compulsory for all pupils.

PLEASE ENSURE THAT ALL CLOTHING IS CLEARLY NAMED.