

# ***Storrington First School***



***Prospectus 2006 -2007***

## **PROSPECTUS 2006-2007**

West Sussex Education Committee  
R Back - Director of Education

**Storrington First School**  
**Spierbridge Road**  
**Storrington**  
**West Sussex**  
**RH20 4PG**

**Telephone Number:** 01903 742047  
**Fax Number:** 01903 745853  
**E-mail:** [office@storrington.w-sussex.sch.uk](mailto:office@storrington.w-sussex.sch.uk)  
**Website:** [www.storrington.w-sussex.sch.uk](http://www.storrington.w-sussex.sch.uk)

**Headteacher:** Mr Garry Smart

**Chair of Governors:** Mr Peter Surtees

**Pupils on roll:** 319 in September 2005

The address of the Area Education Office is:

The Education Office South  
Centenary House  
Durrington Lane  
Worthing  
West Sussex  
BN13 2QB

Telephone Number: 01903 839222

### **Classification of the School**

First School admitting children aged 4 - 10



Here at Storrington First School we believe that high standards of academic work, the happiness of each child and courteous behaviour are of paramount importance. We see school as an extension of home life where boys and girls, brothers and sisters, learn to live and work happily together in the pursuit of excellence.

We hope this prospectus will help you to gain all the information about the school that you need to know. There will always be a warm welcome for you here at school and we would be delighted to show you around at any time.

## INTRODUCTION

Storrington County First School was opened in July 1965 as a Primary School. In the late 1960's the education system in West Sussex was reorganised and the school was designated a First School for children aged 5 - 10 years. In 1998 West Sussex changed its admission policy and we now admit children at the beginning of the year they become 5 when they are 4 years old. The majority of children start school when they are four. The children transfer to Rydon Community College in the September after their tenth birthday.

Set in pleasant rural surroundings in sight of the Downs, the school caters for the children of the Storrington area. The school has 332 on roll, divided into an Early Years Classroom and five year groups. All the children follow the Foundation Stage and National Curriculum and structured programmes of work.

The school has close relationships with both parents and the whole community. We warmly welcome parents into the school who wish to help in the classrooms or to discuss their child's progress. The school has a thriving PTA, which enhances the home/school partnership.

The school has a wide range of resources and equipment. They range from a heated swimming pool; a purpose built music room with a wide range of musical instruments, to a purpose built Early Years classroom for the youngest children. We also have facilities for computing and technology and the school is on the Internet. Most important is the team of experienced, committed and dedicated teachers.

There are many opportunities for children to follow their own interests and strengths, not only through the National Curriculum but also in extra curricular activities at lunchtime and after school.

Storrington First School provides a caring atmosphere in which all children can develop and progress happily to their full potential, above all striving to achieve high standards of performance.

## **Staff**

### **Full-time teaching staff**

Headteacher: Mr Garry Smart

Deputy Headteacher: Mrs Diane South

Early Years: Mrs J Randall

Mrs H Tansey

Year 1 1M Miss May

1U Miss Underwood

Year 2 2H Mrs C Hickmott

2W Miss Ward

Year 3 3I Miss Ison

3S Mrs South

Year 4 4C Mrs Chapman

4R Mrs Renson

Year 5 5B: Miss A Bowers

5O: Mr Oakford

### **Teaching Assistants:**

Mrs L Biggs

Mrs A Collis

Mrs R Hallier

Mrs P Moss

Mrs A O'Sullivan

Mrs C Seymour

Mrs H Stocks

Mrs J Williams

Mrs A Woodcock

Mrs S Reeves

Mrs T Toovey

Mrs G Walter

**Musical Director**

Mr O Bailey-Green

### **Part-time teaching staff**

**Special Needs Coordinator:**

Mrs C Phillips

### **Music specialist teachers:**

Brass Mr Hawkins

Cello Mrs M James

Violin Miss Harte

Woodwind Miss Hogg

### **Non-teaching staff**

Bursar Mrs S Miller

Secretary Mrs K Richards

Admin Assistant Miss J Spiers

Premises Officer Mr Jim James

**Senior Mid-day Supervisor** Mrs M Allen

### **School Times**

School Starts: 8.50am

Playtime:

Yrs 1 & 2 10.30 - 10.45am

Yrs 3,4 & 5 10.30 - 10.45am

Lunchtime: 11.55 - 12.55am

Playtime:

Yrs 1 & 2 2.00 - 2.15pm

Home-time:

Reception, Yrs 1 & 2: 3.15pm

Yrs 3,4 & 5 3.20pm

## Governors

The role of the *Governors* is very important in school. At Storrington we have a very active and supportive *Governing Body*. The governing *Body* have a general responsibility to support the school with a view to promoting high standards of achievement. In practice this will mean seeing that the school is run effectively, acting within the framework set by legislation so that it provides the best possible education for pupils. The *Headteacher* has responsibility for the internal organisation, management and control of the school. *Governors* are not expected take detailed decisions about the day-to-day management of the school that is for the *Headteacher*. The *Head* will monitor all the main aspects of the school life and report to the *Governing Body*. The *Governors* will strongly encourage the school to achieve its main aim of ensuring all children persevere and strive for the highest possible standards of achievement. At the same time the *Governors* will endeavour to ensure that there is both quality and high standards of performance in all aspects of school life. The *Governing Body* will take a strategic view, agree policies, plans, targets and monitor and evaluate results. To help the *Governing Body* fulfil their role *Governors* regularly attend training sessions covering a varied array of subjects. Some of the courses they have attended are: *Performance Management*, *School Finance*, *Roles and Responsibilities*, *Promoting Your School*, *Talented and Gifted Pupils*, *School Self Review*, *Understanding the Curriculum* and *Professional Development*. The *Governing Body* meets once a term with committees and curriculum working groups meeting on a more regular basis.

The *Governors* understand that accountability is important. There is an annual *Parent/Governors* meeting to which all parents are invited. There are also regular *Governor's* surgeries to which you can attend with any questions you may have regarding any aspect of school life. Parents are entitled to be represented on the *Governing Body*. The *Governing Body* is very proud to be involved with this forward thinking school.

*Chair of Governors*

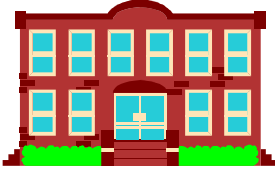
NAME	GOVERNOR TYPE	PARENTS COMPLAINTS	STAFF COMPLAINTS	PASTORAL & BEHAVIOUR	STANDARDS	CHAIRS	RESOURCE	PREMISES. H & S	MARKETING & PROMOTIONS	HEADS PAY & REVIEW
GARRY SMART <i>HEAD</i>	<i>S</i>				*	*	*	*		
CHRIS. HICKMOTT	<i>S</i>						*			
HILARY STOCKS	<i>S</i>						*	*		
HEATHER LILEY	<i>P</i>				*					
GRAEME GOWLING	<i>P</i>				*					
	<i>P</i>									
	<i>P</i>									
ALISON CLEMENTS <i>LINK GOVERNOR</i>	<i>P</i>			*		*	*			
SUZIE VENN	<i>P</i>					*			*	
	<i>C</i>									
LIZ BURT	<i>C</i>			*	*					
JOHN WILLIAMS	<i>C</i>					*	*	*		
STEPHEN GOOD	<i>C</i>	*		*	*					*
JIM SANSON	<i>LA</i>							*	*	
PETER SURTEES <i>CHAIR</i>	<i>LA</i>	*			*	*	*	*		*
FRANCES BUTLER	<i>LA</i>				*					

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## Accommodation



The school is situated in extensive grounds overlooked by the South Downs. There is a large playing field and two hard-surfaced playing areas. In the main building there is a large hall, twelve classrooms, a music room, as well as science, maths and art resource centres, a library and an ICT suite.

In September 1997 we opened our Early Years classroom, specifically built to cater for the four and five year olds. It is a well equipped bright and spacious area specially designed for the younger children with their own secure playground.

There is also a large thriving Conservation Area with a pond and other habitats. Recently a joint venture between the school, PTA and LEA has created an adventure playground and quiet area for the younger children in the school as well as a Trim Trail around the perimeter of the school grounds.

The P.T.A have recently completed a large project 'Grounds for the Millennium' which has improved the quality of the outside of the school and its grounds, and maximised the potential of the school grounds for educational purposes which has won a local authority environmental award. We are proud of the clean and attractive environment in which the children learn, as we believe that the environment of each classroom and indeed the whole school is of great importance in the quality of the learning process.

### 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:

Education Office South  
Pupil Admissions Office  
Centenary House  
Durrington Lane  
Worthing  
West Sussex  
BN13 2QB  
**Telephone: 01903 839141**  
**Fax: 01903 839214**  
**Email: [admissions.south.ed@westsussex.gov.uk](mailto:admissions.south.ed@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 on the West Sussex Grid for Learning, [wsgfl.westsussex.gov.uk](http://wsgfl.westsussex.gov.uk)

### **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.

### **Admission Procedures and Visits to School**

Children will start their education in our **Early Years Classroom**. The majority of children start in September. If their birthday falls any time between January and April they will be part time for one term. If their birthday is May to August they will also be part time for one term only. If any parent wishes to defer their child for a term please contact the Headteacher.

Children's fifth birthday falls between:	AUTUMN	SPRING	SUMMER
1 <sup>st</sup> September - 31 <sup>st</sup> December	Full time after first 2 weeks	Full time	Full time
1 <sup>st</sup> January - 30 <sup>th</sup> April	Part - time	Full time	Full time
1 <sup>st</sup> May - 31 <sup>st</sup> August	Part - time	Full time	Full time

The part time period is five sessions of 2½ hours, in the morning. Prior to the term the children begin, there will be various meetings, including a home visit by the class teacher, for both the parents and children. This is expressly for the purpose of ensuring that the children are comfortable with school and the Early Years classroom and therefore settle in easily and happily and that parents are fully informed about our school.

The admission policy for this school is common to all schools in the STARS family group. The LEA policy is outlined in the booklet, "**Information for Parents in the Southern Education Area**", which is published by the Authority. If you have not received a copy of this publication you may obtain a copy by writing to The Education Office South at Centenary House, Durrington Lane Worthing, West Sussex BN13 2QB or by telephoning Worthing (01903) 839222.

**You are always very welcome to visit the school** and we are delighted to show you around and answer any questions. We would, however, ask you to make an appointment, as often the school has events or activities, which may mean the Headteacher and Deputy, are unavailable.

### **Reception**

Your children join the Reception class when they first start school.

The classroom is a large room with a safe outside area. There is a team of dedicated staff who understand young children and work together to encourage the children from a large variety of starting points. We plan for activities that they will be familiar with as well as some that will stretch their imagination and thinking skills. The Early Years curriculum has six areas including personal, social and emotional development as well as language and mathematical development.

Please come and see for yourself the happy environment in which the children learn.

We have a comprehensive introduction policy with initial parent meetings and a picnic in the summer term. We also offer visits to school for the children and home packs for the children which include information for you and your child, about starting school.

We offer home visits, where one of the teachers will come and visit the child in their own home. This is an opportunity for the child to meet the teacher in their own environment and for parents to ask questions and tell us about important issues.

When your child starts school we are always around to talk to and work in partnership with you on your child's education. We believe that a happy and secure child, confident to have a go and investigate the world around them, will learn quickly.

### **Statement of Curriculum Aims**

The school Governors have an accessibility plan for those children with special needs arising for a disability. The school values inclusion of all children regardless of disability and has an equal opportunity policy to ensure fairness for all. The school believes it has a simple but powerful vision, a sound philosophy, and clear aims, all of which gives a clear focus and direction.

### **The School Philosophy**

We aspire to provide a stimulating environment and a happy atmosphere in which each child may develop to the full intellectually, socially, physically, spiritually, aesthetically and strive for excellence. From this premise we have articulated our aims.

## **School Aims**

### **We aim:**

- To enable each child to acquire the highest standards in the basic skills of Numeracy and Literacy.
- To provide appropriate opportunities for all children to realise their full potential.
- To foster a good relationship between home and school.
- To encourage all the children to use initiative and common sense to become independent and to become socially and morally responsible.

## **Principles underlying our aims**

- Achievement for all children, ensuring that learning and teaching is successful in including all pupils.
- Teaching and learning, in achieving excellence.
- Creating a positive climate for improvement for both adults and children.
- Children need to feel happy and secure within a stimulating environment.
- Ensure all pupils make maximum progress in their learning and wider development.
- Children should be encouraged to become learners for life.
- All children should be encouraged to:

become autonomous learners

develop self confidence and self esteem

develop self-discipline, accept responsibility and show consideration for others.

achieve their full potential, regardless of ability, gender or race

## **The Curriculum:**

### **Content and Organisation**

At Storrington First School we follow the National Curriculum. We ensure that the curriculum is broad, balanced and relevant to the children's needs. We are required to teach the ten national curriculum subjects and religious education, as well as broader themes such as drama and citizenship which helps to enrich their lives

We are required to teach the programmes of study as laid down in the National Curriculum Core Subjects: English, Science, Mathematics, Information Communications Technology and Religious Education.

The other subjects are: Design & Technology, Art, History, Music, Geography and Physical Education, PSHE and Citizenship.

Everyday all children are taught English and Mathematics largely through Literacy and Numeracy lessons.

The Core subjects together take up a greater amount of time than the other subjects. Topics or cross-curricular themes sometimes link all these subjects. Each subject has clearly defined goals; setting out what children should know and be able to do. Programmes

of study outline the skills, knowledge and understanding, which need to be taught. In most of the subjects there are 6 levels of attainment at Primary level.

Pupils' progress is constantly monitored and evaluated. Their progress and development is assessed statutorily in their Reception year, when they are 7 through the Standard Assessment tasks (S.A.T.s) and at 11(through the National Curriculum tests N.C.T.s)

We also assess children through the National Curriculum tests in Years 3,4 and 5. As well as the Core and Foundation subjects there are other important areas of study such as the cross-curricular themes of: - Drama and Personal, Social and Moral education. We are involving the children in the life of the school through a school council.

The National Curriculum identifies 4 stages for different age groups, known as Key Stages.

The first three of these are:

	<u>Age</u>	<u>Year Group</u>
Foundation Stage	4-5	Reception
Key Stage 1:	5-7	1 & 2 Infants
Key Stage 2:	7-11	3,4 & 5 Juniors

As can be seen, our Years 1 and 2 correspond to Key Stage 1 and our Years 3, 4 and 5 correspond to Key Stage 2. The work that each child does matches his or her individual needs within the work prescribed under their appropriate Key Stage by the National Curriculum and so is differentiated according to their ability.



### Basic Skills

The Curriculum is designed to help pupils acquire the essential skills of **literacy and numeracy** so that they become fluent in the use of the spoken language, in reading and writing, and that they become increasingly competent in the understanding and application of mathematics.

Social skills are also important; **courtesy, caring and consideration** are fundamental to the development of each child and in turn to achieving a happy school. Moreover it is very important that children learn to acquire a positive attitude to learning.

### Assessment and Testing

Assessment and monitoring of the children's progress is a continual process. It is a gathering of information and a selecting of evidence from the child, so that the teacher can make the judgement "what is the next step?"

This happens on a continuous basis throughout all the children's work. It will also happen more formally when a child's progress needs to be recorded e.g. Reading Age. The Foundation Stage (Reception Year) teacher assesses children's learning in personal & social development, mathematics, language & literacy skills. This is known as **profile for end of Foundation Stage** and the children are assessed again at the end of the year to show their progress. This profile leads into the schools assessment procedures, which is monitored by the schools leadership team. Teachers track your child's rates of learning progress termly. At the end of Key Stage 1, when the children are 7 they are assessed in the core subjects of Mathematics, Science and English. These are standardised national tests known as Standard Assessment Tasks (SAT's). They will help show you your child's strengths, weaknesses and achievements.

There will also be assessment at the end of Years 3,4 & 5 where the children's progress in English, Mathematics and Science will be tested.

During the summer term, every parent receives a written report of their child's progress and the opportunity to discuss this with their child's class teacher. The written report will include the results of the assessment at the end of KS1 for parents of children in year two.

All assessments are undertaken as a normal part of class work, so that we avoid any unnecessary stress being placed on the children.

### How Your Child is Taught

Your child has the opportunity to experience a broad range of subjects. Some of these may be taught as a class, in ability groups, or in mixed ability groups. Moreover, for different subjects, your child may be in different groups. Sometimes we teach through projects or topics, which enables us to teach elements of a number of subjects at once. At other times, just one subject may be taught e.g. Mathematics or History. It is normal for Mathematics and Literacy to be taught mainly in the morning sessions.

Above all, the style and strategies for teaching complement the aim of the school, and that is to achieve a **quality of learning** for each child.



### The School Day

The length of the school day varies according to the age of the child and demands of the curriculum. Excluding lunchtimes, break times and registration the children are actually taught for the following length of time per week:

#### Infants

Yr 1 and 2 - 22 hrs 35 min

#### Juniors

Yrs 3,4,5, - 23hrs 40mins

## Core Subjects

A brief summary of the work covered in the core subjects, as outlined in the National Curriculum, is as follows:



### Mathematics

The teaching of maths throughout the school is based on the National Numeracy Strategy. In years 1 - 5 children are set for mathematics. Yearly teaching programmes cover all aspects of the National Curriculum on maths, including number, simple algebra, measure, shape and space, data-handling, and using and applying mathematical skills.

Mathematical skills are developed through a daily numeracy hour in Key Stages 1 and 2. In the E.Y.'s classroom this hour is split into smaller more manageable chunks, gradually building to about an hour in the Reception year. During this time children are given opportunities to acquire and develop new skills, and practise and consolidate existing skills.

Children also have the opportunity to use mathematical skills in other areas of the curriculum, for example, data handling in the course of a science topic, shape may be covered in art, and money in organizing fund raising activities at the summer fete, or during charity week.



### English

All the children will have opportunities to develop their competence through a wide range of activities in:

- ❖ Speaking and listening
- ❖ Reading
- ❖ Writing
- ❖ Spelling
- ❖ Handwriting

Activities in many different subjects allow children to use their English skills. Language is the main medium through which the curriculum is learnt and taught and the major means by which children interpret the world around them and communicate with other people. In addition to language work across the curriculum the whole school takes part in a daily Literacy Hour focussing on specific literacy skills set out in the National Literacy Strategy Framework. They focus on spelling, grammar and work with a great variety of texts.

The school has a library and the children learn to use it as part of their research skills.

The children initially learn the alphabet and the writing of letters as well as learning to recognise a variety of words on sight to help encourage reading. Children have an opportunity to read both structured reading scheme texts and a wide range of quality texts.

There is a **Home Reading policy** whereby children can take books home to read for pleasure and enjoyment with their parents.



### Science

Science is an exciting and important part of the core curriculum. It stimulates the pupils to enquire and be curious about the world around them.

The children cover a wide range of activities and practical investigations to challenge their thinking and stretch their imagination and creativity.

The children investigate how science works, contributes to industry, business, medicine and how it affects our everyday lives.

Our surrounding locality and the school grounds provide us with a wonderful resource for first hand experiences of our natural world. Many classes also arrange visits and outings to enrich the children's understanding and scientific experiences.

Through an enquiring, curious mind we will continue to learn about and investigate the world around us for the rest of our lives.

### Sex Education

As part of the core subject science, the Governors agreed that sex education should be part of the school curriculum. It is an element of both Personal and Health Education and the variety and processes of life. It is dealt with carefully and sensitively, ensuring that the work matches the maturity of the children. There is a structured programme of work throughout the school. The fifth year children watch a television series called Sex Education. The programme deals simply and factually with reproduction, puberty and childbirth. Before the children watch this programme, it can be viewed by their parents so that they can support their children and are prepared for questions that may arise from the work the children do in school.



### Information Communication Technology

Today's technology is advancing at an astonishing rate. Here at Storrington First School our aim is to help the children adapt to and exploit these advances. There are many opportunities across the curriculum for technology. Children are given the experience of four main aspects - finding things out,

Developing ideas and making things happen, exchanging and sharing information, and reviewing, modifying and evaluating work as it progresses.



Children develop these aspects as they work with a range of information, explore a variety of I.C.T. tools and investigate and compare different uses of I.C.T.

I.C.T. is used to support all subjects in the curriculum when and where appropriate.

Over recent years we have radically upgraded our software and hardware resources, with two PC's per class connections to the Internet and Intranet, digital imaging and scanning equipment and a new ICT suite. We are also updating classrooms with fully interactive whiteboards.

### **Religious Education and Daily Worship**

During each day the children will meet in assembly for their daily act of worship. On Monday, and Friday the whole school meets together. On Tuesday and Thursday Early Years, Years 1 and 2 then Years 3, 4 and 5 meet separately. On Wednesday the children have "thought for the day" in their own classrooms.

Sometimes local church leaders or groups are invited to take our Wednesday morning assemblies. Though our assemblies are non-denominational, they are based on Christian teaching. Indeed, the ethos of the school is concerned with caring and consideration for others within the community. All the children in the school have RE lessons separate from daily collective worship and they follow the West Sussex agreed syllabus.

Parents wishing to withdraw their children from RE and collective worship have the right to do so. Any such requests should be made to the Headteacher. Suitable alternative arrangements will be made.

### **Foundation Subjects**

A brief summary of the work covered in the foundation subjects, as outlined in the National Curriculum, is as follows:



#### **Music**

There has always been a tradition of excellence in music at Storrington First School. All the children have experiences of music throughout the school. As well as their class music lessons, there is a school orchestra and choir. All the children have the opportunity to learn the recorder and those children who show promise and an interest have the opportunity to study the clarinet, flute, guitar, euphonium, tenor horn, trombone, trumpet, cornet, violin, or 'cello.

Parents who wish their children to learn any of the above instruments may register their interest with the school office.

We also invite theatre and music groups to the school to perform for the children.



## Art and Design

Children are naturally creative and inquisitive. This area of the curriculum offers opportunities to stimulate children's creativity and imagination by providing visual, tactile and sensory experiences. Children use colour, form, texture and pattern to communicate what they see, feel and think, through their experience of painting, drawing, clay, collage, printing and sculpture. As well as exploring works of artists, crafts people and designers and help them learn about art in other times and cultures.

Children use sketchbooks from the foundation stage throughout the school to record their ideas with various media, often from first hand experience.

We also aim to develop skills in evaluating their own work and that of other artists. To give the children a wide range of materials, resources and techniques, so that we extend and enrich their imagination.

## Design and Technology

Design and Technology is about making things that people want. At Storrington First School children can enjoy the practical beginnings of the subject. Children will make sandwiches or the bread itself; they design and make textiles such as money containers or Joseph's coat; they use mechanisms in the design and making of projects such as a model post office van or a cam mechanism for a moving toy. We are fortunate to be well equipped to teach Design and Technology. We have a purpose built kitchen for Food Technology; each class has their own box of small tools; there is a range of constructional equipment and the classroom computers are used for control technology.



## Physical Education

Physical education is an important aspect of the curriculum. Our broad aim is to give each child the opportunity to develop confidence and co-ordination through a variety of physical activities. The children are given the opportunity to experience gymnastics, dance, games, swimming and athletics.

These activities can be followed up in after-school clubs. An up to date list of clubs is available on our Website. [www.storrington.w-sussex.sch.uk](http://www.storrington.w-sussex.sch.uk)

The school has large playing fields, a heated swimming pool, hard-surfaced areas and a hall, all of which give rise to many opportunities for physical education.

Currently year 4 and 5 regularly visit the Chanctonbury Leisure Centre for extra coaching.

### **History**

Children are fascinated by "History". The subject combines - knowledge and understanding of events, people and changes in the past along with historical interpretation and enquiry. We aim to encourage children's curiosity by developing an investigative approach to history. They cover aspects of local, as well as British and World history.

Children enjoy learning about how people used to live in the past and how life and society has changed over time. Pupils also focus on the lives of famous people and find out how they brought about changes in history e.g. Florence Nightingale or George Stevenson.

The children experience 'History' as a part of a theme through first hand experience using drama, artefacts, factual evidence, photographs, maps, records, books and educational visits such as Singleton Open Air Museum.

We are forging strong links with Storrington Museum and are beginning to set up a programme of activities involving staff from the museum. They will be coming into school to work with groups of children, bringing in artefacts or documents to investigate or taking on the role of a famous person in costume.

### **Geography**

Children are always interested in their local environment. They will have opportunities, through a variety of themes, to study the local area (such as the Warren or the Downs), the United Kingdom, some aspects of physical, human and environmental geography, as well as learning geographical skills. Wherever possible the local environment is studied i.e. Storrington and the River Arun. This approach allows study in depth, and so an excellence of work.

### **Personal, Social & Health Education and Citizenship**

This important area helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. The children take part in activities and experiences across and beyond the curriculum. They learn about themselves as developing and changing individuals and begin to take an active part in the life of their school and its neighbourhood. The children have opportunities to show they can take some responsibility for themselves, their environment and in helping others by taking part in Road Safety sessions, Conservation Club, Reusing and Recycling and fund raising for various charities both local and further a field.

## Extra-curricular Activities

The school has an extensive range of clubs both after school and at lunchtime, where children may develop their interests and talents. The standards of performance are often outstanding. Many children achieve awards such as The Royal School of Music and British Amateur Gymnastic certificates. There is a variety of clubs ranging from art and dance to gymnastics and games clubs. There are also recorder clubs and a thriving choir and orchestra.



## Learning in own time Policy

We believe that every child should be encouraged to the **maximum of his/her potential** both at home and at school.

To that end we encourage a partnership between home and school to achieve that aim. The parent's support is vital if learning in own time is to be valuable. There can be no greater incentive for both parents and teachers working in partnership, than to see the child making progress. Each class will send out a termly newsletter that will indicate not only the work for the term, but also the homework.

Learning in own time may include:

- the practice of skills i.e. musical instruments, spellings, reading
- collecting information i.e. information for a project.
- extending class activities, especially for the older children in years 4 and 5.
- in year 5, in the summer term, the children will be given a piece of homework once a week, in preparation for the formal practice of homework at their next school Rydon Community College.

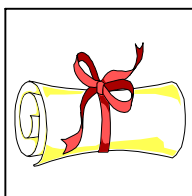
We ask all parents full cooperation in supporting their child with our learning in own time policy.

## Home School Child Agreement

We have in place within the school a Home school child Agreement. This covers such things as:

- the standard of education;
- the ethos of the school;
- regular and punctual attendance;
- discipline and behaviour;
- homework; and
- the information school and parents will give to one another

As a sign of commitment all parties sign this agreement, one copy is kept by you and the other by the school. Any party can make reference to it, if and when a problem occurs.



### Children's Progress

Your child's progress is of paramount importance to us and we will keep you fully informed of his or her development.

At a formal level we have two **parent consultation evenings** - one in the Autumn Term and one in the Spring Term - when you can discuss your child's progress with the class teacher. Moreover, there is a third optional consultation evening after you have received the written report at the end of the Summer Term. At a more informal level, you may discuss how your child is progressing with either the Headteacher or the class teacher on any day, (except Mondays when there are staff and curriculum meetings), you will be warmly welcomed. However, we would be most grateful if you could make an appointment, as often teachers have to attend Inservice courses.

It is important to **praise** and **celebrate** children's work. We do this in a number of ways. Teachers will praise children's efforts, work and behaviour. They may present children with **Certificates of Excellence**, where they have made significant progress, and a **Headteacher's Award** to children who have made outstanding progress and achievement. There is also a lunchtime table of the week.

### Special Educational Needs - Mrs Phillips

At Storrington we recognise the need to identify special needs as early as possible. We also recognise the need to work closely with parents to meet the needs of their child. The initial identification of a problem may have taken place before the child comes into school but usually it is the class teacher or parent who raises a concern about a child. The Special Needs Co-ordinator is made aware of the concern, and progress is monitored carefully. As a result of the monitoring process it may be decided that further assessment by the coordinator is necessary. The information gained from this assessment will be used to determine strengths and weaknesses and will help us to make a decision about future support for that child. If it is decided that additional support is required, parents are consulted and the child will be placed on the school's Register of Special Educational Needs. At this stage targets are set for the child as part of their Individual Education Programme (IEP) and progress is monitored and assessed against these targets. Children may be supported in one or more of the following ways:

- By a learning support assistant who supports a group of children with their work in the classroom
- By a learning support assistant, working in a group outside the classroom. This time would be used to focus on a specific target or to run speech and language, social skills or motor skills groups.
- By the Special Needs Co-ordinator, working with a group, in or out of the classroom.
- Individual support from a learning support assistant or the coordinator.

If a child is not making the expected progress with the support and programme we have provided we will again consult the parents and may request additional specialist advice from outside the school. This advice would be used to set new targets and support for the child's future IEP's. In a small minority of cases it may be necessary to request a Statement of

Special Needs for a child, which may provide additional support funded by the Education Authority.

### High Achievers

At Storrington First School we are proud of the achievements of all our children. Our aim is to identify, support and develop pupils with specific talents or areas of expertise.

- specific aptitude in one or more subjects
- communication and social skills
- visual or performing arts
- physical ability
- creative and productive thinking

Ongoing targets are set to stretch more able pupils who are withdrawn in groups under the supervision of the class teacher and teaching assistants. Their high potential is matched by the high expectations of the staff. Our pupils have experienced a significant level of achievement through individually tailored year group projects exemplified by:

- Early Years and Year 1, investigation into the value of "2 legs or more".
- Year 2, Designing our favourite outdoor location - what will get you off the sofa and outdoors to exercise and have fun!
- Year 3 & 4 promotion of 2004 Summer Fete. Plan new ideas to encourage people to visit all the stalls including brand new quiz.
- Year 5 World War 2 Puppet show including producing an exhibition in a local museum.
- Years 3/4/5 Collaboration on School Magazine with a successful £80.00 fund raising project.

Beyond the immediate school environment individual children are nominated and encouraged to attend the West Sussex County Enrichment Programme. In total this year over 50 pupils benefited from external courses.



### Parents Helping in School

**You are always welcome to come into our school; your time and effort is always greatly appreciated.** Parents come into school every day and help in a variety of ways, such as reading, art, sewing, cookery and educational visits. If you would like to join our volunteers, please see your child's teacher or the Headteacher. We have a special document for all parent helpers; please ask for this as it gives details and advice to all volunteers.

Above all we work in partnership with parents to support their children.



### Parent-Teacher Association

Storrington First School is fortunate to have the support of an active and highly committed Parent Teachers Association (PTA)

The PTA works very closely with the school's staff to determine areas of need and the best means to raise funds and provide facilities to benefit the children.

The PTA has in the recent past help provide the Trim Trail, maintain the swimming pool and buy books for the school, along with arranging for Father Christmas to come to see the children and give them a small gift and organising an Easter egg hunt. Funds are raised by diverse means such as the Duck Race, Christmas Bazaar, Summer Fete and sponsored walk. The PTA has a lively committee whose members are elected annually in the autumn term and normally serve for three years. It is a very friendly forum and always keen to welcome new members and new ideas.

### Charging

The school will ask parents for voluntary contributions for all educational visits.

The school will ask for voluntary contributions for music maintenance from parents of children using a school musical instrument. This is currently £6 a term. There will be a charge of £45 per term for any child receiving special music tuition i.e. violin or cello.

The school will ask for voluntary contributions for some art and craft activities (including cookery). This may involve providing the necessary materials or ingredients.

The school may not exclude any individual child from any visit or class activity if the parent declines to pay. The school, however, still reserves the right to exclude any child whose behaviour has given cause for concern.

The school will endeavour to continue to help those families who may need to seek assistance. Parents should confidentially make any request to the Headteacher.



### Newsletters

The school sends out a newsletter on the first Friday of each month, to inform parents of dates and events during the school term, as well as more detailed information concerning specific events. There are always copies of each newsletter on the school notice board just inside the main

entrance.

In addition each year group will send out a termly newsletter indicating both the homework and topics for the term.

### Children's Welfare and Confidential Information

It is our aim to treat **children as individuals** and to take care of their needs, intellectually, spiritually and physically, at each stage of their school life. Pastoral care is of great importance to us and we constantly strive to ensure all the children are happy. It is important to let us know of any problems at home as we, in turn, will let you know of any

concerns we have at school. Obviously, such information will be treated with confidence. A partnership is the best way forward where both parents and teachers can share a concern

for the safety and well being of the children. The teachers are always willing to discuss any concerns with you. Positive and constructive discussions are the best way forward.

There are Teaching Assistants in school who are qualified in First Aid. They look after the children's minor accidents. In the event of a more serious accident, we would contact you, asking you to collect your child from school and take them either to your GP or one of the local hospitals.

## **Discipline**

The behaviour of pupils is a matter of great importance in the running of the school and indeed, to the well being of the community. We believe that discipline should be firm and fair. We seek to provide a happy and secure environment. **Courtesy, consideration and respect** for others are stressed regularly so that children learn to behave in a manner, which will bring credit to their school, themselves and their parents. Parents share a responsibility with the school to ensure that children's behaviour is of the highest standard.

Our school's behaviour policy promotes responsible behaviour, self-discipline and the values on which they are based. Our positive approach to behaviour emphasises praising and rewarding good behaviour. We have a code of conduct with five agreed points, which we believe is the best way of encouraging high standards of behaviour:

- \* Treat others in a way you would like to be treated yourself.
- \* Look after the school and everything in it.
- \* Walk quietly around the school.
- \* Children must follow instructions given by school staff.
- \* At playtimes, consideration must be shown to others and any activity that hurts others is not allowed.

There are a number of other regulations and procedures, which include:

- "At playtimes, only fresh fruit or vegetables may be eaten outside"
- "Any possessions brought into school need to be clearly identified and are brought in at the owner's risk".

Our behaviour policy is annually reviewed.

As part of our behavioural policy we are concerned with bullying. Any incident is always fully investigated as we take this issue very seriously.

We believe that parents share a responsibility with the school to ensure that their child's behaviour is of the highest standard. In the event of serious misbehaviour or continual minor misbehaviour, parents will be involved at an early stage.



## Absences



If your child is ill, we ask you to contact the school either by telephone or letter as soon as possible **on the first day of absence**. This is especially important if your child has a contagious disease, as it enables us to contact other parents.

**Punctuality** is also very important. The establishing at an early age the value of punctuality is paramount. Indeed, recent legislation has endorsed this. If your child is late for school, it is necessary to send a note or to give a verbal reason to the teacher or school secretary. If your child is late and no reason given, legislation now requires we record this formally and write and request a reason. We may involve the services of our Educational Welfare Officer (EWO) to help us manage persistent absence.



Educationally we do not approve of children taking holidays during the school term. However we recognise that occasionally you may have to go on holiday during the school time. If so you should request a holiday form from the school office.

## Uniform

We **strongly** believe that children should wear school uniform so that they look **smart and proudly identify with the school**. A uniform also avoids competition of fashionable dress. Therefore it would be appreciated if your child wears our uniform every day. Our school colours are grey and navy blue. The school uniform, which is available from the office, consists of,

Navy blue school cardigan (£11.00), or Navy blue school sweatshirt (£9.50). These items are usually available from the school office. Also you may order a fleece for £13.00.

P.E. kit is part of school uniform, which is also available from the school office or can be ordered for you. This consists of Navy shorts (£3.00) and a pale blue polo shirt (£5.00).

If children wear earrings these can cause serious problems during games, PE and swimming etc. We would ask parents, therefore, that if their child does wear earrings, that they are **only studs**. We also ask that **no** other jewellery is worn at school, apart from watches. If possible, the child's name should be scratched on the back of the watch face. When children are swimming we ask that on that day, they do not come to school wearing their earrings. If however, for cultural or any other reasons they need to wear their earrings we ask that parents sign a form accepting responsibility.

As part of Health and Safety guidelines, during the summer month's children will not be permitted to wear open-toed sandals.



## Sport

Games and sport encourage the development of natural abilities in the context of games play. These activities can then be used to lead to recognisable forms of games, developing knowledge, skills and understanding, alongside concepts such as co-operation and competition.

In Infant games, skills are taught, catching, throwing and hitting. Team games are also played, not traditional team sports but simple games involving a variety of skills where children have to work together as a group. In the juniors team sports are introduced, football, netball, hockey. In the summer both Key Stages experience athletics and KS2 play rounders and stool ball. All children have the opportunity to learn to swim in the school learner swimming pool.

The facilities at Storrington County First School are excellent. Pupils have access to a playing field, a large hall, and a learner swimming pool.

Year 5 pupils take part in an annual Sports Festival with all the other local First Schools. An inter-house football competition is also organised. We have a gymnastics club where the children take part in the British Amateur Gymnastics Awards.



## School Meals

All children are asked to bring a packed lunch to school. A drink must not be in a glass container but rather a plastic bottle or carton.

We discourage the children from eating between meals. Any snack for mid-morning break should only be fruit or raw vegetables (not sweets, biscuits, crisps or fizzy drinks, please).

Free school meals are available for families in receipt of Income Support or Job Seekers allowance; application forms are available in the school office.

Healthy eating is an important element of the school ethos.



## Medicines and Illness

Sometimes children become ill in school. On these occasions they will be looked after by one of the classroom assistants in class or taken to the medical room. If the illness is of a more serious nature or there has been an accident then we will always contact you and ask you to collect them from school.

Guidelines from the LEA and Health Authority with regards to medicines in school are available in school. The school policy on giving medicine is available at the office.

We ask that if you have any concerns relating to your child's health, to please talk with one of the classroom assistants in the Medical Room (located opposite to the Year 1 Classroom). It is also essential that we have **current contact numbers** to call in an emergency. Please notify the school office of any changes.



### Sun Safety

The Health Education Authority has recently published guidelines promotion sun safety measure. The sun's rays are most harmful between April and September from 11.00 am - 3.00 pm. The school will encourage children to avoid sunburn and over exposure to the sun by seeking shade, particularly during the middle of the day.

We would ask that during these months you provide your child with a named hat and that you encourage them to wear it during playtimes and trips out of school.

With the use of a long-life sunscreen product with a SPF of 15 -20 applied before school at home your child will have sufficient protection during school hours.

If you feel that your child needs more frequent application of sunscreen you will be required to send suitably labelled sunscreen into school and staff will supervise your child applying the cream themselves.

If however you feel that your child is unable to apply sun cream to themselves then the school will require your written consent for a member of staff to apply the cream at school.

### Insurance

Recently, regulations concerning insurance have changed. All children are covered by the LEA against injury or death as a result of negligence by supervisors. They are **not**, however, covered for **Personal Injury** on or off the premises while engaged in educational activities. Whilst the school staff and helpers in charge of the party engaged in such activities will take all reasonable care of the children, they cannot be responsible for any loss, damage or injury suffered by your son/daughter in travelling to or from or taking part in any of these activities, unless such loss, damage or injury is directly attributable to the negligence of the said staff and/or helpers in charge of the party.

If you should wish your child to have personal accident cover you may, of course, contribute privately to a scheme of your choice. We should be delighted to give you further information if you are interested in arranging insurance cover for your child/children.

The school will, however, insure the children for Personal Accident when they go on visits away from school outside of the immediate locality. The cost of this will be absorbed into the cost of the outing. We will always inform you when we do this.

### Complaints Procedure

The Local Education Authority (LEA) has made arrangements with all schools, following consultations with the Governing Bodies, for the consideration and disposal of any complaint to the effect that the LEA or a Governing Body has acted, or is proposing to act unreasonably, in the performance of any duty imposed on them.

If a parent has a worry or complaint they should first see their child's class teacher. If the issue is not resolved the class teacher will make an appointment for you to see the Headteacher.

The Majority of complaints will, as in the past, be dealt with informally by discussion with teachers, Headteacher's or the LEA's officers and settled amicably. In those few cases where the complainant is not satisfied with the responses at the informal stage, there will now be formal procedures to ensure that, in the case of complaints against a school, the matter is passed on for consideration by the Governing Body. If the complaint still remains dissatisfied, the arrangements provide for the referral of most complaints to a small panel of Education Committee members.

A summary of categories of complaints specified in the Education Reform Act is as follows:

- The curriculum including Religious Education and Worship.
- The Implementation of the National Curriculum and any proposed withdrawal of pupil's there -from.
- Charging Policies
- Provision of Information

In this school we would emphasise our hope that parents will come to us at an early stage if they have any complaints.

### Availability of Documents

Documents referring to the curriculum policy, Q.C.A. Schemes of Work used in the school, admission policies as well as local and national education policies are available for inspection from the Headteacher.

## SCHOOL TERM AND HOLIDAY DATES 2006/07

### AUTUMN TERM 2006

Monday 5<sup>th</sup> September - Wednesday 20<sup>th</sup> December.

**Half Term Monday 23<sup>rd</sup> October - Friday 27<sup>th</sup> October**

### SPRING TERM 2007

Wednesday 3<sup>rd</sup> January - Friday 30<sup>th</sup> March

**Half Term Monday 19<sup>th</sup> February - Friday 23<sup>rd</sup> February**

### SUMMER TERM 2007

Monday 16<sup>th</sup> April - Friday 20<sup>th</sup> July

**School closed Bank Holiday - Monday 7<sup>th</sup> May**

**Half Term Monday 28<sup>th</sup> May - Friday 1<sup>st</sup> June**

## COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2006) and nationally (2005) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 60

Figures may not total 100 per cent because of rounding.

### RESULTS OF TEACHER ASSESSMENT

#### Percentage at each level

		W	1	2	2C	2B	2A	3 +	D	A
Speaking and listening	Boys	0	8	23				16	0	0
	Girls	0	2	30				23	0	0
	Whole School	0	5	26				20	0	0
	National	2	10	65				23	0	0
Reading	Boys	0	13		8	5	15	7	0	0
	Girls	0	4		7	7	14	23	0	0
	Whole School	0	9		8	6	15	15	0	0
	National	3	11		13	23	23	27	0	0
Writing	Boys	2	13		8	11	10	3	0	0
	Girls	0	2		11	7	21	14	0	0
	Whole School	1	8		9	9	15	9	0	0
	National	5	12		21	26	20	15	0	0
Mathematics	Boys	0	5		10	13	10	10	0	0
	Girls	0	4		5	21	13	13	0	0
	Whole School	0	4		8	17	11	11	0	0
	National	2	7		17	24	27	23	0	0
Science	Boys	0	5	26				16	0	
	Girls	0	2	38				16	0	
	Whole School	0	3	32				16	0	
	National	2	8	65				25	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

D represents disapplied under sections 364 or 365 of the Education Act 1996.

A represents could not be assessed due to absence.

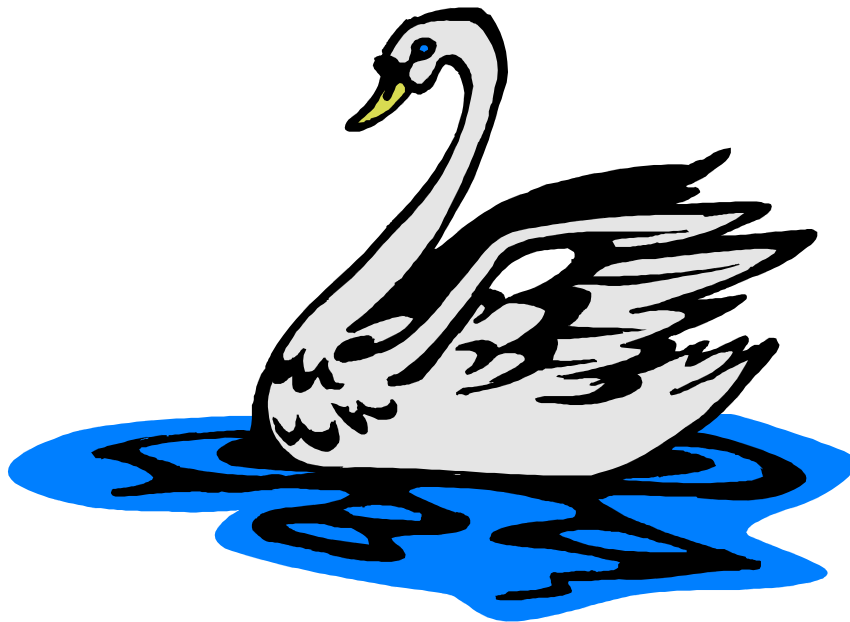
Results for speaking and listening and science are based on teacher assessment only.

## TRANSFER TO SECONDARY (MIDDLE) SCHOOL JULY 2005

Out of 57 children, 57 transferred to Rydon Community School.

### Attendance Statistics 2005 - 2006

Number of pupils on Roll (of compulsory age)	Percentage of Authorised Absences during the year	Percentage of Unauthorised Absences during year
282	5.0%	0.3%
* any absence which is not for sickness or medical reasons and which has not been approved by the Headteacher constitutes an unauthorised absence.		



**"Growing Towards Success"**