

Slindon Church of England Primary School



School Prospectus 2016 - 2017

***Slindon Church of England Primary School
Meadsway***

Slindon

Arundel

West Sussex

BN18 0QU

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Slindon Church of England Primary School

DEVELOP - NURTURE - ACHIEVE

The DNA of our school

Vision Statement

Our vision for Slindon Church of England Primary School is to inspire and nurture children in a secure, caring and happy Christian community, where everyone is valued and enjoys learning and in which each child's holistic development flourishes.

Christian Values

We are a Church of England primary school and as such Christian Values are at the heart of everything we do. These are the values we live, work and play by:

Compassion * Creation * Endurance * Forgiveness * Friendship
Hope * Humility * Justice * Koinonia (Partnership)
Peace * Reverence * Service * Thankfulness * Trust * Wisdom

The Principles to which we all work

As a Church of England primary school we are part of an extended Christian community, having strong links with the Church of St Mary and the community of Slindon village. We recognise that every one of us has been blessed by God with unique potential. We seek to build upon our historic Christian foundation and create an ethos for today, in accordance with the principles of the Church of England.

At Slindon Church of England Primary School we enable all individuals to:

- enjoy their time at school and achieve
- develop the skills necessary to become life long learners
- have first hand experiences, relevant to their current lives and future needs
- know how to keep themselves safe and healthy
- make appropriate choices
- make a positive contribution to the wider world

We provide:

- a happy, stimulating and secure environment which develops a passion for learning
- an environment where praise and encouragement prevail and where all contributions are valued
- equal access to a broad, balanced and relevant curriculum
- opportunities for all staff to continue their professional development in order to promote high educational standards

We encourage children to develop:

- a positive self image
- independence
- self motivation
- self discipline
- the ability to share their experiences, feelings and ideas

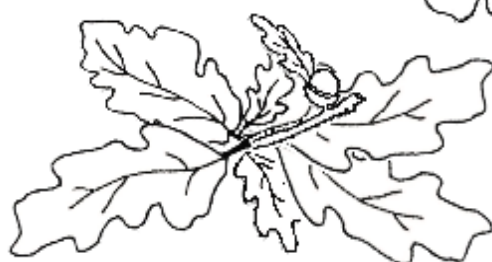
We:

- respect all religious, moral and cultural values
- ensure equal opportunities in all aspects of school life
- care for the school environment and community
- work together, staff, Governors and parents, for the benefit of the school community

Slindon Church of England Primary School

Our Aims

In our school community individuals will be...



Slindon Church of England Primary School Prospectus for 2016/2017

Welcome to Slindon Church of England Primary School, a small rural school that is up to date and an exciting place to be to learn and work.

We aim to provide a happy, caring atmosphere so that our children can develop their talents fully. Being a rural school, with children coming from a wide, often quite isolated area, the social and emotional development of each child is seen as an essential part of their whole education.

The school has a long history, dating back to 1871, with the current school building dating from 1975. In recent years the school has been completely remodelled and updated to produce a vibrant and effective learning environment. Our extensive school grounds have also been developed to ensure the experiences children have whilst working and playing outside are rich and varied, and optimise their learning.

We currently have three classes: Catkins Class, for children in Reception, Year 1 and Year 2; Acorn Class, for children in Years 3 and 4, and Chestnut Class for children in Years 5 and 6. The year groups in each class, and the number of classes, vary from year to year, depending on the number of children in each year group. The number of children on roll in the academic year 2015/2016 ranged between 63 and 65 children.

We are always happy to show visitors around the school. It is better to see the children at work to get a true picture, so the best time is during school hours, between 9am and 3.30pm. If you would like to visit the school as a prospective parent please make an appointment to be shown around by phoning the school office on 01243 814330.

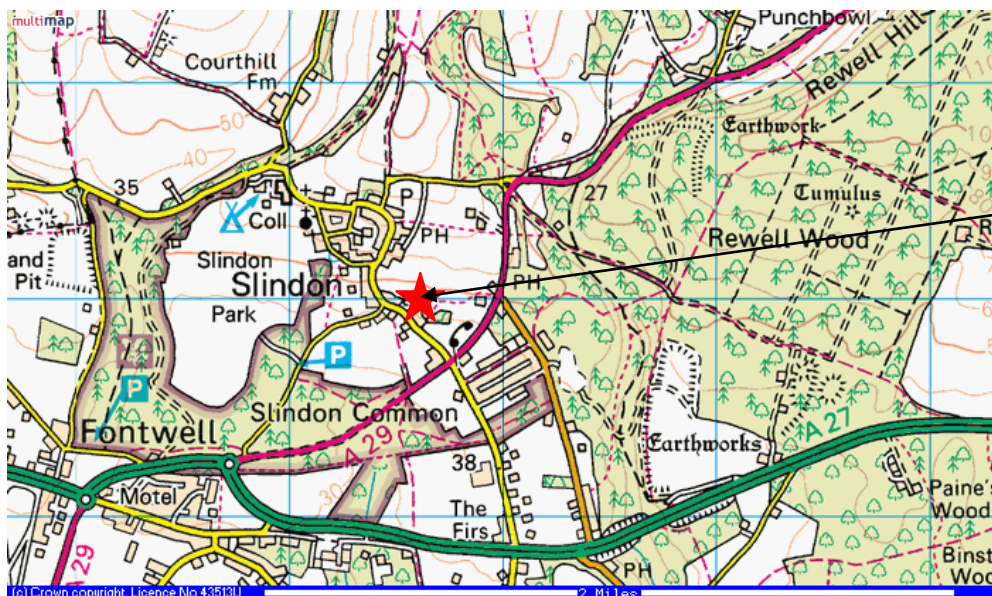
We hope that this prospectus will give you useful information about our school but please feel free to ask for further details about any aspect of school life.

We look forward to meeting you.

Jane Walters (Ms)
Headteacher

Tony Elkin (Mr)
Chair of Governors

Where to find us



Meadsway
Slindon
Arundel
West Sussex
BN18 0QU

Admissions

We are always very pleased to show visitors around our school. Please contact the school to arrange a mutually convenient time.

The admission of all pupils to schools in West Sussex is administered by the local education authority. To register your child for a place at our school please contact the Pupil Admissions Office, Southern Area, Centenary House, Durrington Lane, Worthing, West Sussex, BN13 2QB Telephone 03330 142903. Fax: 01903 839214. Email: admissions.south@westsussex.gov.uk

The school welcomes all children to its community and would not discriminate against a child with specific disabilities, for example hearing and vision impairment, a physical disability or children with special needs. The school is fully accessible.

In common with our other local primary schools, all children may be admitted to our school at the beginning of the school year in which they will be five years of age. An induction programme is in place for all children new to the school. For children entering the Reception year and children with specific needs this includes a Homevisit from the class teacher prior to the child starting school.

Parents and visitors are always welcome in school, although it should be borne in mind that it is a workplace and staff may be teaching and not be immediately available. Parents and friends of the school help in many ways, for example, swimming, reading, cookery, etc. If you would like to help in any way, you would be most welcome.

*African Artwork by children in
Year 5 and Year 6.*



Staff

Headteacher	Ms Jane Walters
Catkin Class Teacher	Mrs Tina Clarke
Acorn Class Teacher	Mrs Emma Meeks
Chestnut Class Teacher	Mrs Francesca Tully
Support Teacher	Ms Rachel Poulton
Special Needs Coordinator	Ms Verity Hart (Tuesdays only)
Teaching Assistant	Mrs Anita Redman
Teaching Assistant	Mrs Kerina Francis-Gleed
Teaching Assistant	Mrs Daniela Smith
Teaching Assistant	Mrs Gilly Wakefield
Teaching Assistant ICT & Enrichment	Mrs Veronika Riseborough
Lunchtime Supervisor	Mrs Anita Redman
Lunchtime Supervisor	Mrs Kerina Francis-Gleed
Lunchtime Supervisor	Mrs Daniela Smith
Lunchtime Supervisor	Mrs Gilly Wakefield
Bursar	Mr David Robinson
School Secretary	Mrs Karen Cooper
Clerk to the Governors	Mr David Robinson
Premises Officer	Mr John Tate

Members of the Governing Body

Name	Type of Governor
The Venerable Philip Jones	Foundation Governor
Mrs Ros Thornley	Foundation Governor
Vacancy	Parent Governor
Mrs Dani Sercombe	Parent Governor
Mr Tony Elkin (Chair)	LEA Governor
Mr Mark Wardle	Co-opted Governor
Mrs Glen Hampshire	Co-opted Governor
Mr Mark Birkbeck	Co-opted Governor
Mrs Suzanne Ruddle	Co-opted Governor
Miss Emma Mitchell	Co-opted Governor
Ms Jane Walters	Headteacher Governor
Mrs Tina Clarke	Staff Governor

Please note that the current vacancies are due to the reconstitution of the Governing Body, which is a national process.

Office Hours

Day	Staff	Office Open
Monday	Mrs Cooper and Mr Robinson	8.30am–12pm 3pm – 4pm
Tuesday	Mrs Cooper	8.30am - 1pm, 3pm - 4.45pm
Wednesday	Mr Robinson	8.30–9.45pm , 12-4pm
Thursday	Mrs Cooper and Mr Robinson	8.30-9.45am, 12-4.45pm
Friday	Mrs Cooper	8.30am – 4.00pm

School Times

Time	Activity
8.55am	Whistle Blows - Children line up and enter school
8.55-9.05	Registration
9.30am	Registers Close
10.40-11am	Morning Break for Years 1,2,3,4,5 & 6
12-1pm	Lunch
1-1.05pm	Registration
3.30pm	School Ends

Children should not be left at school before 8.50 am, as supervision by school staff cannot be guaranteed before this time. Doors open at 8.55am to ensure a prompt start to work at 9.00am.

Communication with Parents

At the beginning of each half-term parents are sent a copy of their child's class timetable and details about the areas of work they will be studying in class. Newsletters are sent out at the beginning of each month, and more frequently when necessary. The Newsletter provides information for parents about events, dates and general news about the school. A copy of each of the letters sent home is kept in a file entitled 'Letters to Parents'. This file is kept in the school entrance hall for parents to refer to. The Parent's Noticeboard, fixed to the wall near the school gate, is also used to display information for parents and there is a message board for daily messages. A copy of all school letters sent home is sent to parents and carers electronically to a personal email address.

In the event of a group of children being taken out of the school on a visit, details will be sent to parent/carers in advance.

Parent Consultation Evenings are held termly, at which you will have the opportunity to talk to your child's class teacher about the progress they are making at school.

Confidential Information

Before your child starts school, we will ask you to fill in an enrolment form, which asks for contact details. In the event of any changes in address, telephone numbers, etc., please let the office know as soon as possible in case we should need to contact you in an emergency.

Problems arising at home can have an adverse effect on a child's work and behaviour in school. It is important to let the school know if any such problems arise. This will obviously be treated in confidence. Equally, if you have any concerns regarding problems in school, please contact us as soon as possible.

The Governing Body

The Governing Body is responsible for the effective running of the school and is made up from twelve individuals who each represent different groups of the school community, including parents, the local community and staff. The Governors meet regularly to monitor and evaluate the progress the school is making and to plan future developments. There is a full Governing Body meeting each half term, whilst the following three Committees met through the term: Staffing and Finance Committee; Curriculum Committee; Premises Committee. The minutes of the meetings are available to read in the school's reception area and on the school's interactive learning environment (<http://learning.slindon.w-sussex.sch.uk/>).

Parents and Friends Association



Summer Fair July 2015

“extras” for the children.

The school has always been very well supported by the local community. There is a Parents and Friends Association (P.F.A.) at the school to which all parents automatically become members. Elections for the committee members are held in the Summer term. Most parents assist in some way during the year. Although fundraising is a major activity, the P.F.A. also organise social events which enable families to meet together across our wide catchment area.

The P.F.A. has provided a range of resources which the school could not otherwise afford. Recent projects have included buying equipment for the playground and new playground markings. The P.F.A. also subsidises our school trips and provide many

Absences

Regular and timely attendance is essential both from the view of continuity of work and in developing a responsible attitude to school. If your child is unwell please phone the school before 9.30am to explain the absence and send a letter to the Headteacher when your child returns to school. Children are not allowed to leave school during the day unless previously arranged by parents.

Parents are no longer able to take children out of school during term time for family holidays.

Behaviour Policy

We feel that it is important that you, as a parent, should be aware of the standard of behaviour expected in our school. We hope that you will give us your whole-hearted support to maintain standards of behaviour to enable the school to be a safe, happy, working environment.

Attitudes

We expect the children to be interested, questioning, inquiring and productive. They must be able to listen to instructions and information. These aspects of their behaviour can be encouraged by talk and discussion at home, trips to the library for relevant books and information and visits to places of interest. They should be taught to show respect towards adults, other children, animals and their environment. They should respect the school and the equipment provided for their use. The following rules were written by all pupils and staff in the school. They are reviewed with the children regularly.

To make our school a happy and safe place for everyone we must remember to:

- look after each other and keep each other safe
- be kind, thoughtful, truthful and friendly
- be polite to everyone
- support and respect each other
- respect everything around us and treat it with care
- work hard, do our best and enjoy learning
- behave appropriately

*Children
in Year 2
learn
cutting
skills
whilst
cooking.*



Incidents of misbehaviour will initially be dealt with by the adult in charge, then the class teacher and finally the Headteacher, if necessary. If an incident is serious, or if a child frequently misbehaves, parents will be informed in person or by letter and will be requested to speak to the class teacher or the Headteacher. A letter will be sent home to parents following the use of inappropriate language by a child.

Behaviour in the Playground

At playtimes children are in the charge of the duty teacher/lunchtime supervisor. The following rules were written by all pupils and staff in the school. They are reviewed with the children regularly.

To make our playground a happy and safe place for everyone we must remember to:

- stand still on the first whistle and to walk quietly and line up on the second whistle
- play safe games in safe places
- always stay where an adult can see you
- follow the rules for the adventure playground

N.B. We must remember not to use the adventure playground or play with balls on the playground before or after school

Behaviour off the school site.

When sharing public places children need to be aware of the needs of others. They should be helpful, courteous, respectful, quiet and obedient. When using the swimming pool, they must listen attentively at all times and adhere to the safety rules of the centre. When arriving at and leaving school they should be considerate towards those living near our school by being calm and quiet.

Uniform

We strongly recommend that the children wear school uniform as it encourages pride in the school, looks smart and can prevent fashion competition. We have chosen a simple colour scheme as follows:

General Uniform

Pale blue aertex shirt or white cotton shirt

Navy blue jumper/cardigan/sweatshirt

Grey trousers/skirt

Black shoes, including black Cross Trainers. (Shoes should have a low heel and be suitable for use in school and at playtime.

Other forms of trainers should only be worn for P.E. lessons and are not for general wear.)

Plain socks/tights

Summer Uniform

Blue and white checked dress

Grey/navy shorts

White cotton shirt/blouse

Sensible sandals (Children wearing certain sandals will not be permitted to use the adventure playground for reasons of safety)

Items available to buy from the school office carrying the school logo

Sweatshirts/cardigans

Aertex tops/Polo-shirts

Fleece

Legionnaire hats

Reversible Jacket

Book bag

Swimming bag

Ruck Sack

P.E. bag

Water bottles



Children in Year 2 using the computers to design and draw houses.

For physical education, the following is essential

Black/navy shorts, white T-shirt and P.E. bag.

Plimsolls for use inside (elasticated for the youngest)

Trainers for use outside

Swimming costume (one piece for girls, swimming trunks not shorts for boys), towel, swimming hat and waterproof bag.

(During the winter, children at KS2 taking part in football will need suitable footwear such as trainers or boots. In very cold weather a tracksuit or sweater is advisable.)

For school sports festivals children will need to wear a school pale blue aertex shirt, school sweatshirt, black/dark blue shorts, blue tracksuit bottoms, white socks and trainers.

With so many identical items of clothes in the school, it is essential that all clothes are labelled with your child's name. Woven name tabs can be ordered through the office if needed and permanent marker pens can be borrowed from the office. Please regularly check to ensure that names have not disappeared in the wash. Please also regularly check that children have not grown out of their PE kit.

Storage space in school is limited and is designed to store standard sized items. Children should bring: their lunch in a standard plastic lunchbox/container, book bag and a coat to school each day; and their sports equipment in the appropriate bag on specified days. Facilities are available to store such items. **Children cannot bring large bags to school. We do not have space to store the bags and they create Health and Safety problems by obstructing walkways. Children need to bring a coat to school everyday as it is important for them to go outside during the school day, even if it is raining.**

Jewellery

Wearing jewellery in school is strongly discouraged and must not be worn for P.E. or any activity where hazards would be increased if jewellery were to be worn. If earrings are worn they must be stud earrings. No other form of jewellery is acceptable. Watches may be worn.

The Governors have agreed that any rules about appearance which apply to children at the feeder secondary school's will also apply to our children e.g. children should not wear nail varnish to school. These rules will be published to parents at the start of each academic year.

Healthy Lifestyles

West Sussex County Council 'Walk to School' Campaign

The Governors of the school embrace the West Sussex County Council's policy on transport and provide facilities for pupils who ride their bike to school to store them on the school premises during the day. (The school cannot however accept liability for loss or damage to the bikes.) The Governors encourage children to walk to school where possible, but realise that due to our geographical location, this is not always practical or safe.

Healthy Eating - Morning Break and Snacks

Children are able to bring fruit or a healthy snack to eat at playtime i.e. raw carrots. Other items are not permitted i.e. crisps or sweets. Currently children in Reception and Years 1 and 2 are provided with a portion of fruit or vegetables each day through the Government 'Healthy Schools' programme.

Water in School

You may have seen publicity highlighting the health and educational benefits of drinking water. There are two drinking fountains in school, but in order to increase children's water intake we need to give them ready access to water. To this end each child is given an individual water bottle when they start at our school which will be available to them at all times of the school day - to ensure they are drinking enough water.

Because we do not have the facilities to manage the sterilisation of the bottles in school, children take the bottles home each week to clean/sterilise. Please ensure that you:

- send your child/children to school each Monday with a clean bottle;
- replace the bottle if it becomes damaged. (The style of the bottle has been deliberately chosen for ease of storage and to ensure water is not spilt if the bottle is knocked over. **Replacement bottles are available for purchase from the school office for £1.**)

(Please note: the bottle should not be filled with any other form of liquid. The benefits relate to the importance of drinking water. The same benefits do not relate to other drinks.)



The climbing wall at Mill Rythe.

Lunches

From September 2012 a hot school meals service was reinstated at the school for children whose parents/carers wish to pay for a school meal and for children who are entitled to free school meals. From September 2014 all children in Reception, Year 1 and 2 are entitled to a free school meal.

If you would like to make an application for free school meals please ask the staff in the school office for the necessary form. It is helpful to the school if all families who are eligible apply for free school meals. Even if you wish to make a packed lunch for your child the school will receive additional funding based on the number of children who are entitled to free school meals.

Our Healthy Schools Programme promotes healthy eating. Please take this into consideration when making your child's packed lunch. Lunches brought from home should be packed in a compact plastic lunchbox/container. The following items should not be included in packed lunches on grounds of Health and Safety: fizzy drinks; glass bottles; glass thermos flasks; sweets; chocolate; nuts.

Charging Policy

Sections 449-462 of the Education Act 1996 set out the law on charging for school activities in schools maintained by local authorities in England. The Governors have approved the following policy on charging.

In line with County and National directives, a charge will not be made for any activity taking place during school hours, with the exception of instrumental music teaching. However parents and carers will usually be asked to make a voluntary contribution towards the cost of the trip in order that the school can fund the outing. (The school has no extra money allocated for trips and without voluntary contributions, it is unlikely that such activities could continue.) No child can or will be refused the opportunity to take part in these activities on the grounds of finances. (The rules re charging vary slightly for residential trips.)

Personalised Learning for All Children

The needs of the pupils are of central concern and all pupils are provided with a broad, balanced curriculum. At this school we aim to: build on pupil's strengths; consider pupil's needs; adapt the curriculum in terms of content, approach and pace; reward all achievements; ensure readily achievable goals; enable success to be a strong, motivating factor. Children progress at different rates to their peers for a variety of reasons. Some pupils require additional activities to stretch their knowledge

and understanding whilst others may require some extra or specialist assistance to ensure their future progress or to develop a special gift or talent. The school adopts a whole school approach as a way of meeting the individual needs of all pupils by using the expertise of the staff and the resources already available.

It is the particular responsibility of one member of staff to ensure the individual needs of all pupils are met. Mrs Phillips works in school one day a week to coordinate this work and ensure the planning for pupils who are 'Gifted and Talented' or who have specific special needs is appropriate.

Suitable arrangements are planned for children with additional needs and it is the schools responsibility to:

1. identify and assess the needs of pupils experiencing difficulties as early as possible;
2. produce 'Individual Education Programmes' for these pupils;
3. allocate an appropriate proportion of the school's resources to meet identified individual needs;
4. monitor individual progress in line with the national 'Special Needs Code of Practice';
5. liaise closely with parents and ensure that they are familiar with the school's policy for individual needs;
6. ensure children with additional needs have equal access to all aspects of school life.

Work is differentiated for all pupils and children may:

1. be offered extra help and support;
2. be supported by extra help within the classroom using a variety of strategies;
3. take part in specific group or individual work focusing on developing their skills.

Not all needs can be met by in-school support. Some pupils may have behavioural, emotional, physical, sensory or specific difficulties which may require the expertise of outside agencies. In such cases, the Special Needs Support Service, Educational Psychology Service and other professional services will liaise with the school to suggest the most appropriate option available. Planning meetings take place with these services each term.

Mrs Phillips:

- closely monitors the implementation of the school Special Educational Needs Policy;
- works with class teachers to develop the programme of support to be provided for individual children;
- works with staff to monitor and record pupils individual progress;
- runs training sessions for members of the support staff, to enhance their skills;
- works with all children who join our school after the Reception year, in order to assess their individual needs.

The Curriculum

As children move through school they will progress through the Foundation Stage, Key Stage 1 and Key Stage 2. Children in the Reception year will be taught the Foundation Stage curriculum, consisting of the five areas of learning: Personal and Social Development; Physical Development; Creative Development; Mathematical Development; Language and Communication. Children in Year 1 to Year 6 follow the National Curriculum which consists of ten subjects. The National Curriculum was revised in 2014 and this is the curriculum we now follow.

Our approach to teaching is cross-curricular. We teach the basic skills and plan how children will develop these skills through the study of other subjects. Connections are made so that children can make links and learning is effective.

We teach children the skills required to become independent learners, able to plan and evaluate their work.

Core Subjects

Mathematics

English

Science

I.C.T.

Foundation Subjects

Design and Technology

Geography

History

Music

Art and Design

Physical Education

Other Subjects

Religious Education

Personal, Social, Health and Citizenship Education

Modern Foreign Languages



The pond in the school wildlife garden. The school's wildlife area was redeveloped in the Summer 2010 to include new pathways, a bird hide and a second pond dipping platform.

The three Core Subjects take up a greater proportion of time than the Foundation Subjects. In line with national regulations children are formally assessed at the beginning and end of the Reception year and in Year 2 and Year 6. This is in addition to

the continual assessment carried out by their teacher. Detailed program taught at every stage can be viewed on the school website.

Mathematics

Mathematics covers a wide range of knowledge from basic number skill and problem solving. Much of the work is linked with other areas of the basic ideas in mathematics, and the skills to use them, through the day

English

Our aim in English is to develop the children's skills in listening, speaking part in a cross-curricular 'Literacy lesson', focusing specifically on teaching these core skills. In addition different aspects of literacy are taught throughout the school curriculum. There are times every day for the children to speak to their class or whole school and to listen to stories. Reading is an essential skill and we aim to develop fluent, confident and critical readers who will read for pleasure as well as for information. Every child takes books home to read with family and friends each day.

We teach a cursive handwriting style in order to develop a clear, fluent hand. Spelling, punctuation and grammar, are systematically taught from Reception. Children develop their writing skills as they move through the school, from initial mark making to extended forms of fiction and non-fiction writing.

All these skills are used throughout the day and it is important that children use and develop their language skills in an increasingly wide range of activities. We use ICT to develop children's literacy skills e.g. through the use of word processing packages. Parents and friends of the school have worked hard to catalogue and computerise the school library system.

Science and Technology

Much of our Science and Technology work develops from links with other subjects. The extensive school grounds are used daily by all classes for a range of learning activities. Facilities include a large pond and wildlife area. All children are also involved in growing fruit and vegetables in the school grounds and cooking with the produce.

Most children have a natural interest in the world around them which is the basis of scientific study and our task is to develop this natural curiosity and enthusiasm. We are well equipped with computers for curriculum use.

Physical Education

Physical Education is concerned with the development of the skills of co-ordination, control and manipulation. It also increases children's awareness of how to keep their bodies fit and healthy and how they work.

At present, every child swims regularly at the Arun Leisure Centre in Felpham throughout their time at the school. In the summer athletics, rounders and Outdoor Adventurous Activities are available. Football, netball and rugby take place in the winter. We also use the village hall once a week through the winter months. This gives us access to a large floor area necessary for activities such as dance and gymnastics.

Creative Activities

The development of children's creative and aesthetic skills is an important area of their education. The opportunities for creative work arise in all subjects but some are particularly appropriate. Music, drama, art and design allow children to respond emotionally and intellectually to the senses.

Children are given the opportunity to work with a variety of materials and techniques to create pictures and models of increasing sophistication. Children are given daily opportunities to sing through acts of Collective Worship. We also have a singing club. Instrumental teaching takes place through the West Sussex Music Service, for which there is an additional charge. Currently children are able to learn to play the cornet.

History and Geography

History and Geography are usually taught through a cross-curricular approach involving the whole curriculum. At present, we work to a two-year cycle that enables us to cover the National Curriculum. We work from a local, familiar source and are



Year 5 and Year 6 taking part in a science investigation. Summer 2012



Harvesting the crops from the school garden ready for cooking. Summer 2010.

fortunate that our area is so rich in resources. For example, we use Slindon village for our local study, for aspects of our Victorian topic and studies of the Romans.

Modern Foreign Languages

Since September 2006 all children in the school have been taught language and cultural awareness in line with the Government's language strategy. Children take part in weekly French lessons and explore cultural diversity from a language perspective.

Sex Education

The 1988 Education Act includes sex education in the National Curriculum and we are now required to include certain aspects by law. Teachers are responsible for teaching the school programme for Sex Education to their classes and the school nurse runs a specific course with pupils in Years 3, 4, 5 & 6. In addition the agreed school policy is to deal sensitively and honestly with any questions that children may ask. Parents may withdraw their children from all aspects of sex education, except those aspects deemed to be National Curriculum Science, by informing the Headteacher in writing.



Children in Year 3 and Year 4 visit St Mary's Church, Slindon, as part of their religious studies. Summer 2010

Religious Education and Collective Worship

The school meets for an assembly each day and follows the West Sussex Syllabus for Religious Education. Being a Church of England school, we have close ties with the local Church and hold services in the Church at various points in the year. Reverend Marian Curtis, the Parish Priest, takes assembly in school each Thursday. Visiting preachers from other local churches also lead school assemblies each month. Any parents who wish to withdraw their child from either acts

of Collective Worship or R.E. lessons should inform the Headteacher in writing.

Secondary Education

Children from our school have a wide choice of secondary schools if parents are able to arrange transport. Our designated county school is Westergate Community College, whilst the Church aided schools are Bishop Luffa in Chichester and St. Philip Howard at Barnham. Last year leavers chose to go to six different secondary schools.

School Travel Plan

Slindon Church of England Primary School actively promotes sustainable forms of travel to school, such as walking and cycling.

Our objectives are to:

- reduce car usage;
- improve road safety;
- raise awareness of transport related issues.

As a rural primary school children travel from a large, often isolated area, with many children travelling up to 10 miles to get to our school. For this reason, we appreciate that it is not possible for everyone to walk to school, but we ask that if you bring your child to school by car that you give consideration to where you park. Please ensure that you do not park on the single white line at the main school crossing point, or in the main entrance to the school. We also encourage families to car share where possible.

Complaints Procedure

Under the Education Reform Act 1988, complaints should initially be dealt with informally by direct contact with the school, through the class teacher, and then the Headteacher. The next step would be a formal complaint in writing to the Governing Body. In the event of any matter remaining unresolved, there are formal procedures that would be implemented. The legislation is long and complex. Copies are kept in school and may be viewed on request.

Unauthorised Absences

In the year to May 2016 the number of day pupils of compulsory school age on roll for at least one session was 65 pupils. The percentage of half days (sessions) missed through authorised absences was 4.8% and the number of sessions missed through unauthorised absences was 0.7%.

Key Stage Two National Curriculum Tests

In 2015 83% of pupils in Year 6 achieved a Level 4 or more in the National Curriculum Reading Test; 83% achieved a Level 4 or more for writing and 83% for maths. There were 18 children in the cohort. (Level 4 is the National average, or expected attainment, for children of their age.)

The percentage of pupils who achieved level 4 or above in reading, writing and maths was 78% (14 children). In 2014 100% of children achieved a Level 4 or more in Reading and Maths and 83% in Writing. There were six children in the cohort.

The percentage of pupils who improved by two or more levels in reading, writing and maths between Key Stage 1 (KS1) and KS2 was 66% (12 children). Four of the six children who did not make expected progress were classified as 'mobile' i.e. they had joined the school within then the last two years. Five of the six children had joined the school at KS2. Four of the six children had a specific learning difficulty in one or more areas of work and were on the school's Special Needs Register.

The percentage of pupils who achieved level 5 or above in reading and writing was 11% (2 children)

The percentage of pupils who achieved level 5 or above in maths 22% (4 children)

Results for 2016 will not be published, as the cohort was small (8 children).



*Year 6 2012
at the Diocesan Leavers Service, Chichester
Cathedral, displaying the banner they made for
the service. Each year the Year 6 leavers make
a banner in celebration of their time at the
school.*