



Alfriston School



**Prospectus
2019 - 20**



Alfriston School

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East Sussex
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Prospectus 2019-20

Headteacher: Mrs Lindsey Hudson BA (Hons) with QTS

Chair of the Governing Board: Mr Simon Atkins

The address of the Children's Services Department is:

Children's Services Authority
PO Box 4
County Hall
St. Anne's Crescent
Lewes
BN7 1SG
Telephone 01273 481000

The school is a maintained community primary school



Dear Parents/Guardians,

On behalf of the Governors and staff may I welcome you as a new parent or as a parent contemplating sending your child to our school.

We believe that the education of young people is one of the most important tasks of society and we recognise that it is one which is shared by both parent and teacher. We look forward to working closely with all our parents in order to provide the best possible opportunities for all our children.

We seek to provide quality education in a stimulating, secure and caring environment. We want children to enjoy their school life and achieve success. We value every pupil and pride ourselves on how well the school and families work together as a community to support the children. We offer a wide range of learning opportunities for all children to help them grow into independent and responsible citizens.

The aim of this prospectus is to give you useful information about the school and how it is organised. However, the best way to find out about the school is to come and experience life in the school during the working day. You are most welcome to arrange a visit; please contact the school office.

Lindsey Hudson
Headteacher

OUR SCHOOL VISION & VALUES

Alfriston School is a place which is:

Fair, Friendly, Fulfilling and Fun!

The school embraces a growth mind-set ethos and places great importance on our five agreed 'Life Values':

Determination, Curiosity, Collaboration, Creativity and Independence.

Our vision and our life values are shared by all members of our school.



Alfriston School - Equality Statement

Alfriston School recognises that everyone is different and special owing to varying needs and cultures. We aim to treat all differences positively, recognising that diversity creates a collaborative, creative and understanding school, where everyone is included to do lots of different things and have lots of different experiences.

Written by the children of Alfriston School - December 2017

This is reflected in our Equality Information and Objectives and in our vision to be 'Fair, Friendly, Fulfilling and Fun'.

At Our School

- ★ We value every child for their own personality and talents and will strive to help each individual to reach their full potential.
- ★ We welcome pupils and their families, school governors, members of our village and friends of the school from the wider community to join us in our work and in the celebration of the children's achievements.
- ★ We delight in guiding each child in their development into happy, confident, responsible and knowledgeable young people in our safe and secure learning environment.
- ★ We recognise the importance of enjoyment and fun in education, and are dedicated to offering exciting and interesting approaches to help children learn.
- ★ We identify and support all children ensuring equal opportunity for all.

The Curriculum

The curriculum covers everything we do in school. We strive to provide a broad and balanced curriculum so that all children can develop not only academically but also physically, emotionally and socially. We recognise that each child is an individual and we strive to help each child develop his/her full potential.

We set out to meet the needs of individual children by carefully assessing their present achievements and providing class, group and individual work to take them forward to the next stage of learning.

We recognise that parents play a vital role in the education of their children and we strive to build the best possible working partnerships.

Our school aims will be achieved through the teaching of the National Curriculum and other subjects and through enrichment activities as well as by encouraging children to take part in all wider school activities.



National Curriculum Subjects

The National Curriculum

At Alfriston School, our Reception Year children follow the Early Years Foundation Stage framework and Years 1 – 6 follow the National Curriculum, however there are also additional school activities and opportunities that enhance the children's education. These include curriculum enhancement days, instrumental music tuition, cycle proficiency, drama performances, residential visits, use of the local area, visits by experts, extra-curricular clubs and other similar projects, which enable us to provide a broad and balanced curriculum.

During the last term in the summer, children in Year 2 and 6 carry out National Curriculum Tests in English and Maths. Our children in Year 1 or Year 2 take the Phonics Screening Test and we use the EYFS Profile to report the learning of our Reception Year pupils.

English

Language is fundamental to all learning and therefore receives a very high priority. Our English curriculum aims to recognise the foundation laid by the home and to build upon this to produce:

- Attentive, open-minded and enquiring *listeners*;
- Clear, fluent and confident *speakers*;
- Well-informed, enthusiastic and expressive *readers*;
- Imaginative, neat and accurate *writers*.

To this end, our English curriculum lays a firm emphasis on the development of speaking and listening, reading and writing, including grammar, punctuation, spelling and handwriting.

We aim to provide a wide range of rich and stimulating experiences and tasks appropriate to the needs of individual children, ensuring that each pupil progresses as well as he or she possibly can.

We follow the Letters and Sounds phonics scheme. All children are taught phonics daily from Reception Year to the end of Year 2. In the juniors they revise phonics and proceed to learn more advanced spelling patterns.

Children begin reading with the Oxford Reading Tree Scheme which offers small step progression and consolidation. Alongside this, they also have picture and other books to share with an adult. When children reach stage 5 or 6 on the scheme, we actively encourage a wider variety of books including picture books which children are able to read for themselves. Our non-scheme books are banded to help children choose at an appropriate level.

We have developed a well-stocked library of non-fiction books and each classroom has a wide selection of fiction in order to support children's reading for pleasure.

Mathematics

We use the Mastery Approach to teach the Mathematics Curriculum. It is an inclusive approach whereby children develop their mathematical fluency with an emphasis on promoting multiple methods of solving a problem, building self-confidence and resilience. We aim to make maths learning fun, as we recognise the importance of helping children to develop a positive attitude towards this subject. Mathematics is taught as a subject in its own right and is also integrated into other areas of the curriculum.



Science

In science we seek to build upon the natural curiosity children have about the world around them, in order to establish an understanding of scientific knowledge and skills.

Science is taught with an emphasis on first-hand experience and much of the work is very practical.



History



Children learn about the history of our country and the wider world. We aim to develop children's interest in the past and an appreciation of human achievements. In order to bring history alive we use historical artefacts, pictures, maps and copies of original documents. We also use role-play and take children on visits to places of interest in the locality.

Geography

We aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We teach them the geographical skills and, where possible children work from direct experience gained on visits or from sources such as maps, photos, documents and videos.

Modern Foreign Language

French is taught throughout the school. We use the 'Jolie Ronde' Scheme and emphasis is put on the children learning conversational words and phrases. Children also develop skills in all four areas of language: reading, writing, listening and speaking. Alfriston Village and our school is linked to Les Veules des Roses in France – the children have shared work and sent letters to their peers in France and exchanged visits.

Art and Design

Art, craft and design is developed not only as a means of expression, but also as a skill in close observation and co-ordination. Children are given the opportunity to learn techniques in collage, three-dimensional work, fabric work and clay. Children are helped to develop good craftsmanship with an emphasis on quality. They are encouraged to evaluate and analyse their creative works, and know about great artists, craft makers and designers.



Music

Music plays an important part in the life of our school. Our aim is to encourage children to listen to and enjoy all types of music through singing, playing instruments and creative music-making. Besides music-making in class, children have the opportunity to start to learn to play an instrument, including the violin, keyboard, piano, flute and clarinet. Our children enjoy performing at various events in the community.

Design and Technology



In design and technology, children have opportunities to develop skills in problem-solving and gain knowledge and experience of designing, planning, making and reflecting on their work. Children work individually and in groups, and use a variety of materials including paper, card, fabric and wood. They also learn how to use tools safely. As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating.

Computing

We believe that it is vital that all our children are responsible, competent, confident and creative users of information and communication technology. It is an important learning tool, which greatly contributes to other areas of the curriculum, in particular mathematics, science and design and technology. Pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Computing also ensures that pupils



become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Physical Education

We aim to develop a wide range of techniques and skills and to introduce children to a variety of games, and encourage them to lead healthy and active lives. Our PE programme includes gymnastics, dance, athletics, and games skills. The school has its own open-air heated swimming pool which is used extensively during the summer. The village recreation ground is available for school use in addition to the school netball court and grassed area. Outdoor pursuit activities are offered to older pupils. Despite being a small school, we offer a good range of sports clubs throughout the day and plan a variety of sports competitions and activities throughout the year, both in school and with other schools across the county. We are very proud to have been awarded the School Games Gold Mark as recognition of this.

Personal, Social, Health and Economics Education

This area forms a strong thread across the curriculum and in the daily conduct of the school. Children are introduced to these aspects through specific topics as well as through work arising as part of other topics. The school has also embraced the Thrive Approach, and we have two Thrive Licensed Practitioners who work and support specific children with emotional and social developmental needs.

The children take part in decision-making in the school through the School Council. Each class has a representative to put forward their views. The school has a Healthy School Policy and encourages healthy eating and physical exercise as part of enabling our whole community to have a healthy lifestyle.

Relationship and Sex Education

Relationship and Sex education is taught throughout the school. Our policy is regularly revised with the staff and parents. It is taught within a trusting, safe environment where children have the confidence to ask questions. The policy emphasises the value of family life, of loving relationships and of respect for others. Parents and carers are informed before the lessons start and have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in the statutory Science National Curriculum. Those who wish to exercise this right should talk with the class teacher. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

Religious Education

Religious education is taught according to the East Sussex Local Authority Agreed Syllabus, which is mainly Christian in emphasis while taking into account the

teaching and practices of other principal religions represented in Great Britain. Each day children take part in a collective act of worship. Parents who wish to withdraw their children from religious education lessons, or from collective worship, should write to the Headteacher.

Special Educational Needs and Disability

The school's Special Educational Needs and Disabilities policy is part of the Local Authority's Inclusion Policy. At Alfriston School, the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs and there is a governor who has a specific role to monitor and report on this provision. The nominated governor works closely with the SENCo/Inclusion Manager.

At Alfriston School, we believe that all children should be given access to a broad, balanced and well-structured curriculum suitable to their needs, by using a flexible approach. Early identification of needs is a priority. The class teacher is responsible for monitoring the children's progress. If satisfactory progress is not being made or a child is experiencing difficulty, the class teacher and SENCo/Inclusion Manager liaise to provide appropriate strategies to support the child. The class teacher and/or SENCo/Inclusion Manager meets with parents to keep them informed of their child's progress, because we believe that working closely with parents is a vital part of the process. We may also seek advice from outside agencies so that we are able to provide effective support for all pupils who may require it. The SENCo/Inclusion Manager is involved with training staff and also in providing parents' workshops so that everyone is properly informed. In this way, children with special educational needs are most likely to experience success.

Home Learning

Parental help and interest can greatly improve the progress a child can make in school. We welcome and encourage parents to participate in their children's learning and our Home Learning Policy was produced in discussion with parents.

Children are given tasks appropriate to their age and ability designed to enhance the learning they do in school. Each class produces an information sheet outlining the work in class for the term and how this can be supported at home.

Extended schools

The extended services that schools are required to offer parents, pupils and the wider community include:

Quality child care: we are able to direct parents and carers to high quality wraparound care for primary pupils within the locality.

Out-of-school Activities: In addition to the normal school curriculum, we offer a variety of extra-curricular activities run by staff and parents on either a voluntary or paid basis. The clubs and activities provided are designed to help children develop skills as well as to provide enjoyment.

Parenting support: we provide information sessions for parents at key transition points and workshops are run to help parents support their child's learning.

Swift and easy access to a range of services: We provide support at an early stage for all pupils experiencing difficulties.

Community access to school facilities: Our school is able to offer the use of school facilities for a range of learning opportunities.

For more information about local services please contact the school's Parent Information Contact, Mrs Tanya Fitzgerald by calling into the school office or phone 01323 870203 or by email: office@alfriston.e-sussex.sch.uk.

Educational Visits

Educational visits are often arranged to enhance the work the children are doing in the classroom. We strongly believe in the importance of learning from first-hand experience. Parents are often asked to support us in this venture by accompanying groups of children. The children also have an opportunity to participate in a residential visit – one during their time in KS1, and another during their time in KS2.

Reward System

Each child is a member of one of the three houses in the school: Cuckmere, Windover or Exceat. Two 'House Captains' from Year 6 are voted for by the pupils and staff and these pupils hold House Meetings and help to arrange House Competitions throughout the year. House points are given for good work and positive behaviour.

Achievement certificates are given each week to children who have made particular progress or produced exceptional work. Each class teacher also nominates a 'Star of the Week' from each year group, and they receive a special badge. These are presented in front of the whole school and parents in assembly.

School Organisation

Pearl Class	-	Reception Year
Ruby Class	-	Years 1 & 2
Sapphire Class	-	Years 3 & 4
Emerald Class	-	Years 5 & 6

As children progress through the education system they are considered to be within one of the Key Stages of Education; these go from the Early Years Foundation Stage through Key Stage 1 to Key Stage 4. Children in the Reception year are in

the Foundation Stage, Years 1 & 2 are in Key Stage 1 and children in Years 3 – 6 are in Key Stage 2.

We have an intake of 15 pupils per year group, and we aim to keep classes to no more than thirty pupils.

The school building comprises four classrooms with an additional shared area for our Pearl & Ruby Classes, a large hall, a library, cloakrooms, office accommodation, staff room and attractive open areas throughout the building.

In the grounds, the school has a hard-surface area and a grassed area for play, a wooden gazebo and a heated swimming pool. There is also an activity trail on an artificial grass surface and a wildlife area with a pond.

School Hours

During the term time the school is in session as follows:

Key Stage 1:	8.45 am to 12.00 noon	1.15 pm to 3.15 pm
Key Stage 2:	8.45 am to 12.15 pm	1.15 pm to 3.15 pm

Children are normally in school for 6 hours 30 minutes per day. This includes the lunch break and playtimes. Children at Key Stage 1 receive 21 hours of teaching per week. Children at Key Stage 2 receive 23 hours 30 minutes of teaching per week.

In addition to this a short period of collective worship is held daily for all children.

Pupil Behaviour

Our school rules are:

- Be gentle
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to others



These rules are simplified using the statement:

“Kind Hands, Kind Feet, Kind Words, Kind Everything!”

The general behaviour of the children is a matter of great importance. We must ensure the children’s safety and maintain the ordered running of the school. Children are reminded of the school’s behaviour policy and the school rules at the beginning of each school year. High standards of conduct and behaviour are expected from pupils and we aim to guide them towards self-discipline, mutual respect for each other and care of property. We want to see the development of good attitudes towards honesty, kindness and fair play. The children themselves review the school rules and expected standards of behaviour annually.

However children are learning to be part of a community and we think this learning is encouraged by a positive rather than a punitive approach. We believe that children respond best to supportive and caring adult direction. We always try to be positive, rewarding good behaviour with praise. We use rewards and praise to develop children's self-esteem by regularly highlighting good behaviour as well as good work. We operate a system of rules, rewards and consequences.

Most of our pupils behave extremely well and are a credit to their parents and the school. However, if a child goes beyond the bounds of what is reasonably acceptable, we expect to be able to work with parents to develop a strategy to overcome the problem. The school has a written 'Behaviour Policy' which identifies how concerns are dealt with and in particular what steps are taken to counteract any form of bullying.

Home-School Agreement

The school has a Home-School Agreement in accordance with Department for Education regulations. Teachers, parents and children sign the agreement; a copy is kept in school and a copy is retained by the parents. This agreement outlines the school and parental commitment to work in partnership, helping the child achieve academically and keep the school rules.

Pupil Progress

Parents are invited to come in and discuss their child's progress with the class teachers at any mutually convenient time. Parent consultations are arranged to discuss progress in the autumn and spring terms. In the spring and summer term parents also receive a written report of their child's progress and have the opportunity to discuss this with the class teacher.

Friends of Alfriston School

The school has a very active Friends association which holds regular meetings and functions throughout the school year. As well as raising money for the school, the association runs some purely social activities to encourage closer links between home and school. All parents are automatically members of the Friends. The committee always welcomes new ideas.

Parental Involvement

Parental involvement is greatly valued and encouraged. Parents help in the classrooms with a variety of activities and are invited to help with educational visits. All adults helping in school are required to have enhanced DBS clearance. Please ask the school office for the relevant paperwork. We like to keep a continuous dialogue open with parents about how well the school is meeting the needs of the children. To this end we have a parent suggestion box and we also seek parental views through forums or questionnaires.

Individual parental/pupil concerns

The staff believe strongly in the co-operation and involvement of parents in the education of children. We operate an 'Open Door' Policy to encourage open communication, feedback and discussion. Staff will listen to concerns and work with parents to resolve any issues that they might have. It is in the best interests of all our children to work together. In the first instance any concerns should be discussed with your child's class teacher. Teachers are busy before school preparing for the day ahead so are unavailable for an 'Open Door' meeting, they will usually be available at the end of the school day, during handover. If you feel the matter needs more than 10 minutes to discuss, then parents should phone the school office to make an appointment at a mutually convenient time. If you have an urgent matter that needs to be passed on to the class teacher please speak to either the member of staff on morning playground duty or the member of staff on duty at the front door.

Should a difficulty arise at school, parents will be contacted in an attempt to clear it up immediately. The school is very keen to promote this direct contact with parents and the staff will make every effort to help if children or parents have any problems.

Home Addresses/Emergency Contact

We may need to contact parents during the day. We therefore need to be kept up to date with contact information (addresses and telephone numbers, including work and mobile phones) and the telephone number of another responsible adult should it be necessary. A form for this purpose will be sent home at the beginning of every school year. We ask parents to inform the school immediately of any changes in these details.



Notification of Absence



If a child is absent for illness or any other reason, please inform the school office by telephone on the morning of the first day of absence before 9.30am and every subsequent day. We may request evidence confirming the reason for your child's absence. We are required by law to record and code all absences.

It is school and East Sussex LA policy that children who have had sickness and/or diarrhoea must not return to school within 48 hours.

GP and dental appointments should be made out of school hours unless it is an emergency. Hospital appointments should be arranged for out of school hours or for the afternoons where possible. Where hospital appointments are given (eg for certain clinics which only run at given times) parents should request an appointment that will enable their child to be in school for as much of the day as possible. All children should be in school for the first part of the morning wherever possible.

Should it be necessary to withdraw your child from school during the day for dental or medical reasons a written request is required before the time of withdrawal. The

school is legally responsible for the safety and welfare of the children during school hours and children must not leave the premises without permission. Children attending dental or medical appointments or have to be sent home because of illness or an accident must be collected from the school office and 'signed out' by a parent or other delegated adult.

Other absences in Term Time

All absences other than sickness must be requested at least 14 days in advance by completing a 'Withdrawal from Learning Application'.

The law does not grant parents an automatic right to take their child out of school during term time and any absence from school will disrupt your child's learning.

Due to government legislation, schools are not allowed to authorise requests for children to be taken out of school for holidays during term time.

The DfE only allows the school the discretion to authorise an absence if there are exceptional circumstances. The fundamental principles for defining 'exceptional' are **rare, significant, unavoidable** and **short**.

If an unauthorised absence is taken you may be issued with a Penalty Notice. This is a fine of £120 per parent per child – the fine is reduced to £60 if paid within 21 days.

School Uniform

Children should always be neatly and tidily dressed and should be encouraged to take a pride in their appearance.

The uniform is based on the colours scarlet and grey and all items can be purchased from local chain stores. Sweatshirts, cardigans, fleeces and waterproof jackets, all with the school badge on, along with PE and book bags, can be purchased from the school office.



- Red jumper, cardigan or school sweatshirt
- White shirt, or red or white polo shirt with collar
- Red or white polo neck
- Grey skirt, pinafore dress, culottes, skorts, plain school trousers or shorts – no jeans, tracksuits, combat style trousers, sports shorts or leggings
- School fleece for outdoor wear
- White, black, red or grey ankle or knee length socks or tights (no trainer socks)
- Plain black or red shoes/plain black boots with low heels; these should be fastened by means of buckles, velcro or laces to ensure a good fit (no trainers). Sandals may be worn in the summer during hot weather but should have a secure back strap and not have open toes.

- Red and white check/stripe school dress
- Sun hat

PE Kit

- Black or white plain trainers with either laces or velcro fastening to ensure a secure and safe fit.
- Red shorts
- White T-shirt with Alfriston logo
- Pair of white, black, red or grey socks (trainer socks may be worn for PE only)
- Track suit is optional during cold weather

These items are best kept in a drawstring bag, which should be brought to school on the first day each week and taken home at the end of the week for washing. PE bags may be purchased from the office.

Swimming kit (summer only)

One-piece costume or trunks/swimming shorts (not long-legged style), swimming cap and towel

These items are best kept in a named drawstring bag and should be brought to school daily during the swimming season.

Long hair should always be tied back.

Please do not allow your child to wear unnecessary jewellery to school, as items can be lost and no responsibility for their safety can be taken by the school. The only exception to this is watches and small stud earrings for children with pierced ears.

Long hair should always be tied back and any child with a long fringe should have it clipped back out of their face. Children should not come to school with dyed hair.

No nail varnish, tattoos or make-up should be worn at school. We reserve the right to forbid items of clothing accessories and footwear, which are dangerous in school or against the interests of the children.

Jewellery can cause a problem not only to the wearer but also to other children if worn during PE and games. It should be noted the East Sussex Local Authority advice is that jewellery of any kind should not be worn during PE lessons or any other kind of physical activities. If the child is unable to remove them then we ask that they are covered (with the exception of swimming, when we do not allow any jewellery to be worn). Children must therefore remove any items of jewellery before their PE and games lessons.

Parents whose children wear items or clothing for medical, personal, cultural or religious reasons that are different from our school uniform policy are asked to inform us of the details.

Lost Property

Some valuable items are unclaimed each term. Please ensure **all** items of children's clothing and equipment are clearly named to help the identification of lost property. Unnamed lost property is either given to a charity or disposed of at the end of each term.

Valuables

Valuables, including jewellery, expensive watches, iPads or mobile phones, should not be brought to school. Neither the school nor the Local Authority can be held responsible for any items lost or damaged at school.



Admissions

Prospective parents are most welcome to view the school and talk with the Headteacher. The admission number for the school is a maximum of 15 children per year group. We will admit a child into years other than Year R providing there is a space available. Applications should be made through the Local Authority. All new entrants including reception are given a pupil "buddy" to help them settle in.

Reception Admissions

If your child is due to start school in reception we hold school open days during November to give you the opportunity to look around the school and meet the Headteacher. Applications for a place should be made through the Local Authority.

If your child is allocated a place with us you will be invited to an admission meeting towards the end of the summer term before the child starts school in September. Your child will also be invited in to school for a number of visits prior them starting.

Parent Information Contact

Mrs Tanya Fitzgerald, our School Business Manager, is our Parent Information Contact. She is able to offer information about many local services in the area, including holiday clubs, local youth sports clubs, and other services. Please ask to see our Parent Information Point file.

Translations

If you know of any member of our school community who requires translation of any document, please inform the school office and we will try to arrange translation.

Links with other schools

There is close contact with local secondary schools to which the children transfer at the age of 11. Regular discussions take place between staff on particular aspects of the curriculum to ensure continuity. In the term before transfer, visits are

arranged for the children to have the opportunity to meet staff, to view their new school and to become familiar with their future environment.

There is liaison between local primary schools, both rural and those in Seaford. Sporting fixtures and other joint ventures are valuable means of widening children's horizons.

The school plays its part in village activities and links between the school and local community are encouraged. We are linked to a school in France, Veules Les Roses.

Procedure for Early Morning

Early morning procedures are necessary to ensure the safe, smooth running of the school at a busy time of day.

In the morning all children should go straight to the playground unless they have a job to do or there is something urgent to see the teacher about. The bell will ring at approximately 8.42 am so that children are actually in the building at 8.45 am. Children must be supervised on the playground by parent/carer's until the bell goes at 8.42am.

There will be a member of staff on the playground from approximately 8.35am.

As there is little space in the cloakroom, we ask parents not to come into the cloakroom with the children. Reception parents may come in initially but this should gradually be phased out as their children get used to being at school. There are always members of staff around to help children if they need it.

If parents wish to pop in and see a particular piece of work or to have a quick word with a teacher, this will usually be possible at the end of the day, during handover. If you feel the matter needs more than 10 minutes to discuss, you should contact the school office to make an appointment at a mutually convenient time.

If your child is late to school they must be signed in at the school office. Please note that lateness before the close of the register is recorded as present, but lateness after the close of the register is recorded as an unauthorised absence.

Procedure for the End of Day

When school ends at 3.15pm children will be escorted on to the playground by a member of staff who will hand them over to their parent/carer.

For the children's safety parent/carer's must inform the school office before 2.30pm if someone else is collecting their child. If we are not informed we will not hand a child over until we are able to contact the parent/carer to confirm the arrangements, even if this person is known to us. We are unable to hand a child over to anyone under the age of 16.

We do not allow children to walk home from school unless they are in year 5 or 6 and live within the village. Parent/carer's wishing their child to walk home from school alone should speak to the school office, they will also be required to provide written permission.

Parent/carer's must ensure they are at school on time to collect their children at the end of school. We do appreciate there may be the odd occasion where a parent/carer is delayed, in this instance the school should be notified immediately. We keep a record of incidents where parent/carer's are late for no explained or good reason. Where there are repeated incidences the parent/carer's will be contacted.

Money

Dinner money will be invoiced termly in advance. Please ensure any money sent to school is in a clearly marked envelope with the child's name and class and the nature of the payment, and that your child takes it to the classroom with them. These details should also be written on the reverse of cheques. The envelope will then be sent along to the office where it will be dealt with. Any change is sent back to the classroom and given out at home time.



We ask children not to bring personal money to school as we cannot be held responsible for it.

School Lunch



Meals are cooked on the premises and many children have a cooked meal at school. As from September 2014 all infant children are entitled to universal free school meals. If you are on a low income you may be entitled to claim a free school meal for your child throughout their time at school, please ask at the office for the necessary forms. Enquiries are treated in strict confidence. Each child who is eligible for free school meals attracts £1300 in extra support.

Children are expected to try a little of everything which is provided. If there are any special dietary considerations then the parent needs to speak to the school office prior to their child starting school lunches. You will then need to complete a Special Diet Request Form, which will be passed on to Chartwell's, who provide school lunches, so that they can devise a specific menu plan for your child. Your child will be unable to start school lunches until this procedure has been completed.

Children may bring a packed lunch if you prefer this. **No nut products are allowed in school.** If you decide to allow your child to change from school lunch to a packed lunch or vice versa, we like a week's notice. It is sometimes possible to let a child have a school meal at short notice, but we must check with the cook first.

Medicines in School

We shall do our best to administer medicine prescribed to your child over a short period, providing we have full instructions. Please comply with the following:

- an adult must deliver the fully labelled medicine to the school office in the original container, it should also be collected from there.
- an official form must be used to give us the relevant details (forms are available from the school office)
- we cannot guarantee to undertake to administer medicines at precise times.
- the child has to remember to come to the school office for themselves (we shall try to remind younger children).



We will **not** administer any non-prescription medicines. There are **only** two exceptions to this:

- The administration of Ibuprofen and/or Paracetamol for children who have an individual healthcare plan to enable us to effectively support them with their medical condition(s). In this instance, if Ibuprofen and/or Paracetamol are required in school to support them with their condition, we will accept this without it being prescribed. The medication must be accompanied by the parent's written consent, in its original packing and clearly labelled with the child's name, using a large white sticker.
- The administration of Ibuprofen and/or Paracetamol for children attending overnight residential stays. Please note we can only administer medication, including Ibuprofen and/or Paracetamol if it would be detrimental to a child's health not to do so. Please speak to the school office if you have any queries about this.

Inhalers

Children who need them should have an inhaler which is kept in school. It should be clearly marked with their name and handed in to the school office. Inhalers will be stored in the school office so they are easily available.

Long term illness/ disability

The school can make reasonable adjustments to offer support to children with a long term illness or disability. This may include specialised equipment, a pack for work at home or arranging for home tuition. If this applies to your child, please ask to speak to the Headteacher or the Inclusion Manager.

Attendance Record for the Academic Year 2018/2019

We are required to record all unauthorised absences. Any absence must be recorded as unauthorised unless we receive a written note from a parent.

Whole School Attendance: 95.56%

Ofsted Report

The school's most recent inspection was on 16th June 2016, when the school was rated as "good" overall.

The report said:-

"The leadership team has maintained the good quality of education in the school since the last inspection. Since joining the school in September 2014, you have refreshed its vision and direction, bringing new energy to the school's longstanding motto, 'Fair, friendly, fulfilling and fun'."

"Pupils make good progress so they achieve well, including the most able. There are no notable differences between the achievement of boys and girls, or between the very small group of pupils supported by the pupil premium and others."

"You ensure that all safeguarding requirements are met, through clear policies and secure procedures."

"Pupils continue to behave well, showing respect for one another, the school and its resources. This helps pupils to stay happy and safe, and to support one another."

"Pupils enjoy a rich menu of additional activities, including sports, art and music. Pupils' interests and talents, including those of the most able, are fostered well as a result."

Safeguarding

Alfriston School and its staff are committed to safeguarding and promoting the welfare of children. All staff hold enhanced CRB/DBS clearance and all volunteers who work with children also have enhanced CRB/DBS checks.

We are committed to working in partnership with all parents and will provide support to any parent or carer. All information will be treated in confidence unless the designated teacher believes the pupil is at serious risk of physical injury, neglect, emotional or sexual abuse. If this is the case, then the East Sussex Child Protection Procedures will be followed.

The designated safeguarding lead is Mrs Hudson, Mrs Crystal and Mrs Fitzgerald are also qualified as deputy designated safeguarding leads.

SCHOOL STAFF

Headteacher	Mrs L Hudson
Sapphire Class Teacher/Deputy Headteacher	Mrs R Crystal
School Business Manager	Mrs T Fitzgerald

Emerald Class Teacher	Mr L Sibson
Ruby Class Teacher	Miss A Foster
Pearl Teacher	Mrs G Ottaway
SENDCo/Inclusion Manager	Mr B Gratwick
Clerical Assistant	Mrs S Kneller (Tues, Thurs PM & Fri)
Clerical Assistant	Mrs H Young (Mon & Wed PM)
Higher Level Teaching Assistants	Mrs G Nickalls Mrs K Bliss
Teaching Assistants	Mrs J Rogers Mrs J Townsend
Teaching Assistant Apprentice	Mrs H Foot
Cook	Mrs K Gibson
Cook's Assistant	Mrs C Sanders

SCHOOL GOVERNORS

Governors are like a Board of Directors and make decisions about the overall strategic direction of school. They meet at least once a term. They share a real concern in the life and work of the school and work to ensure it functions efficiently and effectively as part of its community. The minutes of the meetings are available from the school office.

Chair of the Governing Board

Mr S Atkins

Co-opted

Mrs L Young
Mr J Windsor
Mr I Fabb
Mrs A Forshaw
Mrs L Salway
Mr S Atkins (Chair)
Mr O Akinlade

Local Authority Governor

Mrs G Page

Parent Governors

Mrs S Streames
Mrs L Wake

Staff Governors

Mrs R Crystal
Mrs L Hudson (HT)

Clerk to Governing Body

Mrs H Young

Some members of the governing body are present during parent consultation evenings and also attend events at the school.

ALFRISTON SCHOOL - RESULTS 2019



End of Early Years Foundation Stage Results 2019

The EYFS assessments were moderated and agreed

Number of children = 17

Due to the small cohort, each child represents 5.88%

	% of children who achieved at least a Good Level of Development	Average Point Score
School's average	70.6	37.0
East Sussex average	76.0	36.9
National average	71.8	34.6

Year 1 Phonics Screening Check Results 2019

Number of children = 14

Due to the small cohort, each child represents 7.14%

85.7% of Year 1 children passed

(National 81.9%, East Sussex 81.7%)

End of Key Stage 1 Results 2019

The Year 2 assessments were moderated and agreed by County

Number of eligible children = 17

Due to the small cohort, each child represents 5.88%

	Achievement	% of KS1 children
Reading	Working within the expected standard +	88.2 (National 74.9) (East Sussex 77.2)
	Working at greater depth within the expected standard	35.3 (National 25.0) (East Sussex 26.9)
Writing	Working within the expected standard +	82.4 (National 69.2) (East Sussex 72.2)

	Working at greater depth within the expected standard	11.8 (National 14.8) (East Sussex 15.5)
Maths	Working within the expected standard +	94.1 (National 75.6) (East Sussex 77.6)
	Working at greater depth within the expected standard	17.6 (National 21.7) (East Sussex 22.1)
Science	Working within the expected standard +	100 (National 82.3) (East Sussex 84.6)
RWM Combined	Working within the expected standard +	82.4 (National 64.9) (East Sussex 67.7)
	Working at greater depth within the expected standard	11.8 (National 11.2) (East Sussex 11.6)
RWMS Combined	Working within the expected standard +	82.4 (National 64.7) (East Sussex 67.4)

End of Key Stage 2 Results 2019

Number of eligible children: 14

Each child present represents 7.14%

	% of Year 6 children Working within the expected standard +	% of Year 6 children Working at greater depth within the expected standard
Reading Test	71.4 (National 73.1) (East Sussex 71.9)	35.7 (National 26.9) (East Sussex 25.2)
Grammar, Punctuation & Spelling Test	85.7 (National 78.0) (East Sussex 72.3)	28.6 (National 35.6) (East Sussex 26.9)
Writing (Teacher assessed and moderated and agreed across County)	85.7 (National 78.4) (East Sussex 78.7)	28.6 (National 20.1) (East Sussex 17.1)

Maths Test	85.7 (National 78.6) (East Sussex 75.1)	14.3 (National 26.6) (East Sussex 21.7)
Reading, Writing & Maths combined	64.3 (National 64.7) (East Sussex 62.4)	0.0 (National 10.5) (East Sussex 8.2)

End of KS2 Tests	Reading	Grammar, Punctuation & Spelling	Maths
School's average scaled score	106.2	107.2	105.7
National average scaled score	104.4	106.3	105.0
East Sussex average scaled score	104.2	104.6	103.9