



*West Dean  
Church of England  
Primary School*

*Prospectus*

*2013-14*

*Every day I will try to: Think deeply, Speak gently, Love much,  
Laugh a lot, Work hard, Give freely ...and be kind.*

SCHOOL CREED



# *West Dean Church of England Primary School*

## *Prospectus*

*2013-14*



*Headteacher: Mrs. G. Moss*



E-mails: [office@westdean.w-sussex.sch.uk](mailto:office@westdean.w-sussex.sch.uk) [head@westdean.w-sussex.sch.uk](mailto:head@westdean.w-sussex.sch.uk)

West Dean Online: <http://west-dean.eschools.co.uk/site>

West Dean CE Primary School, West Dean, Chichester, West Sussex, PO18 0RJ



West Dean CE Primary School is a thriving village school serving a wide rural community, situated in the delightful surroundings of the South Downs National Park. We have an enthusiastic, highly motivated staff committed to a caring, child-centred Christian ethos. We offer skilled teaching, a creative curriculum and high academic standards. We are committed to the education of the whole child and offering a wide range of stimulating and effective learning experiences, where 'real life' opportunities and purpose for learning are key. We care for each child's needs within a family context of firm but sensitive guidance.

We hope that this prospectus will give you a 'feel' for the life and work of our school and for the caring and friendly atmosphere we enjoy. You are, of course, very welcome to come and look around the school for yourself: just ring the office to arrange a convenient time.

Gill Moss  
Headteacher



*Ofsted 2009: This is an outstanding school. It has a great many strengths and gives its pupils an excellent education.*

**The information contained in this prospectus is correct as of October 2012 and is published with the approval of the School Governing Body.**  
Please see the appendix at the end of the prospectus for clues to the terminology of education!



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## All about our school

The very first thing you will learn about our school is that we are a small and friendly community. West Dean Primary is a co-educational Church of England Primary School and two of its Governors are appointed by the Diocese. The school originated in 1837 and close links with St Andrew's Church in West Dean have been maintained over the years and contribute to our caring, Christian ethos. We are currently 'inter-regnum' and a member of the Clergy takes assemblies every Tuesday for the whole school and we use the Church for our learning and worship.

The present building was built in 1897 by William James and then remodelled in 1965. The school was taken over by the W.S.C.C. about 45 years ago. Further remodelling has provided two school offices, an entrance hall, improvements to the hall, a library, a staffroom, a kitchen and conservatory and most recently our new 'Outdoor Classroom'. Improvements have ensured that all ground floor accommodation is wheel chair accessible.

There has always been, and still is, a close link with the West Dean Estate and the Edward James Foundation. The school is fortunate to have access to the wonderful resource of the College and Gardens and to the support and expertise of the staff. Recently, these links have led to us building links with a community in Mexico.

There are ninety eight pupils on roll between four and eleven years of age, arranged in four classes:



**Apple Tree Class** is a mixed YR and Y1 class, with 14 Y1 pupils and 16 YR pupils. They have a large classroom and outdoor learning area, complete with chalet, role play area and a super selection of resources. The team of staff work closely to integrate the children quickly into the class and our school, with the older children rising to the responsibilities of helping new members to settle in well, and younger children quickly becoming confident, happy learners. Our teachers both work on a part time, 'job share' basis, with our support staff. All the team contribute to the learning, planning and continuity of provision for every child. Here, the foundations are laid for life in school: basic skills such as sharing, listening, independence and collaboration are developed in parallel with the academic skills of reading, writing and mathematics. Children make the transition from 'Foundation Stage' (the first 'Key Stage' of education) into 'Key Stage One' (Year 1 infants) smoothly and begin the new curriculum with a strong basis for future learning.



*Ofsted 2009: The 'excellent transition', as one parent described it, enables children to settle quickly into the school and gain confidence to be happy in their learning and relationships. 'Welfare provision is good in all respects and teaching assistants provide very good support to ensure that all children's needs are met. Excellent relationships and a highly caring ethos lead to these children's outstanding personal development and well-being.*

**Maple Class** is currently a single year group class, with 13 Y2 pupils and one teacher who works closely together to lead the learning, with help from our teaching assistants. Here the children love to work in the garden and excel in art, whilst they develop their skills in all the subjects we teach. They are housed in our smallest classroom which has its own outdoor area and has had many different uses over the years as the school has grown!



**Beech Class** has a full time teacher and full time teaching assistant who work closely to cater for all the individual needs of the pupils and to help them embark in their life in Key Stage Two. There are 14 Y3 pupils and 14 Y4 pupils in the class. The children here take part in exciting collaborative projects such as the Right to Sing song writing, recording and performance at 'The Venue' in Chichester, in conjunction with our family group of schools. They continue to build on their core skills whilst taking part in many practical activities and further developing their independence and ability to work co-operatively.

**Chestnut Class** has 13 Y5 pupils and 14 Y6 pupils, a full time teacher and at least one teaching assistant during each lesson. Children here are taking many responsibilities around school, leading church services, working on longer term projects which utilise and develop many of their academic skills for a real purpose. An example of this is Chestnut Class making DVDs of their visit to France: the children then sell these very professional 'products' to make money for their Business Enterprise project. They begin their final preparations for secondary school and leave us as caring, well-behaved, confident and effective learners and citizens.



## The Aims of our School:

Our school is a happy secure environment, which fosters a real enthusiasm for life and learning.  
Every person involved in our school is entitled to respect, security and consideration,  
and is valued for the contribution they make to the life of the school.

- ❖ To help every child to strive to do their best and to succeed in achieving individual targets and challenges.
- ❖ To help pupils to develop lively, enquiring minds, with the ability to question and argue rationally and to apply themselves to tasks, and physical skills.
- ❖ To help pupils to develop responsibility for their own learning and their behaviour.
- ❖ To provide a broad and balanced curriculum which will help pupils to acquire the knowledge and skills which can be built on to prepare them for a fulfilling adult life.
- ❖ To help pupils to understand the world in which they live and to value their own and other's place within it, as well as the diversity and interdependence of individuals, groups and nations.
- ❖ To help pupils to explore the nature of God and Man in accordance with the beliefs and traditions of the Church of England, and to foster a greater understanding of and respect for other religions.

As a Church Controlled School we aim to promote opportunities for learning and sharing in the Christian faith and to create a community where Christian values and beliefs can be shared, together with an awareness of the diversity of humanity's religious experience.

Whatever the changes in education it is essential to remember that at the heart of the education process is the child. We strive to reflect this in the aims of our school and in our aspirations for every individual within the school.





*Ofsted 2009: Pupils' behaviour is exceptionally good and they really enjoy coming to school, as shown by their well above average attendance.*

### **Positive Behaviour and our Anti-Bullying Policy**



At West Dean we aim to foster positive relationships between every member of the school community, believing that respect and consideration should be shown at all times to others and that children should learn to live together in a larger social unit. The emphasis is on encouraging positive behaviour and reflecting the Christian ethos of our school.



The children have negotiated the School's Charter, and will be the first to tell you that we should 'do unto others as you would have them do unto you.' They can earn 'Acorn Awards' for politeness and kindness, as well as for achievement in and around school: these are displayed in the school entrance. There are also class reward systems, such as 'Star of the Week'. Equally, there are sanctions for children who do not behave appropriately, including loss of part of playtime. If a child's behaviour begins to cause concern, we will involve parents and carers at an early stage and work with them to decide on a joint plan of action for pupils who make the wrong choices. The use of 'circle time' in classrooms and assemblies provides opportunities to develop and talk about personal and social skills. We are also able to offer advice to parents on the methods used in school to promote positive behaviour. In some cases, outside agencies may support families and school in this area.



## Our School's Charter:

1. I will always do my best in everything I do.
2. I will ask for help when I need it.
3. I will treat people in the way I would like to be treated myself.
4. I will respect and look after our school and everything in it.

Reviewed and agreed with children and adults in school

September 2013

## Our School Staff:

**Headteacher :** Mrs. G. Moss

### Teachers:

<i>Mrs A Chilton</i>	<i>Apple Class - YR &amp; Y1</i>	<i>(Monday to Wednesday)</i>
<i>Ms H Pleasance</i>	<i>Apple Class - YR &amp; Y1</i>	<i>(Wednesday to Friday)</i>
<i>Miss V Wynn</i>	<i>Maple Class - Y2</i>	<i>(Full Time)</i>
<i>Mrs E Canning</i>	<i>KS2, RE &amp; SEN Cover</i>	<i>(Wednesday to Friday)</i>
<i>Mr J Murray</i>	<i>Beech Class - Y3 &amp; Y4</i>	<i>(Full Time)</i>
<i>Mr H Atkins</i>	<i>Chestnut Class - Y5 &amp; Y6</i>	<i>(Full Time)</i>
<i>Mr J Mathias</i>	<i>Music Teacher</i>	<i>(Wednesday afternoons)</i>

### Teaching assistants:

<i>Mrs T Pinnington</i>	<i>Apple Class - YR &amp; Y1</i>
<i>Mrs J Graham</i>	<i>Apple Class - YR &amp; Yr 1</i>
<i>Mrs D. Stanford</i>	<i>Apple Class - YR &amp; Y1</i>
<i>Mrs S Muggeridge</i>	<i>Beech Class - Y3 &amp; Y4</i>
<i>Miss J Boxall</i>	<i>Apple Class YR &amp; Y1 Additional Educational Needs Support</i>
<i>Mrs S Goacher</i>	<i>Chestnut Class - Y5 &amp; Y6</i>
<i>Mrs L Fairbairn</i>	<i>Maple/Chestnut Class - Y2, Y5 &amp; Y6</i>

### Support staff:

Mrs M Shears		(Business Manager)
Mrs L Bailey		(Clerical Assistant & Clerk to the Governors)
Mr P Snow		(Premises Officer)
Miss S Stanford		(Cleaner )
Mrs C Procter		(Cleaner )
Mrs T Pinnington	Mrs S Goacher	(Midday meals supervisor)
Mrs S Muggeridge	Mrs L Fairbairn	(Midday meals supervisor)
Miss J Boxall	Mrs J Graham	(Midday meals supervisor)
Mr P Snow and Mr N Pennicott		(Swimming pool controllers)

### Chair of Governors:

*Mrs Wendy Goacher*

### Chair of Parent Teachers Association:

*Mr. Wayne Renney*

*Ofsted 2009: All aspects of care, guidance and support are outstanding. Excellent relationships, enthusiasm and dedication are all hallmarks of the ethos of this school, promoted at every level by the strong staff team. Teaching assistants and other staff give excellent support, helping to create what one parent described as 'a very nurturing environment'.*

**The School is well-supported by the Governing Body who meet at least once per half term, with committees and working parties facilitating effective working.**

**LEA Governors**

Mrs L Careswell (Vice Chair of Governors and Chair of Health, Safety & Buildings Committee)  
Mr J Hunt - Local MP

**Parent Governors** (appointed by the parents)

Mrs J Hugason-Briem  
Mrs Z Mann  
Mrs S Simpson  
Mr L Ansell

**Foundation Governors** (appointed by the church)

Mrs W Goacher (Chair of Governors )

**Community Governors**

Miss L Hockley  
Dr Sharon Michi-Kusonuki

**Staff Governors**

Mrs G Moss  
Mr J Murray (appointed by the staff)

*Ofsted 2009: Governors provide good support for the school and undertake increasingly effective monitoring of the school's provision and outcomes. 'A bold vision', as described by a local authority adviser, very clear direction, strong improvements since the last inspection, accurate and rigorous self-evaluation processes, highly challenging targets and excellent equality of opportunities all combine to give the school an outstanding capacity for further improvement.*



**West Sussex County Council  
Local Authority**

Director Operations - Learning  
County Hall  
Chichester  
West Sussex

**Pupil Admissions Office**

Centenary House  
Durrington Lane  
Worthing  
West Sussex  
BN13 2QB

Phone: 0845 075 1007

Fax: 01903 839214

Email: [admissions.south@westsussex.gov.uk](mailto:admissions.south@westsussex.gov.uk)



## West Dean School PTA

All our parents are members of our highly successful and supportive **Parents' and Teachers' Association**.

Those who wish to help frequently but are not available for Committee meetings may be designated as 'Friends of the PTA' and are called upon for baking duties, tent erection etc!

	<b>PTA Committee</b>	
Wayne Renney - Chair	Gillian Moss (Headteacher)	
Kevin McGeough- Vice Chair	Louise Atkinson	
Emma Wills - Secretary	Justin Murray (Teacher)	
Sue Goacher- Treasurer		

The PTA organises a variety of events throughout the school year, either for the children's enjoyment or to raise money, and often both! Recently the funds they have raised have bought us a wide range of extra resources for the classrooms and subsidised the cost of educational visits for each class. Their most recent project has been to help us raise money for an outdoor classroom. This huge project is now complete and used every day. Finishing touches are being made to the interior to allow for maximum use and storage.

All our staff, governors and PTA can be contacted through the School Office

Our school is part of the Chichester School's Locality group.

Most of our pupils transfer to Chichester Boys High, Chichester Girls High, Midhurst Rother College or to Bishop Luffa (C.E.Aided) in Chichester.

Our school is one of the seven schools in the **Goodwood Area Schools (GAS)** group - Singleton, Lavant, the March, Boxgrove, Tangmere and North Mundham. Staff and governors from these schools meet regularly. Joint activities are arranged for pupils from each school particularly for the older children on the point of transfer to secondary school.

West Dean is in the parish of East Dean, Singleton, & West Dean. We are currently 'Inter-Regnum' but Mrs Wendy Goacher is the Church Warden, who can be contacted on Telephone 01243 811641.



**Accommodation:** The school comprises three large classrooms (Apple, Beech and Chestnut Classes), each with recently refurbished cloakrooms and separate toilet facilities, and a fourth room, currently used as a Y2 teaching base. All classrooms have wheelchair accessible external doors.

The central hall is used for whole school assemblies, indoor P.E. lessons, music lessons and as a dining room.



Outside there is a hard surfaced area used as a playground and PE surface, a large field comprising a football pitch, a 'trim trail', and grass play area, an orchard, meadow area, pond and an environmental area. Picnic tables provide opportunities for lessons and lunches outside. The award winning garden is managed by staff and our gardening club, with help from Maple Class. Our newest addition to our school are our free range chickens, who have their own run in our orchard area and provided numerous learning activities. Our new 'Outdoor Classroom' allows us to be flexible with our timetable and making the best use of this amazing new facility which was partly funded by our PTA.

An outdoor learner pool provides swimming facilities during the Summer Term, particularly for the younger children.

There is a secure outdoor play area attached to the Apple Tree classroom.

**The West Dean Pre-School Nursery** is an independent organisation accommodated on the school site, with sessions daily from 9.05am - 1.00pm. The group regularly use the school hall and grounds, and we liaise regularly, sharing fund raising and social events as well as ensuring smooth transitions for those children transferring at the end of the year.

For further information/prospectus contact nursery on 01243 811423 or our School Office

### **West Dean Curriculum**

*Ofsted 2009: Inspiring teaching and high expectations result in pupils developing a great relish for learning. The exciting curriculum is well planned to meet all pupils' needs and engage their enthusiasm for every aspect of their learning. 'I like doing work. It's fun!' said a Year 3 girl. 'I like work that's really challenging,' added a Year 2 boy.*



Education at West Dean is a very active and varied experience, led by our team of creative, inspirational staff who devise sequences of learning which are meaningful, linked, exciting and carefully structured. Lessons build upon previous learning, maximising children's skill acquisition, learning and the building of independence and confidence.

Each **Key Stage** has its own curriculum and our cross- curricular, skills based approach to learning takes its content from the National Curriculum and from that which the school has developed over the years, bespoke for the learners of West Dean. At the end of each Key Stage, children's levels of attainment (using Teacher Assessment and Tests where appropriate) are reported to parents and the local authority. Parents are informed of these levels in written reports and parents' evenings throughout the year. In addition to our dedication to high standards in the core subjects, we value the children's abilities in many other areas and view each child very much as an individual. We aim to enable all pupils to discover their many talents and to build on them, as well as developing their understanding of and respect for everyone else in our school and wider community. The teachers employ a range of teaching styles, groupings and techniques appropriate to the needs of the children.

Learning is enriched by the use of our wonderful grounds and local area, including our liaisons with West Dean College and Gardens, local galleries and stately homes, Chichester Festival Theatre, Weald and Downland Museum, Chichester Cathedral and The Goodwood Estate. The children enjoy many visits and visitors, culminating in a biennial residential visit to Normandy, where children stay in a purpose built centre and learn from a wide variety of cultural and educational experiences.



**English** : All children have daily a programme which addresses the and links with other curriculum 'Club', where children read in small groups and skills are developed at their particular level. A range of methods are used to teach and lessons with each year group following needs and interests of the children areas. These lessons include 'Book



develop children's skills of speaking and listening, reading and writing, with many lessons being part of a larger project, particularly for our older pupils. We aim to give a real purpose for our work wherever appropriate, for example, children write invitations, prepare scripts for short films and make newspapers and magazines. A Home/School reading scheme is in place, tailored to the needs of each class. Handwriting and spelling/phonics are taught throughout the school.

**Mathematics** : All children have a daily maths lesson, with emphasis on mental methods and strategies, as well as accurate calculations and recordings, shape, space and measure. Children learn and practise quick-recall of mathematical facts throughout the school, both within lessons and in separate sessions as appropriate. Our aim is to enable the children to be confident and proficient mathematicians who use and apply their skills to everyday situations, both inside and outside school, so, again, real reasons for learning are key. For example, children count the money we raise for some charity events, they survey pupils and staff for a variety of reasons and analyse and present 'real' data.

**Science** : Science modules are planned, as part of topic work and as a discreet subject where appropriate. Science activities are planned to develop questioning and practical skills, and increase scientific knowledge and understanding.

**Information Communication Technology (ICT)** : ICT is taught both as a discrete subject and through other curriculum areas. It provides opportunities to revisit, practise and develop skills using a wide range of software, from word processing and spread sheets to art packages and film editing tools. The classrooms are networked and have internet access. Several stand alone PCs are in place, but most children use the bank of laptops frequently to facilitate learning across the curriculum. The school has a 'Safe use' policy for the internet and an agreed code of practice. Each class has an interactive whiteboard. The children have access to an A3 colour printer, a scanner, digital cameras, a laptop and digital microscopes, etc.

Other subjects such as History, Geography, Art, Design Technology, Music and Physical Education and R.E. are generally planned on a two year cycle for each class to give the children a broad and balanced skills based curriculum, and to accommodate our split year group classes.

**History and Geography**: These are planned to develop children's awareness of time and place, with the emphasis on acquiring historical and geographical skills. They learn to gather evidence from a range of sources and use this information to inform their studies and confirm their opinions.



**Design Technology (DT):** DT develops from exploration of familiar situations and artefacts, to the appraisal of work by others. The children develop the skills and understanding to design, make and evaluate their work using a range of different materials. The practical side of this subject and the hands on approach facilitate learning.



**Art:** Art is very high profile in school, with children learning to colour mix from YR and being encouraged to take risks, experiment and enjoy learning in many media, techniques and styles. Our work is often exhibited and wins prizes. We are enjoy the support of NADFAS and links with Pallant House Gallery, with our Art Club gaining awards in their competitions. Art provides children with understanding, appreciation and enjoyment of the subject. Developing skills through a variety of media is enhanced with the knowledge and appreciation of the work of artists.



The school values the children's talents and insists on a high standard of presentation of their work.

We enjoy a whole school Arts focus every Summer either as a whole school production or an open gallery event, where we share our work with the wider community.



We achieved an Arts Council of England Gold Artsmark Award in 2010 in recognition of our commitment to the arts and we are currently working towards resubmit our work to gain our Gold award again for 2013.

**Music:** Music is an important part of our curriculum with all pupils having discrete lessons from subject experts: Beech and Chestnut Class children all learn to play the cornet and clarinet as part of their music curriculum. KS1 pupils have the opportunity to learn the ukulele and older pupils have the opportunity to learn the cello and saxophone, peripatetically through the County Scheme for Instrument Tuition, in addition to their other music lessons. Music lessons emphasise the skills of making, enjoying and performing music. Every opportunity is taken to enjoy a wide range of recorded and live music and to develop an appreciation of the style, creativity and talent of others. Pupils from throughout the school have also benefited from the opportunity to write, record and perform a series of songs with professional singers and musicians at The Chichester Festival Theatre and to compose, record and perform their own songs about the Rights of the Child, through our partnership with the Goodwood Area Schools.





**Physical Education (PE):** PE aims to develop physical competence alongside physical health and fitness, and to provide the children with a 'taster' of a range of sports. Children have approximately two hours of PE each week. We have facilities for football, netball, Uni-hock (hockey), rounders, stoolball, longball, cricket, athletics, swimming, gymnastics and dance. We invite experts into school for taster sessions of tennis, squash, judo, fencing, mountain biking etc. Sports tuition by professional coaches provides further opportunities after school (Parents may be asked to make a contribution towards the cost)

Children from Years 3 to 6 have the opportunity for weekly swimming lessons at the Westgate Centre, Chichester throughout the Spring term, for which parents make a termly contribution towards the cost of transport and pool hire. All children use the school learner pool during the Summer months. Most children learn to swim before Yr2. The PTA open the pool after school and during the Summer Holidays when weather and staffing allow.

**Religious Education (RE) and Collective Worship:** West Dean is a Church of England School and our whole ethos reflects the importance of Christian values. We follow the West Sussex agreed syllabus promoting an understanding and knowledge of the Christian faith, other religions and beliefs as well as respect and a caring attitude to other people and the environment. Children are encouraged to consider their responsibilities as members of a Christian society and to develop tolerance and understanding of the beliefs of others. There is a daily act of Collective Worship and a member of the Clergy leads an assembly once each week.

The school has strong links with St. Andrew's Church, West Dean. The children visit the church regularly as part of their studies and every opportunity is taken to use the church for school services and celebrations, including the Christingle, Easter and Leavers' Services. Families from the school are encouraged to take part in the Family Service at St. Andrew's Church. Parents wishing to withdraw their child from RE lessons and collective worship may contact the Headteacher.

**French:** French is taught from YR. The emphasis is on giving the children a taster of a foreign language and building their confidence through fun speaking and listening activities and games within the lesson. All staff support this and work together to bring French into as many parts of our school life as is possible, with phrases and songs becoming familiar as children move through school. Y5 and Y6 pupils attend a residential visit to France, which we run on a biennial basis. Please see our International School & Community Links sections below.



**Personal, Social, Health and Citizenship Education (PSHCE) :** We aim to provide the children with the skills, confidence and understanding to make informed choices, considering their own and others' needs. PSHCE is an acknowledged part of whole school life



and of all curriculum areas and our skills based approach enables us to develop this effectively from YR to Y6 . We believe that positive self esteem is essential for all children and we encourage every pupil to find their way of 'shining' and to appreciate the strengths of others, whilst acknowledging our areas for development and supporting one another.

Drug education and Sex education are an integral part of the Science and PSHCE curriculum, when children are learning about healthy bodies and life cycles etc, and are, as such, embedded within the curriculum. Issues are raised and discussed openly and at a level appropriate to the age and maturity of the child. Our Sex Education programme has been recently reviewed to ensure a progression in the acquisition of knowledge: school staff lead this learning but call upon the expertise of the school nurse at times. Parents are informed of all sessions for older pupils where Sex Education lessons are taught discretely and have the right to withdraw their children. In such circumstances, the School Office should be contacted.

Children at West Dean learn to be independent learners and thinkers from the moment they join us: they have roles to play in our community from YR, where we begin finding out about our rights and responsibilities as school children and citizens of the wider communities in which we live.

*Ofsted 2009: Pupils of all ages help to set their own individual learning targets, which they review at regular intervals. Teachers help them to assess their own progress so that they know how well they are doing and the teachers' marking in pupils' books consistently helps them to know how to improve their work.*

### **Pupils' Progress:**

We aim to involve parents and carers fully in the education of their children. You will have regular, informal contact with the Headteacher at the beginning and end of the school day. All teachers are informally available after school to see parents, and more formal appointments can always be made to discuss children's progress or any other aspect of life at West Dean. Please ring for an appointment if you have something you would like to discuss. We feel strongly that even the smallest worries should not be left unresolved, as these may upset the child.

We follow a policy of continuous assessment for all children, monitoring their progress, diagnosing difficulties and developing their successes. You will be formally invited into school to discuss your child's progress twice per year, for consultation evenings in the Autumn and Spring terms (Y1,3,4 & 5) or Autumn and Summer terms (YR, Y2 & Y6) and we will contact you at other times if we have

concerns. A written report is sent to parents each year (Spring Term for Y1,3,4 & 5 and Summer Term for YR, Y2 & Y6). This includes National Curriculum Test results for pupils in Years 2 and 6 and teacher assessment levels for all year groups.

Teachers evaluate progress each lesson and this informs future planning. This is often done informally, through observation, marking of work, questioning and discussion, but more formal tests and on-going assessments (APP) are carried out to inform our teacher assessment throughout the year. Progress is tracked and discussions held amongst the staff and with the Headteacher to enable decisions to be made about additional support etc.

During a child's first year the Early Years Learning Journal is completed, through the normal course of observations and activities.

*Ofsted 2009: Children join the school with skills in line with national expectations and make good progress from the start.*

### **Special or Additional Educational Needs (SEN or AEN):**

Pupils may experience additional or special educational needs or need extra support at any time during their education. Their needs are identified through a series of measures including observing them in the classroom, diagnostic testing and through close liaison between class teachers, the Headteacher and parents.

Our teachers are skilled in providing support for children of all abilities and needs within the classroom, and we also have skilled, trained support staff who are able to deliver specialist programmes to individuals or small groups, in particular to meet the needs of pupils with Specific Learning Difficulties such as Dyslexia. Reasonable adjustments will always be made for pupils with disabilities and our pupils' special needs are always carefully considered when preparing for educational visits and transition to new schools.

Support for SEN pupils is recorded on an Individual Education Plan which will be shared with both the pupil and their parents or carers.

We work closely with a variety of outside agencies such as the Speech and Language Therapy and Educational Psychology services to gain advice and resources for our pupils.

There are three levels of Additional/Special Education Needs provision within West Sussex:

✓ **School Action:**

This is where we are concerned about a child's progress but feel that with some extra support within school, even for a short time, the child's needs will be addressed. In these cases an Individual Education Programme (IEP) will be drawn up and shared with the child and parents.

✓ **School Action Plus:**

This is where, despite interventions in school, we are still concerned about a child's progress and feel that we need outside advice to help us address their needs. **We always notify parents before discussing a child with an outside agency.**

✓ **A Statement of Special Educational Needs:**

This is where staff and other professionals involved feel that a child requires a high level of support over and above what could normally be expected within the classroom. A 'statement' is then requested and a panel of SEN professionals from West Sussex County Council decide whether this is appropriate. Very few pupils are granted or need a 'statement'.

✓ **We provide for 'gifted and able' pupils by preparing teacher input at different levels and different activities for specific pupils in specific areas of the curriculum. In some cases, children spend time in other classes to help extend their learning, attend courses, and work in small groups on extension projects.**

**We will always contact you if we are concerned about a child's progress and are pleased to discuss any concerns that you may have.**

*Ofsted 2009: Learners of all abilities achieve outstandingly well, including those with learning difficulties and/or disabilities, who are very well supported.*

Our priority is always to ensure appropriate differentiation and provision whilst integrating all children as fully as possible into every aspect of school life.

## **Gifted and Talented Pupils**



As a school we aim to meet the needs of *all* our pupils, enabling every individual to achieve their potential. Rigorous assessment procedures enable us to identify pupils who are very able or talented, either in one particular aspect of curriculum or across the board. Class teachers plan for these pupils so that they experience learning which matches their ability. Questioning is used to challenge the more able thinker, and enrichment opportunities allow the pupil to explore a topic in added depth, or to apply their learning in more complex ways, encouraging their creativity and intellectual curiosity. Advice on provision for able pupils may be sought from subject specialist staff, county advisers and staff at the local secondary school. We also make use of the opportunities organised by our family group of schools, the Goodwood Area Schools, for Gifted and Talented Pupils, which provides extra-curricular activities each term.

### **Extra-Curricular Activities and Community Links**

We try, as much as possible, to use the local area and local people to enrich the learning we offer the children. West Dean children, staff and parents are often seen walking around the village. Recent visits have included a map walk up the Trundle, Chichester Cathedral, West Wittering beach, Portchester Castle, the National Science Museum, Haslemere Museum, Fishbourne Roman Palace and the Mexican Ambassador's Residence in London. Older children are also offered a biennial residential trip, to Le Clos de l'Ancien Pressoir in Normandy, France.



Visitors are regularly welcomed to our school. Recently the children have taken part in dance and squash workshops, and learnt about living with disabilities.

Sporting activities are an important part of our provision, including inter-school matches and competitions. A variety of clubs are also available, including Choir, Dance, Art, Netball, Gardening, Cookery and Multi-Sports. There are additional opportunities such as ICT, Spanish, Longball, Football and Writers' Clubs in other terms.

These opportunities are generally for KS2 pupils, although we involve younger pupils whenever possible, for example the 'Huff and Puff' workshops and Festival. Parents are also offered pupil/parent ICT workshops during the year to help families develop these skills together.

We hope children will leave our school with confidence and skills in all areas of the curriculum as independent and collaborative pupils who love learning, and have happy memories of life at West Dean.

*Ofsted 2009: The curriculum is greatly enriched by a wide variety of stimulating additional activities, visits, visitors and themed days or weeks. There are also excellent partnerships with many local organisations which considerably enhance pupils' learning.*

### **International School**

At West Dean we believe it is very important for our pupils to grow up with an awareness of the wider world in which they live. They study many different countries and cultures as part of their learning, and this is brought to life even more by the use of ICT. French is an important part of the curriculum from Apple Tree Class upwards, and other languages are included in the learning on an occasional basis. We have established a link with a French primary school, with our children having opportunities to send letters and emails, as well as our Y5/6 residential visit, to find out more about the French way of life.

We have exciting links with a community in Las Posas in Mexico, which shares our history and heritage. This link is facilitated by our relationship with West Dean College, and has involved shared art projects, visits to the Mexican Ambassador's residence in London and a donation to the Mexican school of two laptops which we received as part of winning the National Guardian Classroom Innovation Award in 2011. Our work on the Olympics theme in 2012 will further enrich our global dimensions and add to our links.

Our links with a school in Portsmouth will provide further opportunities for our pupils to experience learning with children from different backgrounds, cultures and religions.

We are currently developing our school's awareness of global citizenship, rights and responsibilities through a collaborative project with our Goodwood Area Schools. This will enable children to have a clearer understanding of the rights of children throughout the world and build in them the confidence to strive for a better world in their young and adult lives. We have recently gained our Unicef UK Rights Respecting Schools Award in March 2013.

In recent years we have sent shoes and books to Africa and we regularly raise money for a range of charities.

*Ofsted 2009: The school's contribution to community cohesion on all levels is good and this continues to develop through the setting up by the school of a local community cohesion group which meets regularly to plan further developments.*

## Eco School

We all work together to try to conserve our planet's resources. Each class in our school takes responsibility for this, and we have regular events that remind us of the need to look after our world.

- *We compost all of our fruit and vegetable waste, and use the compost in our school garden.*
- *We try to keep the area around our school safe by making sure adults park safely.*
- *We work together to make our school grounds interesting and attractive, and litter-free!*
- *We do lots of our learning outside in our beautiful school grounds.*
- *We are Eco Detectives - we make sure we turn off lights and appliances when they are not needed, close doors etc, to conserve energy.*
- *We are Recyclers! We collect our waste paper for recycling each week.*
- *We are gardeners! We now have a gardening club, and Maple Class lead us in this, using or selling much of their produce*



## Healthy School

We are a Healthy School! Since 2008, we have had National Healthy School status. This award reflects the work we have been doing to ensure our children are healthy while they are at West Dean, and also to help them learn how to live a healthy lifestyle as they grow up.

*Ofsted 2009: excellent understanding of how to keep themselves, and each other, healthy and safe.*



Our children stay healthy at school because they are encouraged to:

➤ *Take part in vigorous physical activity.*

Besides PE lessons our younger classes have lots of opportunities for physical play, using bikes and other equipment outside. Many of our older children take part in our after school clubs each week, and everyone is encouraged to have active playtimes.

➤ *Eat healthily*

All pupils are able to have a fruit or vegetable snack at morning play, provided we have received your permission for them to do so. This is funded through the NHS for children up to Year 2, and parents of older pupils are asked to contribute towards the cost. Alternatively, pupils may bring their own fruit or vegetable snack for mid morning.

Hot meals are available at lunch time: details of the ordering process are available from the office. Pupils who choose to bring their own packed lunches are encouraged to bring a healthy mix of sandwiches and fresh fruit and vegetables.

➤ *Drink to think*

Research has shown that our brains need hydrating regularly. Children have a school sports bottle of water in the classroom to use throughout the day. (Water bottles are washed frequently and kept hygienically) This drink is separate to their lunchtime drink.

Please Note: We do have some children with allergies in school. Parents need to notify the School Office accordingly.

## **Homework**

Homework in some form is set throughout the school - it may be just to bring in an object beginning with a certain letter in the Reception class or, for older pupils, it may be a piece of extended research on a particular topic. The purposes of setting homework are

- To promote the partnership between home and school.
- To encourage children to develop independent learning skills, creativity and initiative.
- To extend learning beyond the classroom, preparing children for learning and following up class work.

Children bring home age appropriate work and targets, and we expect children to read a little and often at home, building up a healthy enjoyment of books and reading stamina as they become more able.

## Links with Parents and Carers

At West Dean we believe firmly in the partnership between home and school. We believe your child's education is a shared responsibility and we try hard to involve you as much as possible by keeping you informed about your child's progress and making you feel welcome in the school.

Newsletters are sent out regularly (approximately every fortnight) and it is a good idea to check children's book bags each day. These letters are also available to read online via our website. You will also be invited into school regularly, for consultation evenings, open afternoons/mornings, class or special assemblies and services, productions and many other events. Class assemblies take place once per term. We also welcome parents and other friends of the school who are willing to help on a voluntary basis in a variety of ways, such as assisting in the classrooms or with clubs, or accompanying school trips.



In the Autumn term, we hold an Open/Celebration morning when we share our learning and teaching in a particular area of the curriculum, as well as celebrating achievements throughout the year with talks by the PTA, Governors and School Council. In the Summer term, we open the school for either a play or an Art event. There are times when families feel they need additional support from the school, and we will always do whatever we can to help.

*Ofsted 2009: Parents are very supportive of their children's learning and entirely positive in their praise for the school and the education it provides for their children. 'West Dean has enhanced our son's life ... helping to make him a well-rounded and inquisitive little person!' said one. Another wrote, 'We are absolutely delighted with West Dean School – we couldn't be happier!' Finally, a parent's comment that echoes many, 'My children and I feel lucky and proud to be part of such a fantastic school.'*

**Home School Agreement:** At the beginning of each child's time at West Dean, parents and staff sign a Home School Agreement which establishes areas of responsibility and good working relationships.

### **Child Protection**

West Dean School is committed to ensuring the safety and welfare of the children in our care. All members of staff are subject to an enhanced CRB check, as are any people who regularly support in school. Occasionally situations arise where a child may appear to be at serious risk of physical injury, neglect or emotional or sexual abuse. In such cases, West Sussex Child Protection guidelines will be followed.

### **Admission Arrangements**

The Admissions Policy of the school is common to all County Schools in West Sussex. Parents of pupils due to start school in September 2014 will receive an information and application pack during October 2013. If you have not received a pack or have other queries you should email [admissions.south@westsussex.gov.uk](mailto:admissions.south@westsussex.gov.uk) or call 0845 075 1007. Applications should be made by 15th January 2014.

If you live outside West Sussex and wish to apply for a place in this county, you can do so by completing our application form. Please email or telephone to request an application form, or apply online.

- Children are admitted to the school in the September of the academic year in which they are five. Children who are five between 1<sup>st</sup> September and 31<sup>st</sup> December will attend full-time
- The decision regarding YR pupils beginning full or part time is made by parents with the school giving advice based upon our professional judgements taking account of each pupil's age and readiness for full time education
- We advise that those who are five between 1<sup>st</sup> January and 31<sup>st</sup> August attend part-time, for mornings only, during the first half of the Autumn Term, and full-time thereafter if they appear to be ready then. We may advise that very young children begin on a full-time basis after Christmas
- Anyone seeking admission for a child between five and eleven should also apply to the Admissions Office.





### **Starting School at West Dean**

In the Summer Term before they are five the children are invited to a programme of pre-school visits where they are able to spend time in Apple Tree classroom (YR/Y1) and begin to get to know the school and their teacher. Parents and carers are also invited to an information session, when we explain procedures and answer any questions you may have. Home visits will take place, where our two Apple Tree Class teachers will visit nursery settings and homes to get to know children and their families. This helps us all to make the transition to school life smooth and successful. At the beginning of the Autumn term, Apple Tree Class teachers will meet parents once again to explain systems and expectations, and to answer any queries.

Children who join the school after they are five will be invited to spend some time in their new class before they transfer, wherever possible.

### **Moving on**

We place great importance on links with local secondary schools, and liaise with Midhurst Rother College, Chichester Boys' and Girls' High Schools and Bishop Luffa School, although some pupils move to other schools for their secondary education. Year 6 pupils visit their secondary school during the second half of the Summer Term. They generally attend lessons, have a school lunch, meet some of their teachers and become familiar with the buildings. Secondary school staff also visit the pupils here. Where we feel pupils require additional support for this transition, we will suggest this and put it into place with the support of our secondary colleagues. We also carry out transition activities within school and liaise with other primary schools to facilitate a smooth and happy transition. In the past years we have taken groups of pupils to secondary schools for technology, maths and science challenges, PE tournaments etc, and our family group of schools (GAS) also provide activities to support transition.

### **The School Day:**

8.20	Children may wait on the netball court with Mrs. Muggeridge and Miss Freestone.
8.35	Children line up and come into school
8.40	The register is taken
8.45	First session
9.55	Assembly
10.15	Playtime
10.30	Second session

12 -12.50 Lunch + play  
1 - 3 Afternoon session + playtime  
3pm End of school day.

Apple Tree Class are collected from their door, with parents waiting in their outdoor learning area.

Other children wait in netball court until collected.

### **Start of the School Day**

There is someone on duty in the playground from 8.20am - children should not be left on their own prior to this. You are welcome to wait with your child, especially in the early days. Whilst waiting in the morning the children remain within the netball court boundaries, from which cars are excluded, only on exceptionally wet mornings will the children go straight into their classrooms.

### **End of the School Day**

Apple Tree Class children will wait with their teachers in the classroom and must be collected from the outdoor area and escorted to playground/car park at 'hometime'. Other children will wait on the netball court with their teachers until parents/carers arrive. Any children who are not collected on time are brought into the entrance hall to wait. If for some reason you are going to be late collecting your child, please phone and let us know. If your child is going home with another adult or with another family please let your child's teacher know. Children arriving late or leaving school for appointments etc must be signed in/out of our record book in the entrance area please.

If you are meeting your child by car, please park in the car-park with the least wastage of space, preferably reversing in to save unnecessary manoeuvres when leaving. We have limited space and ask that first arrivals fill spaces near the top first to avoid congestion and that the spaces behind the zebra crossing be reserved for drivers with very young children. Please walk along the pathway between the fence and the wall, to separate small pedestrians from cars and our School Bus. Please do not walk across the car park. Alternatively, our neighbours in 'The Dean' pub across the road are happy for parents to use their car park as on 'overflow' parking area: Please use the new crossing area on the A286 with care.

NB: Please help us to enforce these safety rules:

- *The children and their younger siblings are not allowed to play on the field before or after school, but may play by the picnic benches if parents are present and supervising*

- *Please park at the "top" of the car park unless you have a very young child with you*
- *Drive slowly and carefully on the school site*
- *Use the footpath behind our fence to walk your children to and from the car park*
- *Children must always be accompanied in the car park*

Thank you for your support in this.

### **School Uniform**

Although not compulsory, all children are expected to wear the agreed school uniform which is designed to be easy to wear and good value for money.

**Girls:** White blouse or polo shirt

Royal blue sweatshirt with school logo (available from school)

Grey skirt or pinafore or tailored trousers

Blue/white check summer dress

White socks/ black or grey tights in winter

Blue/black/brown low heeled shoes/ closed sandals -no trainers.

**Boys:** White shirt or polo shirt

Royal blue sweatshirt with logo (available from school)

Grey trousers (long/short)

Black/grey socks

Black/brown shoes/closed sandals - no trainers.

### **P.E. (Girls and boys)**

- Royal blue T-shirt (available from school)
- White shorts
- Trainers Football boots (no studs)
- Each child will also need a PE bag and their PE kit must be in school every day



- A swimsuit and towel will be needed daily for the Summer term and for weekly swimming lessons in the Spring term (Key Stage Two only.)
- An overall or painting apron is also needed throughout the year.
- Long PE trousers are also useful in colder months and can be worn at playtimes by older pupils wishing to play on the field

All children need **trainers and appropriate outdoor clothing** for the season for playtimes, **every day**- coats and/or hats, as well as sunscreen in the sunny months

The school stocks the several items of uniform with the school logo (details below) which are always available. Other items of uniform can be purchased from any high-street retailer.

All items of clothing and equipment must be clearly named - please check regularly as names do tend to wash off!

#### West Dean School Uniform Price List

*The items listed below are available from the School Office:*

- |   |                                     |
|---|-------------------------------------|
| • Sweatshirt with school logo   | £8                                  |
| • Sweat cardigan with school logo   | £10.00                              |
| • T.Shirts for PE   | £5.00                               |
| • Baseball + legionnaire hats   | £3.50                               |
| • Fleece (by order only)  | £12.00 (children)<br>£17.00 (adult) |
| • Shower-proof anorak/fleece (by order only)  | £16.50 (children)<br>£21.50 (adult) |
| • All Weather Suits (Navy - by order only) -  | £10.50                              |
| • PE/swimming bags £3.50      Back Packs  | £6.60                               |
| • Book bag £3500  |                                     |
| • Water bottle £1.00/Spare Lids 25p - the children keep these in school and have free access to drinking water during the school day. |                                     |

The PTA or a volunteer organises 'Second Hand Uniform Sales' after school about once a term. They are always pleased to receive good quality uniform to sell and proceeds go to the PTA funds.

### **Jewellery**

Jewellery is not part of the school uniform. Watches may be worn but not bracelets or necklaces.

In accordance with County guidelines plain stud earrings only may be worn but these must be removed or covered by an elastoplast before PE lessons. All items of jewellery remain the child's responsibility.

### **Complaints Procedure**

Anyone with a complaint or concern about the school is invited in the first instance to discuss it with the child's teacher or the Headteacher. Should this not resolve the problem the Chair of Governors should be contacted. The Governors at West Dean have adopted the West Sussex Education Committee arrangements for the consideration of complaints. The policy document is available from the School Office.

### **Absence**

If children are ill and unable to attend school, parents must telephone the School Office as soon as possible. Where we do not receive such message, we will contact parents/carers to ensure we know where pupils are at all times.

There are two categories of absence - **Authorised** and **Unauthorised**.

#### **Authorised Absences:**

- Illness - notified to the school.
- Medical or dental appointments, providing the school is notified. However please do try to make medical and dental appointments in the holidays or outside school hours. The Chichester Family group of schools are actively seeking the support of the medical profession for this.

#### **Unauthorised Absences:**

- Any unexplained absences are recorded as unauthorised in the child's records.
- Shopping trips, outings etc during school hours are unauthorised except in exceptional circumstances when permission has been given **in advance** by the school.
- In line with the national statutory position, the governors do not authorise any holiday absence in term time.

**Medicines:**

Medicines cannot be administered by school staff except in exceptional circumstances. The Headteacher must be informed of any on-going medical problems and treatments so that special arrangements can be agreed.

Inhalers (clearly named and up to date) may be kept in school and administered according to agreed guidelines.

If children are unwell or have a significant accident during the day we will contact parents/carers immediately. In the event of a more serious accident which requires emergency medical treatment we will always endeavour to contact parents/carers first. If children have minor accidents in school, we send a written note home, detailing the incident, the time of the incident and any treatment given.

We have a School Nurse and she, or her assistants, come into school routinely to do vision, hearing, height or weight checks. The School Nurse may be contacted via the school office.

**School Attendance Statistics**

Each year we are required to report the absence statistics for the school. These statistics include the children's attendance from 1st September 2010 to end July 2011.

Absence Statistics 2012 - 2013	
Attendance	96.4%



% of sessions missed through authorised absences	3.6%
% of sessions missed through unauthorised absences	0.02%

Any absence which is not for sickness or medical reasons and which has not been approved by the Headteacher constitutes an unauthorised absence The Governors discourage holidays in term time.

## Results of National Curriculum Assessment of 7 Year Olds 2012

Teachers use KS1 tests to confirm their own teacher assessments of the children's attainment. These final assessments for 2013 are given in the table below, with national test results for 2012 in brackets for comparison. (National data for 2013 are not yet available) Figures show the % of children achieving each level. Each child in our cohort of 14 pupils represents 7.14%

Level	W	1	2+	2B+	3+
<b>Speaking and Listening</b>	0	0	79(87)	N/A	29(21)
<b>Reading</b>	0	0	100(85)	79(74)	14(26)
<b>Writing</b>	0	0	93(81)	64(61)	7(15)
<b>Mathematics</b>	0	0	100(90)	93(74)	36(20)
<b>Science</b>	0	0	93(89)	N/A	14(20)

**W** represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.  
Figures may not total 100% because of rounding

## Results of National Curriculum Assessment of 11 Year Olds 2012

These percentages represent the National Curriculum Results at the end of Key Stage 2 for 2013.  
(National results for 2012 are in brackets for comparison: National data for 2013 are not yet available)

Level	4+	5
<b>Reading writing and maths</b>	87(N/A)	20(N/A)
<b>Mathematics</b>	87(84)	33(39)
<b>Science</b>	100(86)	60(36)
<b>Reading</b>	100(86)	67(48)
<b>Writing</b>	100(81)	47(28)

Figures show the % of children achieving each level. Each pupil of this cohort of 13 represents 7.69%. Totals may not add to 100% because of rounding.

## School Term and Holiday Dates 2013/2014

### **Autumn Term 2013:**

Tuesday 3rd September and ends on Friday 20<sup>th</sup> December 2013

Half Term - Monday 28<sup>th</sup> October - Friday 1st November 2013

### **Spring Term 2014:**

Tuesday 7<sup>th</sup> January 2014 and ends on Friday 4<sup>th</sup> April 2014

Half Term - Monday 17<sup>th</sup> February - Friday 21st February 2014

Easter Holiday - Monday 7<sup>th</sup> April - Monday 21<sup>st</sup> April 2014

### **Summer Term 2014:**

Tuesday 22<sup>nd</sup> April and ends on Wednesday 23<sup>rd</sup> July 2014

Half Term Monday 26<sup>th</sup> May - Friday 30<sup>th</sup> May 2014

Term ends Wednesday 23rd July 2014

There will also be INSET (Staff In Service Training) days on:

Monday 6<sup>th</sup> January and Wednesday 2nd July 2014

when the school is closed for the children.





Thank you for taking the time to read our prospectus.

We hope it has answered your questions and shown how we offer an excellent start to your child's educational career.

We recognise that every child is special and believe that we can cater for their needs at West Dean.

We are very proud of our school, its educational provision and its caring family atmosphere.

Please do not hesitate to come and see it for yourself.

## Some School Terminology and what it means!

**Foundation Stage** includes pre-school and Reception Year

**Reception** (YR) school year in which a child has his/her fifth birthday

**Key Stage One:**

- Year 1** - school year in which child is six
- Year 2** - school year in which child is seven

'infants'

Statutory end of Key Stage One Assessment at end of Year 2

**Key Stage Two:**

- Year 3** - school year in which child is eight
- Year 4** - school year in which child is nine
- Year 5** - school year in which child is ten
- Year 6** - school year in which child is eleven

'juniors'

Statutory end of Key Stage Two assessments at end of Year 6

Transfer to secondary school:

**Key Stage Three** - Assessment at end of Year 9 is no longer a statutory requirement for schools

### Key Stage Four - Statutory assessment at end of Year 11

There is a separate curriculum for the Foundation Stage.  
Children progress through The National Curriculum throughout their school career.

## **The National Curriculum for primary schools currently covers:**

'core' subjects : English, Mathematics, Science, ICT - currently

'foundation' subjects History, Geography, Art, Design Technology, Music, PE and PSHCE

Religious Education is a statutory requirement.

## **The children are assessed against National Curriculum 'levels' throughout their school career:**

Level 1, 2, 3, 4, 5, 6, 7, 8.

These levels are often split into a, b, and c. (with a being the highest)

The Foundation Stage has a separate assessment methodology

KS1    Levels 1 - 3    Expected attainment for the majority at age 7 is level 2b

KS2    Levels 2 - 5    Expected attainment for the majority at age 11 is level 4b

KS3    Levels 3 - 7    Expected attainment for the majority at age 14 is level 5/6

NB It is important to remember that assessing attainment against these levels provides 'markers' of an individual child's progress through the curriculum. They are not pass/fail nor are they competitive!

**Assessment and Testing:** Children are assessed against these levels each year, sometimes using 'tests' or 'tasks' and **always** using 'teacher assessment'. These are 'in-school' assessments and help us to ensure that the children are making expected progress, to alert us to any problems and to help us to set realistic targets. We 'track' children's progress using these methods and our daily knowledge of the children. Foundation Stage, end of KS1 and end of KS2 levels are reported to the government and are a means of judging standards in the school, comparing us with other schools and judging trends for our school, at county level and at national level. It is our belief that, although our standards have been judged by Ofsted as *Good* and *Outstanding*, and percentages and targets are essential; the progress of individual children is of far greater importance to us all.