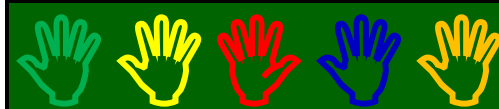


Rusper Primary School



Prospectus

2016—2017

RUSPER PRIMARY SCHOOL

Rusper
Horsham
West Sussex
RH12 4PR

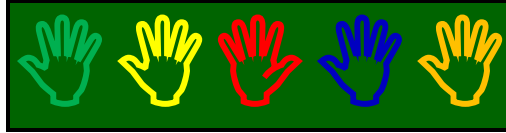
Headteacher: Mr N J Avey B Ed Hons
Chair of Governors: Mrs E Worskett



Telephone: 01293 871272
Facsimile: 01293 871135
e-mail: office@rusper.w-sussex.sch.uk

Further information about our school can be found at:
<http://rusperprimary.eschools.co.uk>

You make friends fast and the learning is fun – Year 6 pupil



WELCOME

Rusper Primary School is a village school, which is firmly established in the local community. We offer a broad and balanced curriculum built upon the foundations of our core values – collaboration, independence, individuality, creativity and spirituality.

Staff, children, parents and governors are committed to the school community, and we strive for the highest standards in all that we do. Positivity is in everything we do. Both children and adults enjoy being here! We encourage parental involvement in the school community and pupil learning at every opportunity.

The original building dates from 1871, but the school was extended in 1990, 1992, 1996, 2006 and 2010. We now boast four classrooms, group room, a library, cloakroom facilities, hygiene and therapy rooms, kitchen and administrative accommodation.

Foundation Stage and Key Stage 1 children share an outside area accessible direct from their classrooms and learning takes place both inside and out. All classes are supported by Teaching Assistants. The school is well equipped with resources and technology which enhances the teaching and learning.

There is a large hard surface playground and an enclosed Multi-Use Games Area. We have a playing field with an adventure trail, climbing frame and fort, a garden area and a living classroom. We have recently added a Well-Being Walk, encouraging healthy exercise all year round. This provides access to our wildlife area, which features a woodland trail and natural habitats, as well as a story telling circle and wishing chair.

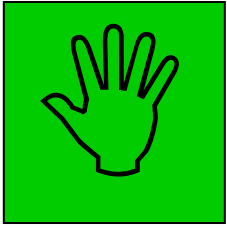
Visitors are always welcome, so do come and see for yourself. Please telephone the school office for an appointment.



I like being able to choose which learning I do when, with the support of my teacher helping me to prioritise which tasks I should tackle first - Year 6 pupil

OUR CORE VALUES

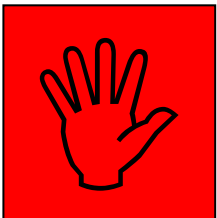
Our values underpin the curriculum. Together we explore these values, identifying and teaching key skills that learners will need to demonstrate each value in practice.



Collaboration: is being part of a team that works co-operatively in partnership

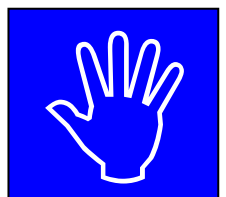


Independence: is the ability to make informed choices and decisions, and the confidence to judge the impact of these

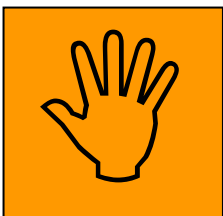


Individuality: accepts unique and distinctive characteristics, allowing them to be nurtured and celebrated.

Creativity: is the demonstration of imaginative, innovative and original thoughts or ideas.



Spirituality: is a journey to discover a sense of purpose and identity, rooted in a set of values.



Learning with values gives you a better understanding of what you are really learning about - Year 6 pupil

Each day begins with a flexible start, with children arriving from **8.50 until 9.00** when the school day officially begins. From **8.50 until around 9.10**, each class is engaged in self-selected activities. This is called Five Alive. These activities are closely linked to the core values, and are designed to develop key skills.

Five Alive By Louise – Year 5

5 Alive is where we have activities linked to each of our values. It starts straight away when we come into school and lasts for about 20 minutes every day. We can choose the order we do the activities, but we have to do all of them in a fortnight. It's our responsibility to tick off the activities once we have done them. Sometimes it's tricky to organise my time to make sure I get everything done, but I'm getting better at it, which means I'm becoming more independent. I like starting the day with 5 Alive as I like knowing what to do when I come into the classroom and it gets my brain warmed up for what comes next.



Daily assemblies provide opportunities for the whole school to deepen understanding of our values, reward endeavour and celebrate success. These are both reflective and joyous occasions.

BEAD TREATS

By Kian – Year 5

We have beads related to each of our core values. They are the same colour as the value they represent. You can earn a bead for demonstrating a value. For example, you might get a green bead if you've worked really well in a team, especially if that's something you find really difficult. You might get a creativity bead for finding a solution to a problem. All the beads go into the jars in the Hub – a central place where everyone can see them. When a jar is full, then the whole school gets a bead treat. Bead treats are chosen by the School Council which is a group of pupils elected by the children each year. Bead treats can be big or little. We had a man visit us with a van full of Lego and we were able to build a whole town. Another time we made kites and had a visit from an ice-cream van. My personal favourite was Marshmallow Movie Time. I understand the values better when we talk about them a lot. I like having the beads as it's something that makes our school special.

THE CURRICULUM



The curriculum of our school is built on the foundations of our Core Values. It provides a structured programme of study that ensures continuity and progression throughout the school, promoting the development of essential skills for learning and life. We aim to prepare our children for the opportunities and challenges of the 21st century. We want successful learners, confident individuals and responsible citizens. We strive for high academic standards in literacy and numeracy through high quality teaching and learning. Our curriculum is broad and balanced for all pupils, whilst recognising and meeting the needs of the individual. We enjoy a creative approach to learning, and provide opportunities for children to learn in a variety of ways in all lessons. The Learning Adventures are umbrella topics that bind all subjects (core and foundation) together. They include visits and visitors, learning with children from other classes, parents and members of the community. We create many opportunities whole school projects.

In line with the West Sussex Curriculum Statement, we ensure that all pupils have an entitlement to a curriculum which:

- ⇒ Enables pupils to feel confident, valued and successful and respect themselves and others as learners
- ⇒ Enables pupils to work and learn together in a high quality teaching and learning environment
- ⇒ Is broad, balanced, flexible, relevant, inclusive and well planned; it is well matched to individual need, providing the context for in-depth learning
- ⇒ Will enable pupils to make a significant contribution to their school community and the wider world
- ⇒ Provides continuity that is effective and supports progression and successful transition (home-school, preschool-school, between classes, school-school)

Religious education is a statutory subject with a non-statutory programme of learning in the primary curriculum. The Education Act 1996 requires schools to offer religious education to all children, unless their parents withdraw them from the provision. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops children's knowledge and understanding of the nature of religion and belief including Christianity, principal religions, other religious traditions and world views. We follow the West Sussex Agreed Syllabus for RE.

There are usually two Learning Adventures each term, not necessarily of equal length. Each Learning Adventure focuses on two core values in particular, but with reference to the other values as well. Key skills are identified and we explore the implications for teaching in order to ensure these skills are developed. The Learning Adventures are planned across a two year period to ensure breadth and balance across the primary curriculum and are based around key experiences we wish our children to have. Appropriate reference is made to the EYFS guidance and the 2014 National Curriculum.

In general, teachers spend time with smaller groups and individuals rather than engaging in whole class teaching, thereby promoting independent learning alongside adult-led learning. Adults seek to extend learning through precise questioning at all times. In addition, each class has at least two sessions timetabled for PE each week. Music sessions are discrete, but linked to the Learning Adventure wherever possible. The RE curriculum is covered through links with Learning Adventures, and a celebration of festivals as appropriate through the year. French is taught in KS2.

The Early Years Foundation Stage

The Early Years Foundation Stage begins at birth, and therefore children will develop in a number of settings during this stage, attending part-time or full-time. We like to make contact with the setting your child attends before they start school, to help us build a picture of your child.

These principles guide our practice:

- ⇒ every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- ⇒ children learn to be strong and independent through positive relationships
- ⇒ children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- ⇒ children develop and learn in different ways and at different rates

The curriculum for the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing progress in the following areas:

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Independent learning through play is highly valued and clearly demonstrates the skills with which the children are secure, as well as giving the opportunity to practise newly acquired skills. Adult led activities provide opportunities to introduce new skills and build on prior learning.



Achievements are recorded in individual Learning Journals, which provide an insight into children's progress as well as celebrating the many successes they experience. Adults in school, children and parents are invited to contribute.

ASSESSMENT

Initial assessment is based on our observations of and interventions with your child, discussions with parents and information provided by pre-school settings. A school baseline assessment is established by Autumn half term. The Foundation Stage Profile is completed at the end of the Reception year as a record of a child's achievements through the Foundation Stage.

At the end of Year 1 each child completes a statutory Phonics Assessment. The results published and compared against other schools in the locality, county and nationally. Pupils are able to re-sit this Phonics test at the end of Year 2 if they don't meet the expected standard in Year 1

At the end of each Key Stage (Year 2 and Year 6), children complete statutory assessments in English and Mathematics. At Key Stage 2, assessment takes the form of both teacher assessment and statutory tests, whilst at Key Stage 1 tests are used to support teachers' judgements.

Individual results of these assessments are reported to parents in the annual report. Data for the whole cohort is published for comparison within the locality, county and nationally.

Teachers track the progress of all pupils against all core objectives taught, to ensure that teaching always meets the learning needs of all our pupils. Regular assessments of progress are made throughout each year, and records of attainment are kept by class teachers.

Parents are invited to consultations with their child's teacher in the Autumn and Spring terms, when successes can be shared, concerns raised and next steps discussed. A written report is prepared by each class teacher in the Summer term each year. This includes information relating to achievements and targets in the subjects of the Early Years Foundation Stage and National Curriculum alongside comments on general progress.



People respect you however you are: smart or not, confident or shy, it doesn't matter; they will always help you when you need it – Year 6 pupil

SPECIAL EDUCATIONAL NEEDS

Throughout the curriculum, tasks are set to match the needs of individual children. However, where a child has learning, emotional or behavioural difficulties causing concern to parents or staff, home and school co-operate to set up close links in order to benefit the child.

Special programmes of work may be devised by the class teacher, Special Educational Needs Co-ordinator or an advisory teacher, and progress towards specific targets will be monitored. If further help is required, assistance is sought from appropriate external agencies.

Able children are given challenges and extension activities within the curriculum to meet their needs. Advantage is also taken of opportunities within and beyond our locality group for pupils to work with peers from other schools.

Every attempt is made to ensure that children with disabilities have equal access to the curriculum and facilities, and that appropriate individual support is available, either in terms of resources, adult support or making reasonable adjustments. The school has a hygiene room and therapy room which afford specialist provision for children with physical disabilities.

We are also able to support children experiencing barriers to their learning through our Learning Mentor programme. Our Learning Mentor is a trained member of staff who sees children either individually or in small groups, usually once a week for around 6 weeks. Together they explore difficulties or worries that may be preventing the child from engaging with learning.

The governing body monitors and evaluates the implementation of the school's Inclusion policy, a copy of which is available on the school's website, along with details of the Local Offer.



Individuality is all about being yourself and staying as yourself - Year 4 pupil

DISCIPLINE

The primary aims of school discipline are to keep all pupils safe and to ensure that individual rights to learning, happiness and equal opportunity are upheld. Rusper Primary School applies a positive approach to discipline with expectations rooted in our core values.

Qualities of respect, honesty, kindness and fairness are positively promoted within the school, and an emphasis is placed on self-discipline, team work and good manners. High standards of behaviour are expected from all those involved in the school. Staff and pupils treat one another with respect and courtesy.

Children are allocated to one of two houses on arrival in school, and are encouraged to earn team points through appropriate behaviour, effort and achievement. Awards are presented each term to recognise each individual's total. There is healthy competition between Swallows (red) and Swifts (blue) and at the end of each term, the team point trophy is awarded to the house gaining most points.

Building on the success of the team point system, positive reinforcement, tangibly praising and rewarding those who exhibit positive behaviour is strongly encouraged. To this end, each class negotiates class rules with their teacher, with an emphasis on the positive. This ensures that every child has been involved in the setting of the boundaries of acceptable behaviour.

For those who choose not to follow the agreed rules, there is always an emphasis based on honest discussion. All discussions regarding inappropriate behaviour are age-appropriate, and focus on encouraging individuals to understand the consequences of their actions and developing the maturity required to take responsibility. Alongside discussions, there are clearly defined protocols and sanctions designed to encourage reflection on the above values. Further details of these can be found in the school's discipline policy document, which is available on the school's website or from the school office on request.

Parental support is sought in all matters of school discipline, emphasising the importance of the home-school partnership. There is a written home-school agreement which specifies school, pupil and parent expectations. Parents are asked to discuss this with their children and sign it each year.

Each day is always a fresh start.

*I've learnt to think about others and not judge them or stereotype them – that's part of individuality –
Year 5 pupil*

SCHOOL COUNCIL

The School Council provides the children with a forum in which to air their views, opinions and suggestions on various aspects of school life. Representatives from each year group are elected to serve on the Council, which meets regularly with a member of staff and a governor to plan and carry out projects.

EXTRA CURRICULAR ACTIVITIES

The school offers a range of extra-curricular activities that varies according to season and staff availability. Some are after school clubs, whilst others take place at lunchtime. After school clubs available in this current academic year include Lego, Mad Science, Football, Art & Craft, Tag Rugby and Zumba.



HOME-SCHOOL PARTNERSHIP

We believe in partnership in children's education and welcome the support that families can provide. This takes a variety of forms, including supporting learning in the classroom and on visits or providing transport – we like to draw on whatever skills are available!

Home Learning activities, such as reading, problem solving and practical activities encourage children to continue their learning with an adult at home.

The PTA is an active body of parents and teachers, and all parents of children attending the school are members. It is a registered charity and is committed to fund raising and fun. The financial help given by the PTA supports a great many initiatives in school for the benefit of all pupils. Recent purchases include ICT equipment and outside play equipment as well as subsidies towards travel costs for visits. There is a meeting each term to which all parents are invited to discuss plans for fund raising – new ideas are always welcome!

I've gained a sense of leadership and aspiration and know that I can achieve my goals – Year 6 pupil

LOCALITY LINKS

We belong to two networks of schools. The Association of Small Schools in Horsham (ASSH) has 6 member schools from the villages around Horsham. This network provides opportunities for shared activities, particularly in sport and preparation for transfer to secondary education. Rusper Primary school has representative teams in ASSH football, tag rugby, netball, athletics, problem solving and rounders competitions.

We also belong to the Horsham East Learning Partnership (HELP) which is made up of rural and town schools, both large and small, from the east Horsham area. This locality group has national funding, and supports shared learning opportunities for children, staff and parents across the locality.

Our school is also a member of the Millais Teaching School Alliance. The alliance is a group of partners, including primary schools, secondary schools, a special school and a university to deliver high quality support for teachers leading to further improvement in standards. Further information can be found at <http://www.millaisalliance.org.uk>

COMMUNITY LINKS

Children are encouraged to support their local community, and the wider world, through involvement in local events and fundraising for charities. Seasonal shows and events such as Carols and Nativity, Christmas Bazaar, Easter Egg Hunt in which all children participate, raises considerable sums each year for children's charities nominated by the School Council.

We also support local events such as the Village Art Exhibition and taking part in May Day celebrations!



I have reflected on how things are in the world – Year 6 pupil

SCHOOL ORGANISATION

The children in the school are organised into four mixed ability classes:

Gruffalo	Reception Year 1	Unicorn	Year 1 Year 2
Pegasus	Year 3 Year 4	Hobbit	Year 5 Year 6

Children are offered a place at the school from the September of the academic year in which they become five years old. Transition to full time attendance usually takes place during September, although this period can be extended to meet the needs of individuals. Places may also be deferred within an academic year following consultation with the Headteacher. There is no legal compulsion to send children to school until the term after their fifth birthday.

The School Day

The school is open for pupils to arrive from 8.50am, allowing for a calm entry and time to meet and greet others before the school day begins. The gate is closed at 9.00am and pupils arriving after this time should be signed in at the office. Those attending part-time should be collected at 11.45am.

9:10 – 10:10 Core Subject Learning

10:10 – 10:30 Morning break (whole school)

10:30 – 11:45 Core Subject Learning (KS1)
10:30 – 12:00 Core Subject Learning (KS2)

11:45 – 12:45 Lunch (KS1)
12:00 – 12:45 Lunch (KS2)

12:45 – 1:30 Foundation Subject Learning

1:30 – 1:45 Afternoon Break

1:45 – 2:30 Foundation Subject Learning

2:30 – 2:45 Afternoon Break

2:45 – 3:30 Foundation Subject Learning

KS1

12:45 - 2:15 Foundation Subject Learning

2:15 – 2:30 Afternoon Break

2:30 – 3:30 Foundation Subject Learning

KS2

3:30 End of school day

ADMISSIONS

Children are offered a place at the school from the September of the academic year in which they become five years old. Transition to full time attendance usually takes place during September, although this period can be extended to meet the needs of individuals. Places may also be deferred within an academic year following consultation with the Headteacher. There is no legal compulsion to send children to school until the term after their fifth birthday.

The admissions policy of Rusper Primary School is common to all community primary schools in West Sussex. This policy is outlined in a booklet entitled *Information for Parents – Starting School*, which is published by the Local Authority and made available to all parents of children eligible to start school. All requests for places, including those for children with disabilities, should be directed to the West Sussex Admissions Team:

Telephone: 03330142903

Email: admissions@westsussex.gov.uk

Further details relating to admissions can be found on the West Sussex County Council website – www.westsussex.gov.uk

Priority for admission is given to children living within the designated area, but consideration will also be given to children outside the designated area if there is sufficient accommodation within the school. The current admission number is 15.

ATTENDANCE

Parents are required, by the Education Act 1944, to ensure that their children of compulsory school age receive full time education. It is the school's responsibility to monitor attendance, and this is done in conjunction with the Education Welfare Service, whose principal role is to help parents and schools meet with their statutory obligations on school attendance. Parents are encouraged to discuss any difficulties arising over attendance with the Headteacher.

In the event of absence from school, parents are requested to telephone before 10.30am on the first day of absence. If your child has a notifiable illness, please inform the school as soon as possible in order that appropriate action can be taken.



Parents are asked not to keep children away from school for reasons other than illness. A list of holiday dates is available to assist with the arrangement of family holidays outside term time as no authorisation can be given for holidays within term time. However, absences during term time may be authorised for exceptional reasons eg observing religious beliefs, compassionate needs.

Requests for absence for exceptional circumstances should be made to the Headteacher, ideally with an appointment to discuss requirements.

Absence for reasons not approved by the school will be recorded as unauthorised. Whilst some absences may be authorised, parents should be aware that the school will not take responsibility for any subsequent effect on progress that this absence may cause. Wherever possible, medical and dental appointments should be made for outside school hours.

SAFEGUARDING

The safety of our children is of great importance to us. All staff, governors and volunteers are required to obtain a certificate from the Disclosure and Barring Service (previous referred to as CRB disclosures). The process can be initiated through contacting the school office. A copy of the school's Child Protection policy can also be viewed on the school's website.

The school site is secure during the school day and all visitors are asked to sign in at the office. Pupils arriving or leaving outside of normal hours need to be signed in/out by an adult.

MEDICINES

If a child needs to take medicine during the school day, parents are welcome to come to the school to administer it. If this is not possible, a designated member of staff will supervise the child taking the medicine if a medicine form giving instructions as to frequency and dosage is completed. Medicines should be handed in at the school office for safekeeping. We are only allowed to accept prescription medicines. The school cannot accept responsibility for the administration of medicine where the timing of the dose is crucial or where medical or technical knowledge is required.

LUNCHTIME

Hot meals are available provided by a private company, contracted to West Sussex County Council. Meals for pupils in Reception, Year 1 and Year 2 are provided free of charge under the Universal Free School Meals initiative and do not need to be ordered in advance. Alternatively, children may bring a packed lunch or go home for lunch. Subject to certain conditions, your child may be entitled to free meals in Year 3 and beyond. Further details are available from the school office. All applications are confidential.

Packed lunches should be brought in a lunch box clearly marked with the child's name. Parents are urged to purchase flasks of a non-breakable nature. We request that glass bottles and fizzy drinks are not brought to school.

Children may bring a snack to eat at break if they so wish. This should be fruit, raw vegetables or cheese, in accordance with our support of healthy eating.

Children in Reception and Key Stage 1 are provided with free fruit through the School Fruit and Vegetable Scheme.

It can be helpful when another child explains something to me as they use different words from the adults – Year 5 pupil

PUPIL PREMIUM

If you are entitled to any of the benefits listed below, then your child can receive free school meals, regardless of their age. This means they will then also be entitled to pupil premium – this is funding to the school from national government to support disadvantaged pupils in order to raise their attainment. This funding is highly valuable to the school and is used to fund additional teaching time, Teaching Assistant support and Learning Mentor time – we would strongly encourage you to apply if you are eligible, even if you do not wish to take up the free school meal element. Please contact the school office for further information or confidential support with your application.

Eligible benefits:

- ⇒ Income Support
- ⇒ Income-based Jobseekers Allowance
- ⇒ Income-related Employment and Support Allowance
- ⇒ Support under Part VI of the Immigration and Asylum Act 1999
- ⇒ the guaranteed element of State Pension Credit
- ⇒ Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- ⇒ Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- ⇒ Universal Credit

Spirituality is all about when someone makes you go "Wow!" – Year 3 pupil

THE GOVERNING BODY

The Governing Body is an elected group of volunteers that meets regularly to discuss issues relating to the school and its success. Individual governors have no power or responsibility except where the Governing Body has delegated a specific power to that individual. The strength of a Governing Body lies in its collective authority. Governors work in a close and balanced partnership with the Headteacher who, as the lead professional, has a duty to advise and assist the governing body to carry out its functions.

Governors work with the Headteacher to make decisions about:

- ⇒ Standards – ensuring a strategic and systematic approach to promote high standards of educational achievement
- ⇒ Targets – setting appropriate targets for pupil achievement
- ⇒ Curriculum – ensuring that the curriculum is balanced and broadly based, and that the Early Years Foundation Stage, National Curriculum and religious education are taught
- ⇒ Reporting results – reporting on assessments and examination results
- ⇒ Policies – deciding how, in broad strategic terms the school should be run
- ⇒ Finance – determining how to spend the budget allocated to the school
- ⇒ Staffing – deciding the number of staff, the pay policy and making decisions on staff pay
- ⇒ Appointments – appointing the head and deputy head teacher and other staff
- ⇒ Discipline – agreeing procedures for staff conduct and discipline
- ⇒ Pupil Discipline – agreeing procedures for pupil discipline
- ⇒ Inspection follow-up – drawing up an action plan after inspection

There are different types of governors – those elected by parents (parent governors), those representing the staff (staff governors), those appointed by the Local Authority (LA governors) and co-opted governors. The term of office is usually 4 years.

Governor photos

*The core values help you think about things in different ways
Year 6 pupil*

UNIFORM

It is expected that all children attending Rusper Primary School will wear school uniform:

Grey trousers, skirt or pinafore
White polo shirt, blouse or shirt
Bottle green sweater, cardigan or school sweatshirt
Green/white summer dress (optional)
Low-heeled black shoes (no trainers)
Wellingtons

Blue or red T-shirt (according to house)
Black shorts
Tracksuit trousers for outdoor activities in winter months
Plimsolls (preferably black)
Football boots or old trainers (Year 3 - 6)

Shorts, T-shirts, school sweatshirts and cardigans, caps and hair accessories are available from our uniform suppliers, Taylor Made Uniforms.

Boot bags and book bags are available for purchase from the school office.

All items of clothing should be clearly marked with the child's name. Jewellery, other than a wristwatch, is not suitable for school.



Collaboration is all about working together – Year 2 pupil

ACCESS TO DOCUMENTS

Newsletters are sent home regularly informing parents of forthcoming events in school. These are supplemented by curriculum outlines and help sheets to aid parents support their children's learning at home. Most of these are sent electronically.

Parents wishing to have access to statutory instruments sent by the Department for Education, school policies, the School Development Plan and other similar documents may peruse the details in the school office.

CONSIDERATION OF COMPLAINTS (Section 23 Education Reform Act 1988)

Should there be a cause for concern, it is recommended that the problem is resolved on a personal level as soon as possible after the event. Members of the teaching staff and the Headteacher will be pleased to discuss any difficulty informally. Should this approach not be appropriate, the matter could be raised directly with the Headteacher, or with the Governing Body. If it were the case that the complaint be with the Local Authority, the governors or the Headteacher, a direct approach can be made to the Local Authority.

GOVERNORS' POLICY TOWARDS CHARGING AND REMISSION FOR SCHOOL ACTIVITIES

The Education Reform Act 1988 prohibits schools from making charges for activities which take place wholly or mainly in school time. The exception to this is music tuition, either individually, or in a group of up to four pupils. Schools may invite parents to make voluntary contributions towards any part of the school's work, although no child may be excluded from the activity on the grounds of non payment by their parents. Parents will be informed in advance if the viability of an activity depends on sufficient voluntary contributions. Charges may be made for activities outside school time which are optional extras. Charges can be made for board and lodging whether or not it forms part of an activity classified as an optional extra. Remission must be made where the activity is classified as an essential part of the curriculum and the parents are in receipt of income support or family credit.

PRIVACY NOTICE TO PUPILS DATA PROTECTION ACT 1998

We **Rusper Primary School** are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information¹ and personal characteristics such as your ethnic group, any special educational needs

and relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some information about you to the Local Authority and the Department for Education (DfE) .

If you want to see a copy of the information about you that we hold and/or share, please contact the school office.

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

- <https://www.westsussex.gov.uk/learning/west-sussex-grid-for-learning/school-management/performance-team-education/guidance-notes-and-information/privacy-notice.aspx>

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/privacy-notices/a0077959/what-the-department-does-with-pupils-and-childrens-data>

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/privacy-notices/a0064391/who-the-department-passes-pupil-data-to>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

- Sue Bryan
Learning
Children's Services
West Sussex County Council
County Hall
Chichester PO10 1RF
- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Website: www.education.gov.uk
email: <http://www.education.gov.uk/help/contactus>
Telephone: 0370 000 2288

¹ Attendance is not collected for pupils under 5 at Early Years Settings or Maintained Schools as part of Censuses for the Department for Education. This footnote can be removed where Local Authorities collect attendance for under 5's for their own specific purposes.

WHAT THE CHILDREN SAY...

We asked the children what they thought about our school. These are their responses:

We use collaboration when we work with our friends

The adults keep us safe at playtime

You can use chalk on the patio stones

My teacher helps me learn. She tells me how to improve and always has something else for me to do when I finish my learning

I like the monkey bars

Sometimes we plant things – that's fun

Playtime is great because you get fresh air and a break

Sometimes my teacher doesn't answer my question to make me think about the answer myself

You get dictionaries to help you spell words

We have maths games – they are fun and they help you learn hard things

You can research on the computer

The teachers and Teaching Assistants are understanding when something is wrong

You have friends and teachers that you can rely on



SCHOOL PERSONNEL

SCHOOL STAFF

Headteacher	Mr N Avey
Deputy Headteacher	Ms J Clarke
Class Teachers	Mrs D Thompson Miss E Barkley Mr M Snook Ms H Oddie
SEN Co	Mrs J Comber
Peripatetic Teachers	Mrs K McCorkell Mrs C Beddow
Teaching Assistants	Mrs T Barker Mrs V Budd Mrs H Caplin Mrs K Lord Mrs S Russell Mrs R Swain Mrs J Michell
Bursar/Secretary	Mrs J Cook
Administrator	Mrs K Wickens
Learning Mentor	Mrs J Comber
Premises Officer	Mr P Hooton

GOVERNING BODY

Chair	Mrs E Worskett
Headteacher	Mr N Avey
LA Governor	Mrs L Cockram
Parent Representatives	Mr W Mott Mr D Warren
Staff Representative	Ms J Clarke
Co-opted Governors	Mr R Ethrington Mr T Tripp
Clerk	Mrs A McGuinness

Values help you develop as a person – Year 6 pupil

TERM DATES 2016-2017

AUTUMN TERM 2015

INSET: Thursday 3 September
Term Starts: Friday 4 September
Term Ends: Friday 18 December
Half Term: 26 – 30 October



SPRING TERM 2017

INSET: Tuesday 3 January
Term Starts: Wednesday 4 January
Term Ends: Friday 7 April
Half Term: 20-24 February

SUMMER TERM 2017

INSET: Monday 24 April
Friday 30 June
Term Starts: Tuesday 25 April
Term Ends: Tuesday 25 July
Half Term: 29 May – 2 June

