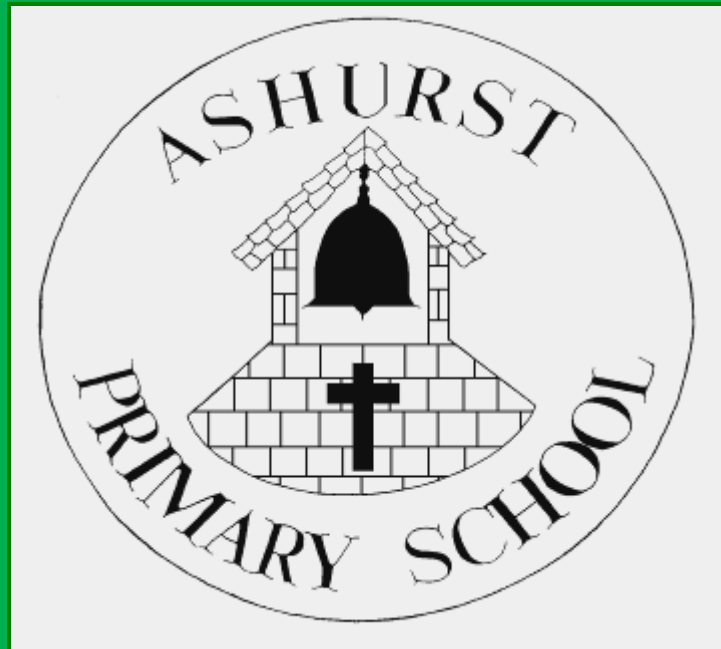


ASHURST CE AIDED PRIMARY SCHOOL



School Prospectus
2018 - 2019



At Ashurst C E Aided Primary School we aim to provide all children with an education of the highest quality within a truly Christian atmosphere that genuinely values every member of the school community.

CONTENTS

	Page No		Page No
Absences	53	Mathematics	27
Admissions	43 & 59	Meals	53
Aims	59	Medicines	57
Art	31	Music	33
Apply for a school place	61	National Curriculum	17
Assessment	17		
Attendance	53	Organisation	14
Behaviour	46		
British Values	47	Parents in School	40
Citizenship	37	PE & Games	33
Charging Policy	58	Personal & Social Education	37
Complaints Procedure	56	Personal Possessions	58
Collective Worship	20	Punctuality	53
Cookery	29		
Computing	29	Religious Education	35
Dates of the School Year	55	Reports	17
Discipline	46		
Diseases	57	SATs Results	18
Emergency Closures	58	Science	27
Emergency Contacts	58	Security	46
English	23	Special Educational Needs	37
Environment	39	Sex Education	39
Equipment	51	Staff	9
Events in the School Year	40	Swimming	35
General Information	43	Technology	27
Geography	31	Times of School Sessions	54
Governors	7-8	Transfer	45
Health	57	Uniform	51
Health, Personal & Social Ed	37		
History	31	Virtual Learning Environment (VLE)	31
Home-School Partnership	40		
Homework	39	Visits to School	45
Illness in School	57	Welcome	13
Insurance	57		
Introduction	11	Year 6 2017-2018 Memories	63 -83
Inspection Reports			
Diocese of Chichester	85 - 90	Ofsted (please see website: www.ofsted.gov.uk)	

West Sussex Children & Young Peoples Services:	Director of Education & Skills tba
Name and address of school:	Ashurst CE Aided Primary School School Lane, Ashurst, West Sussex, BN44 3AY
Telephone:	01403 710426
Fax:	01403-710765
e-mail:	office@ashurstcofe-pri.w-sussex.sch.uk
website	http://www.ashurstcofe-pri.w-sussex.sch.uk/website
Headteacher:	Mrs J A Williams B Ed (Hons)
Chairman of Governors:	Mrs A Wood Peppers Farm, Peppers Lane, Ashurst
Pupils on roll:	61
Age range:	4 to 11 years
Governors:	
Chair:	Mrs A Woods awoods2@aol.com
Vice Chair:	Vacancy, Appointment Autumn Term 2018
Parent Governors (3):	1. Mr C Crowe 2. Current vacancy, election Autumn Term 2018 3. Current vacancy, election Autumn Term 2018
Five PCC, of whom 1 shall be a parent of a pupil currently in school.	
Two Diocese, of whom 1 shall be a parent of a pupil currently in school.	
LA Governor (1):	4. Mrs B Morden
Staff Governor (1):	5. Mrs S Smith
Foundation Governors (8):	6. Mrs A Woods (PCC) 7. Father Mark Heather Foundation & Ex Officio Incumbent 8. Mrs A Finch (PCC) 9. Mrs H Garnett (PCC) 10. Mr R Allan (PCC Parent of pupil/s currently in school) 11. Mr R Powell (Diocese) 12. Dr C Hall (Diocese Parent of pupil/s currently in school) 13. Mrs V Timms (PCC)

14. Mrs J A Williams Headteacher, Ex Officio

Associate Members:

Mrs C Jesse

Mr P Middleton

Mr M Shoosmith

Members of Staff

Headteacher:	Mrs J A Williams B Ed (Hons)
FS/Key Stage 1 Teacher:	Mrs B Pockett BA (Hons), GTP
Key Stage 2 Teachers:	Mrs S Smith BA (Hons), PGCE Mrs K Sansbury BA (Hons), PGCE
Part time Teacher:	Ms A Simpson BA (Hons), PGCE, Dip.
Teaching Assistant:	Miss O Kelsey
E-Learning/Network Manager Specialist Computing Teacher/ School Office Administrator & Premises	Mrs A Hedley BSc (Hons)
SEN Support:	Co-ordinator Mrs J A Williams SEN Support Teacher Mrs B Pockett
School Office Manager/Bursar	Mrs P Ixer, ainstAM (Dip)
Specialist French Teacher:	Mrs S Scadding-Hunt BA (Hons) Dunelm, Mont.Dip
Visiting Private Music Tuition:	Mr D Smith (Flute)
Cleaning Company:	N.Viro

Education Area:

Ashurst School is in the Southern Area Education area of the Authority.

The address is as follows:

Pupils Admissions Office, Pupil Admissions Office, Centenary House,
Durrington Lane, Worthing, BN13 2QB

Phone: 03330 142903

Fax: 01903 839214

Email: admissions.south@westsussex.gov.uk

SAFEGUARDING AND CHILD PROTECTION

Headteacher, Mrs J A Williams, is responsible for all matters relating to
Safeguarding and Child Protection.

Mrs S Smith, Mrs B Pockett & Mrs A Hedley,
have also undergone specialist training

Introduction by the Chairman of Governors

I am pleased to commend this Prospectus of Ashurst CE Aided Primary School. The Governors do their best to support the Headteacher and the other members of staff, working as a team, so that the school is run as efficiently as possible. We seek not only to help maintain the school and its fabric, but to assist it to develop. We also endeavour to foster the relationship between the school and the local community.

Mrs Alison Woods

Letter from a Parent Governor

To all parents,

As Ashurst residents, my two girls - currently in Y1 and in Y3 - grew up with the hope and expectation of joining their local Primary School and from the start looked forward to their first day at school and especially our youngest who was desperate to get to 'big school' and join Mrs Pockett in Reception. Since that time, there has seldom been a day when Mrs Williams has not been at the gate at the start of each school day with a cheerful and individual greeting for every pupil and parent/guardian and ready to quickly give a guiding hand or word and also to catch-up on life and events beyond the school gate.

As a small school with small class sizes and excellent teachers, performance statistics show excellent results and where each and every child is naturally supported and encouraged with their learning and development. With each pupil's evolving abilities comes a natural growth in their confidence, yet with each individual being fully conscious of the needs of others, both within and beyond the classroom and playing field. This philosophy is closely followed by pupils and teachers alike and as part of the larger 'Ashurst family' and with the school being an integral part and tightly interwoven with the local community and Church and closely following its Christian values.

A former Y6 leaver's comment is, I feel, appropriate in summarising this thinking "the school has made a big difference to me and has made me a better person... I may leave Ashurst, but Ashurst will never leave me!"

We are indeed blessed to have our loved ones nurtured in such great hands.

Rowan Allan

THE VISION OF THE SCHOOL

Ashurst CE Aided Primary School aims to provide all pupils with an education of the highest quality centred upon the Christian values of love, hope and joy, lived and witnessed by all members of the school community.

1 Corinthians 16:14 *Do everything in love.*

Psalm 25:5 *Guide me in your truth and teach me, for you are God my Saviour, and my hope is in you all day long.*

3 John 1:4 *I have no greater joy than to hear that my children are walking in truth.*

WELCOME TO ASHURST SCHOOL

At Ashurst Primary School we aim to create a happy, caring and purposeful environment, in which all children are encouraged to respect and value one another and to achieve their potential, wheresoever that may lie.

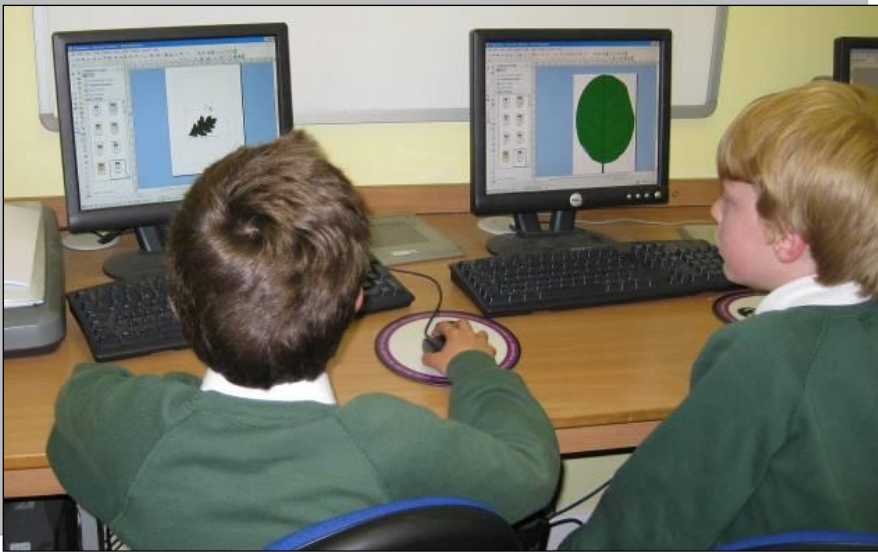
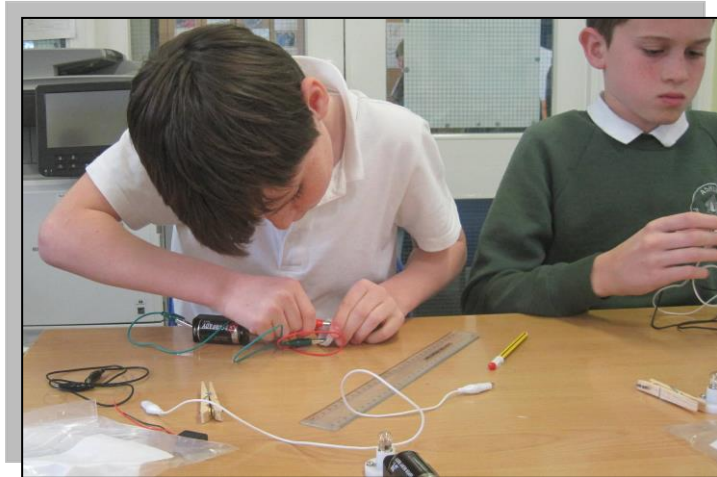
Parents, governors, the church and community contribute to the quality of the learning opportunities and experiences in a variety of ways and this support is really appreciated by the school.

We hope you find this Prospectus interesting and informative. If there is anything you wish to discuss further or if at any time you have concerns regarding your child's education, progress or welfare, please do not hesitate to contact the school. We are always happy to hear from you.

Mrs J A Williams

Headteacher

Children enjoy learning and concentrate fully in all they do



The School:

Ashurst is a Church of England Voluntary Aided School. This means that the staffing, materials and internal repairs are financed by the Local Authority (West Sussex), while the Church of England through the Governors maintains the outside of the building and has a responsibility for the finance and the curriculum. There are close links between the school and the local church, St. James at Ashurst. Children are encouraged to attend the Family Services on the 2nd Sunday of each month and contribute to the worship on special occasions with readings and prayers.

Organisation of the school:

As a Primary School, Ashurst takes children between the ages of 4 and 11. The children are taught predominantly in Key Stages, i.e. Key Stage 1 from 4 to 7 years of age and Key Stage 2 from 7 to 11 years of age.

Key Stage 1 - Reception and Y1&Y2, are co-ordinated by a class teacher, with the assistance of a teaching assistant. Key Stage 2 is taught in two *groups* Y3&Y4 and Y5&Y6. At the end of Key Stage 2, at the age of 11, the majority of pupils transfer to Steyning Grammar School. A spirit of friendship and respect is fostered between all the children and adults at the school, and there are often times when KS1 and KS2 pupils work together in groups or in pairs and help each other in their learning activities. Ashurst is a small village school, and we take pride in the friendly, family atmosphere. In this environment, children quickly gain in confidence, and we aim at all times to help each child to develop a sense of self-esteem, confidence and responsibility. With the benefit of relatively small class sizes, each child has the maximum opportunity not only to develop his/her full potential as an individual with his/her own special talents and qualities, but also to play a full and valued part in all aspects of activities within the school. Our good pupil: teacher ratio also enables us to give pupils the advantage of individual help.

Children learn a lot through
first hand experiences



or support in all aspects of learning and development. A full list of School Aims is to be found at the end of the Prospectus.

The Curriculum:

Work for each term is planned carefully to achieve clearly defined learning objectives based on the National Curriculum* and school aims. We aim at all times to match work to individual needs and levels of ability to enable each child to make steady, continuous progress. Each term's work covers aspects of all the National Curriculum subjects: English, Mathematics, Science, Design & Technology, Computing, History, Geography, Art, Music, PE and RE, within a relevant and interesting framework. Work is structured from a stimulating starting point - such as a visit to a place of interest - to a purposeful end result and outcome.

** DfE revised National Curriculum from 2014.*

Assessment

Children's work is assessed regularly, and future work planned accordingly. Full records are kept by class teachers of each child's achievements and parents can discuss these at any time. The results of the annual statutory assessment of children at end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) are reported to parents individually.

A special afternoon/evening for the parents of children in Years 2 and 6 is organised to inform them on the content of end of year national tasks and tests, and to discuss the implications of the results for their children's future learning. The school has a statutory requirement to provide information annually to all parents on the end of Key Stage 1 and 2 SAT results achieved by it's Year 2 and Year 6 pupils respectively. (See page 10). The school also has a statutory requirement to report annually to parents on Y1 pupils' ability in Phonics. Pupils in Yr 3 - 5 undertake annual assessments in school in English and Mathematics and results are shared with parents.

Reports to Parents

The partnership between home and school is central to each child's successful learning and development. Parents are welcome and encouraged to discuss their child's progress at any time during the school year. In addition, there are formal consultation evenings, one in October and the second in June. Full reports on each child's progress and achievements are sent to parents

at the end of the academic year, and parents are invited to add their own comments to the report and to complete an evaluation questionnaire on the academic year.

Annual End of National Key Stage Tests (SATs)

At the end of Key Stage 1 i.e. Year 2 (seven years of age) and at the end of Key Stage 2 i.e. Year 6 (eleven years of age) all pupils undertake national tests in English and Maths. Pupils also undertake national tests in Phonics at the end of Year 1.

The school is very proud of pupils' achievements in all areas of the curriculum and of the results achieved by all pupils at the end of annual Key Stage 1 and 2. The results of national tests in English and Maths, and Phonics Y1 are shared with respective parents.



Year 6 children decorate St James' Church for Harvest Festival and take part in the Leavers' Service at Lancing College.



Children look forward to the residential field study visit in Year 5 & Year 6



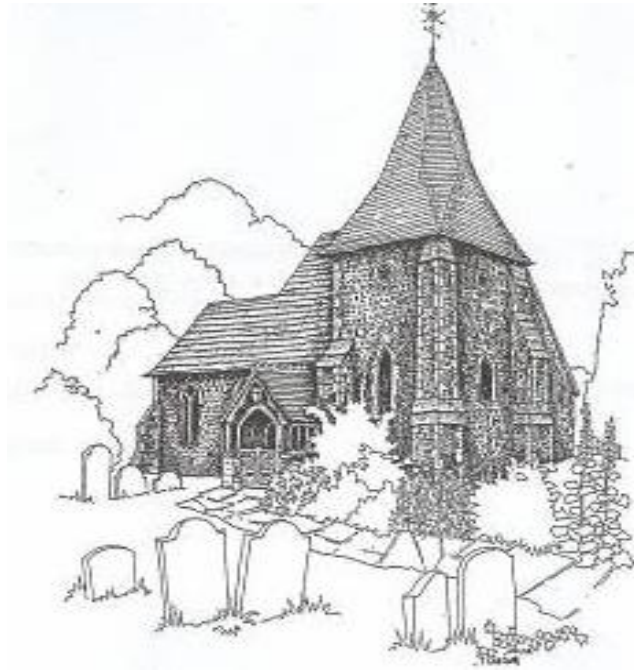
Collective Worship

The school believes that it is important to meet and worship together to strengthen and enjoy the sense of community and to share in the celebration of Christian beliefs and values.

Acts of Collective Worship are held throughout the school. Parents, children and staff are invited to attend the Family Service at St James Church, Ashurst on the second Sunday of each month. Other services held at St James Church throughout the year, such as Harvest, Christmas and Easter.

Right to Withdraw

Parents have a right to withdraw their children from the Acts of Collective Worship held in school. Parents wishing to do so, should seek a meeting with the Headteacher to discuss the matter further.





All children take part in the annual Christmas performance and use the opportunity to develop skills across the curriculum



ENGLISH:

There are four aspects of English: Listening, Speaking, Reading and Writing and all are fundamental to every area of learning.

Listening

We aim to develop listening skills through encouraging children to listen attentively in a variety of situations: listening to each other, listening to stories, listening to instructions, and to music and poems.

Speaking

Skills in speaking clearly and confidently are quickly developed within a small school, and we aim to give children opportunities to extend this confidence by reading in church, giving assemblies for parents and others; and through performing entertainments such as plays and puppet shows for different audiences.

Reading

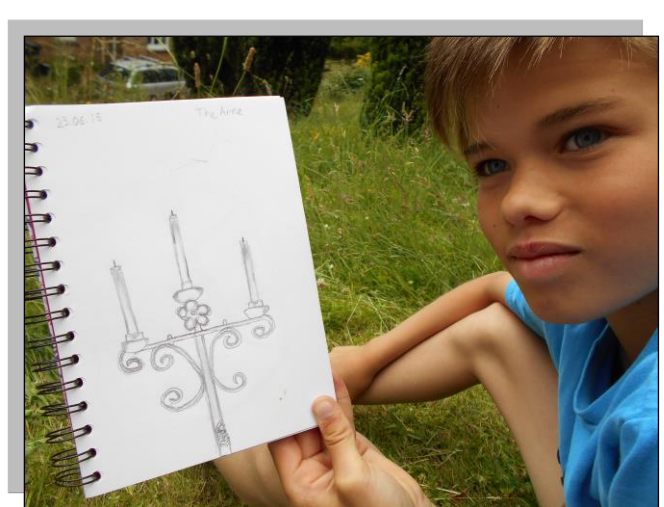
Success in reading is fundamental to each pupil's progress at school, and our high pupil: teacher ratio enables us to give maximum individual support in the early stages. We give a very high priority to the teaching of reading, using a variety of strategies. Pupils are taught phonics using 'Jolly Phonics' and 'Jolly Grammar' in Foundation Stage, Key Stage One and Key Stage Two where appropriate. Alongside other reading skills they are given many opportunities to develop an enjoyment for books. Skills in reading for information and reference are also developed progressively. Story books from a variety of published reading schemes including the Oxford Reading Tree and Ginn 360 are used as a foundation. Individual reading progress is monitored very closely and results are shared with respective parents on Consultation Evenings.

Reading should always be enjoyable, and we aim to help pupils to discover a joy in the world of books, which will last a lifetime.

Children take part in many local events.



Children enjoy observational drawing as part of their school visits



Writing

Like reading, writing should be an enjoyable activity. Therefore we aim to give children many different opportunities for writing for different purposes and in different ways as a part of their normal work - e.g. letters to others, invitations etc. as well as stories, poems, diaries and factual writing, often linked to work in other curriculum areas.

Careful presentation of finished work is an important element in encouraging children to take pride in their work, so we use a variety of means, such as display, making books, and opportunities for sharing written work with others, to ensure that achievements are valued.

Clear handwriting is also a skill which requires practice and training. In this school, children are given a range of opportunities to develop legible handwriting.

Spelling is carefully taught along side other skills of reading and writing, both in the context of children's own work and by a planned spelling programme.

Children write from first hand experience such as a study visit to Fishbourne Roman Palace



Children enjoy demonstrating what they have learned to other children and adults.



MATHEMATICS

A real understanding of Mathematical concepts, including number, measurement, shape, handling of data (graphs etc) is a vital part of education in the Primary School. While there is always a strong emphasis on the teaching and practice of basic number operations (add, take away, multiply, divide), this is most often related to purposeful activities and problems, and is often linked to appropriate and relevant aspects of other work.

Children are encouraged to explore numbers and number patterns, and calculators are used for appropriate activities to extend and develop understanding.

Tables are learned, and reinforced through practical activities - e.g. boxing cakes in sets of 6 and calculating how many cakes are in 10 boxes. Every effort is made to ensure that Mathematics is an enjoyable and relevant part of the curriculum which is meaningful and not simply mechanical, in order that children develop a real understanding.

SCIENCE

Science work is carefully planned to cover all aspects required by the National Curriculum. Whether the work is based around "Toys", or "Light and Sound", the main emphasis is on encouraging pupils to think, discuss, explore, predict and question logically and to acquire scientific knowledge. Children are always encouraged to develop a spirit of enquiry, and to use systematic methods in planning and recording investigations.

DESIGN TECHNOLOGY

Design Technology relates to finding the best practical ways to solve problems and meet the needs of different circumstances. It encourages both independent thinking and group work



Children work closely together using a wide range of the latest technologies



Children explain what they are doing, clearly, to teachers



*More senior pupils attend specialist cookery lessons
in a partnership with Shoreham College*

and combines the purposeful application of skills in Mathematics, Science and English for practical problem solving. Technology plays an important part in children's learning. The use of appropriate tools is taught, so that children can gain independence and proficiency in practical skills. Imagination, accuracy, care in design and planning, and perseverance are qualities which are encouraged through the Technology curriculum.

COOKERY

Cookery activities are seen in this school as an enjoyable and practical means to extend work in Mathematics, Science and Technology - and it tastes good! Apart from enjoyment of the process and product, children learn through cookery about practical weighing, measuring and number, and also many scientific concepts. The school has an equipped kitchen fitted with a child - height work surface and children have many opportunities to enjoy and learn about cooking. Often this is in a purposeful context e.g. preparing for Mothering Sunday Service and Harvest Festival.

COMPUTING*

The school is well equipped with Ipads, wireless Netbooks, laptops and desktop computers, plus digital media such as camcorders, cameras and electronic microscopes. Each classroom has its own HD Interactive Screen. As class sizes are small, all pupils have ready and frequent access to digital technologies and quickly become confident in their use. Computers are used both to enhance and support learning throughout the entire curriculum, with E-Safety a priority whilst developing computing and digital communication skills. Children are encouraged to explore for themselves the possibilities of micro-technology and its uses in daily life.

**DfE revised National Curriculum in Computing from 2014.*



Children take advantage of the local environment to learn about the River Adur



Children observe keenly when learning about the world environment -
as part of an Art Weeks

VIRTUAL LEARNING ENVIRONMENT & COMMUNICATION FACILITIES.

The school is connected to the Internet via high speed fibre-optic linked Broadband and has its own website, Virtual Learning Environment and digital communication facilities. Pupils have access to the Internet, under supervision and within the school's Acceptable Use Policies, to develop interactive learning and links with the wider community.

GEOGRAPHY and HISTORY

For these subjects, often referred to as Humanities, work is planned using the National Curriculum; we aim to give children knowledge and understanding for life in other times and in other localities, as often as possible through first hand experience arising from visits to appropriate sites and places. Some of the work planned is based around the immediate locality of the school, and investigations are planned to give real meaning to the children as they develop the basic skills relevant to these subjects, such as historical enquiry and map reading.

ART

The development of skills in Art is regarded as a vital and integral part of the whole curriculum within this school. Art activities not only offer essential opportunities for creativity and development of aesthetic awareness, they also help children to interpret and respond to the world around them and give satisfaction through the production of work which is enjoyable in itself.

An emphasis is laid on the teaching of relevant disciplines and techniques, enabling the children progressively to select their own medium for their work. All pupils have opportunities to explore and reach a high standard in drawing, painting, pastels, printing and fabric work.



Children enjoy taking part in the weekly Sharing Assembly
And against other schools in sports



MUSIC

Most children have a natural interest in and appreciation of music in its widest sense as a combination of sounds and rhythm. We aim to develop ability in and appreciation of music in a variety of ways through singing, through listening attentively to different kinds of music, and through opportunities linked with their work in other areas to experiment with sounds. A variety of tuned and untuned percussion instruments are available for children to explore and use.

Children are also introduced to and taught to appreciate music by well-known composers as part of the Music Curriculum.

Many parents also take advantage of our visiting specialist teacher of the flute, who gives private lessons on a fee-paying basis.

PE and GAMES

Physical Education forms an important part of child development and therefore of our curriculum. Activities, organised, planned and delivered on and off site, are designed to develop co-ordination, physical skills and the beginnings of teamwork. There are opportunities for Athletics, and team games such as Rounders and Cricket on the beautiful village field to which the school has unlimited access.

Dance and Games, are developed within school. The emphasis throughout is on enjoyment, development and achievement, as well as on friendly competition.



Children learn about Music & French from specialist teachers



SWIMMING

Swimming is part of the PE curriculum at Ashurst and organised for pupils locally, with qualified instructors.

RELIGIOUS EDUCATION

As Ashurst is a Church Aided school, religious education is mainly Christian. It is centred around developing a Christian sense of values together with an understanding of the main festivals of the church year, and Christian teaching in the Bible. We aim to foster spiritual development, and a sense of moral values in daily life. As one of our school aims is also to develop understanding and acceptance and tolerance of others, religious education also includes a balanced element of instruction on other religions, their festivals, such as Hanukah and Divali.



Children raise money for their own worthy causes



Children compete keenly on Sports Day



And enjoy developing their citizenship skills as part of PSHE

SEN (Special Educational Needs) & the school's 'LOCAL OFFER'.*

The school aims to give the maximum possible access to the whole curriculum to each child, regardless of his/her level of ability. We regularly review the learning needs and progress of individual children. We seek to develop and maintain close liaison with staff within the school, with governors, and with all relevant agencies outside the school, including parents, in the interests of quality, consistency and continuity of provision. The school's 'Local Offer' statement can be found on the school's website. ** September 2014 & the new DfE Code of Practice.*

HEALTH, PERSONAL & SOCIAL EDUCATION

In Health, Personal and Social Education children learn about healthy living, including diet, exercise and sleep; the growth and development of their bodies; how to care for their teeth; the essentials of water safety; how to behave in a fire drill; road safety; and other elements of personal safety including "Stranger Danger". They are also helped to explore, accept and understand their own and others' feelings and points of view, and how to work both independently and co-operatively.

CITIZENSHIP

During the school year, events such as Harvest Service and Mother's Day Service are planned, to enable children to achieve a sense of responsibility and independence. (See Events in the School Year). The school also takes part in the annual Citizenship Programme in Horsham and has planned visits from a school liaison police officer.



Experts regularly visit the school to work with the children



Children contribute significantly to all aspects of school life and articulate their views and opinions at School Meetings

THE ENVIRONMENT

Children are taught to care for the environment, locally, and to begin to understand some of the ways in which man can influence his environment on a wider scale.

GOVERNORS' SEX EDUCATION POLICY

Sex Education in this school is treated as a part of Health, Personal & Social Education. Our aim is to help pupils to develop attitudes of caring and loving which should underpin all personal relationships; to accept an awareness of physical difference, some of which are physical/sexual; and to provide a basic knowledge about the process of reproduction. Occasionally, issues concerning sexual behaviour may arise out of normal teaching of other subjects. Any question of this nature will be dealt with simply and with regard to the maturity of the children by the teacher at the time. Parents are kept informed of any changes to the school's Sex Education Policy and have a right to withdraw their children from Sex Education.



The whole school takes part in cultural activities, learning side by side.

HOMEWORK

The partnership between home and school is central to enabling each child to make sound progress.

Our Homework Policy aims to provide opportunities for children to share their school work with parents, to keep parents informed, and, with KS2, to enable them to begin to develop skills of working independently in preparation for Secondary School.

Younger children are expected to read at home to their parents, to practise spellings and collect information.

KS2 pupils have a planned homework timetable, recorded in their homework diary, and are expected to complete work set every week. There are weekly Homework Surgeries for parents.

HOME-SCHOOL PARTNERSHIP

On starting Ashurst Primary School, whether as an Early Years/Reception pupil or as an established KS1/KS2 pupil, all families receive the following documents in support of the very strong Home-School Partnership that exists:

School Behaviour and Discipline Policy

School Attendance & Punctuality Policy

School Homework Policy

School Security Policy

Acceptable Use Policies - ICT

PARENTS IN SCHOOL

A strong home-school partnership plays a vital part in the success of children's learning. Parents are encouraged to help in school in a variety of ways including reading and cooking. A high value is placed on adult help and great care is taken to ensure that this is planned carefully to support the teacher and to enrich the curriculum.

EVENTS IN THE SCHOOL YEAR

To help in planning the curriculum, and to support the children in developing responsibility and independence, we have several foci during the year. These include:-

Harvest Service (September/October): The children prepare a service and refreshments for parents and the community in aid of a charity.

Christmas Play (December): The children perform a Christmas Play for parents and the community in aid of a charity of their choice.

Mother's Day Service (March): The children take part in a special service and refreshments are served afterwards at St. James' Church.

Residential visits (September/June): Y5 (September) & Y6 (June) children visit Swanage, Dorset to take part in outside activities and to study the local area.

Leavers Concert (July)

Open Days: There is a display of children's work and topic books at the end of each term half term and parents and friends are invited to enjoy the occasions and comment on their experiences.

Sharing Assemblies: These take place usually in the spring term, parents and friends are invited to share in the celebration of pupils' work.

Open Afternoons



GENERAL INFORMATION

Admission Arrangements

Ashurst is a small village Church of England (Aided) Primary School for pupils aged 4 - 11 years. As an Aided school, admissions are decided by the Governing Body in accordance with arrangements made with West Sussex County Council (LA).

Parents seeking a placement for their child at Ashurst CE Aided Primary School must apply to the LA for a formal Application Form and to the school for a Supplementary Information Form. (Please also see P57).

The last date for completed Application Forms to be submitted to the Local Authority is Friday 15th January 2019.

The last date for completed Supplementary Information Forms to be returned to the school is Friday 15th January 2019.

The Admissions Panel of the school's Governing Body meets in the Spring Term to consider all pupils formally registered by the LA for entry the following academic year, and to decide on the allocation of places in accordance with the criteria for admission, stated in the school's Admission Policy.

Parents of all pupils formally registered as seeking a place at Ashurst CE Aided Primary School, are notified by the LA in April 2019 of the outcome of the Governors' Meeting (date to be confirmed).

The school year consists of three terms: the Autumn Term which begins in September, the Spring Term which begins in January and the Summer Term which begins in April. Full-time educational provision in school normally begins at the start of the term of the pupil's fifth birthday.

Prior to starting school, children are invited to meet their teacher and join in general activities for one morning during the half term before their enrolment.

Governors' Admission Policy

In their Admissions Policy, the Governors have laid down the criterion by which applications for admissions to the school are considered, in the event of oversubscription:

The criterion order is as follows:-

- 1 'Looked After Child' as defined by Section 22 of the 1989 Children's Act:
Statutory Instrument 2006 No. 128
The Education (Admission of Looked After Children) (England) Regulations 2006.
2. —(1) *In these Regulations —*
"relevant looked after child" means a child who is looked after by a local authority in accordance with section 22 of the Children Act 1989 at the time an application for his admission to a school is made, and who the local authority has confirmed will still be looked after at the time when he is admitted to the school;
- 2 Children of parents who reside in the ecclesiastical parish of Ashurst and whose parents are regular* worshippers of St James Church, Ashurst.
- 3 Children who will have a brother or sister in the school at the time of admission and who reside in the ecclesiastical parish# of Ashurst.
- 4 Children of parents who reside in the ecclesiastical parish of Ashurst.
- 5 Children who will have a brother or sister in the school at the time of admission and whose parents are regular* worshippers at St James Church, Ashurst.
- 6 Children who will have a brother or sister in the school at the time of admission.
- 7 Children of parents who do not reside in the ecclesiastical parish of Ashurst and who regularly* worship at St James Church, Ashurst.
- 8 Children of parents who regularly* worship at a Christian church other than St James Church, Ashurst.
- 9 Other children.

NOTE:

The school's admissions limit for each year group is eight. When deciding between applicants who have equal entitlement under the above criteria, priority will be given to those children who live nearest to the school according to West Sussex County Council.

* Regular is defined as attendance at a Sunday service once a month **over a period of two years prior to formal application ie in October.** In the event of parents taking up residence in

Ashurst Parish within the two year qualifying period, the Governors will accept a reference from the Parish Priest where the parents were formerly resident.

~ Reference to parents includes: legal guardians, either or both parents, or a sole parent.

Parents must approach the LA for information on the school's 'catchment area'.

Please note that for all of the criteria, the postal address of the child will be that of the parent or parents with whom he/she resides.

There is a 'Right to Appeal'. For more information please contact the school.

Visits to School

Prior to starting school, children are invited to meet their teacher and join in general activities during the half term before their enrolment.

Parents seeking admission for a child to the school at ages between 4 and 11 should apply to the Headteacher. If the child is already attending another local school, the school's headteacher should also be kept informed.

Transfer at age 11

At age 11 *most* children transfer to Steyning Grammar School.

Behaviour

We expect a high standard of behaviour based on trust, respect and courtesy towards others at all times. Rules, which are kept to a minimum, are agreed and reviewed regularly by pupils and staff together. Children are encouraged through adult example, and opportunities for supporting and helping each other in their work and play, to be considerate, caring and tolerant, and act with due regard for safety and understanding of the effects of their actions on others. Good manners, a sense of responsibility and self-discipline are qualities which we encourage and expect at all times, and we aim to reward good behaviour rather than punish lapses.

Behaviour and Discipline Policy

In a small community such as ours, school rules are kept to a minimum. The main criterion is that children behave in a manner which shows a regard for safety, courtesy and respect for others.

A copy of the school's current Behaviour and Discipline Policy is issued to **all** parents.

School's Security

In the interests of the safety and security of all pupils, parents, staff and visitors there is a Policy on School Security. All parents are issued with a copy of this Policy.



ASHURST CE AIDED PRIMARY SCHOOL



'BRITISH VALUES'

Ashurst CE Aided Primary School seeks to promote British Values in and through **all** aspects of school life; and especially through the curriculum.

Fundamental British Values include:

- Democracy
- Good Citizenship & Respect for the Rule of Law
- Individual Right to Liberty & Freedom of Speech
- Respect & Tolerance for/of other Faiths and Cultures
- Promotion of Equality & Equal Opportunity - in combating discrimination on the grounds of: colour, gender, race and/or religion.

At Ashurst CE Aided Primary School we aim to:

- enable pupils to develop self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil, religious and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge and respect for public institutions and services in England;
- enable pupils to acquire an appreciation of and respect for their own and other cultures strengthening tolerance and harmony between cultural traditions;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

By the time pupils leave Ashurst CE Aided Primary School they should have:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;

- an understanding of the importance of identifying and combating discrimination.

At Ashurst CE Aided Primary School we address aspects of British Values through some of the examples below:

DEMOCRACY & FREEDOM OF SPEECH:

- SHARING ASSEMBLIES & PUPIL VOICE MINUTES
- PUPILS' NOTICEBOARD & PUPILS' VOICE
- ELECTION OF PUPIL MONITORS & HOUSE CAPTAINS
- PUPIL RESPONSIBILITY FOR SCHOOL RULES & ACCEPTABLE BEHAVIOUR
- PUPILS' ANNUAL EVALUATION FORMS & COMMENTS
- Y6 ANNUAL REPORT TO PARENTS & GOVERNORS
- Y6 ATTENDANCE AT SUMMER TERM FULL GOVERNING BODY MEETING
- THE GREEKS
- DEBATING ISSUES (verbally and in writing)

RULE OF LAW:

- SCHOOL RULES - REWARDS & CONSEQUENCES
- THE ROMANS - INVENTION OF LAWS
- HOME-SCHOOL AGREEMENT

DIVERSITY, MUTUAL RESPECT, TOLERANCE OF OTHER FAITHS & CULTURES, COMBATING DISCRIMINATION:

- GLOBAL LEARNING PARTNERSHIP WITH KOTUKALA NURSERY IN THE GAMBIA
- SPONSORED EVENTS EG WALKS ETC FOR CHARITY
- FRENCH CULTURE
- SCHOOL VISITORS - RISENGA MAKONGA, MR CHAM

- CULTURAL TRADITIONS - ENGLISH CURRICULUM/TEXTS
- CELEBRATIONS IN THE BRITISH CALENDAR - REMEMBRANCE SUNDAY

WORKING IN PARTNERSHIP WITH OTHERS, PROMOTING EQUALITY EQUAL OPPORTUNITY & INCLUSION:

- 'ADOPT A FARM' PARTNERSHIP - MR & MRS KILHAM (CHLOE'S PARENTS)
- 'ADOPT A GORILLA' (x 2)
- COOKERY WITH SHOREHAM COLLEGE
- BUMBLES' GARDEN WITH MR & MRS GARNETT
- PE/SPORT WITH HORSHAM LEISURELINK & DALESDOWN CHRISTIAN CENTRE
- SWIMMING WITH THE TOWERS CONVENT SCHOOL
- BIKEABILITY WITH JOLESFIELD PRIMARY SCHOOL
- MINIBUS HIRE FROM STEYNING GRAMMAR SCHOOL & THE TOWERS CONVENT SCHOOL
- CHANCTONBURY SCHOOLS incl Sporting fixtures and G & T DAYS
- LOCALITY GOVERNOR WORKING

CITIZENSHIP:

- SUSSEX POLICE PROGRAMME
- Y5 ANNUAL CITIZEN DAY

School Uniform and Equipment

Ashurst School's uniform and equipment are as follows:

Girls

Grey skirt or pinafore dress

Grey tailored trousers (winter)

Green sweatshirt with school badge

or green sweater

White blouse

White or grey socks

White or grey or green tights

Sensible shoes or sandals

Green and white checked dress and green cardigan

Boys

Grey trousers (long or short)

Green sweatshirt with school badge

or green sweater

White shirt

White or grey socks

Sensible shoes or sandals

School Book Bag: Supplied to all new pupils, also available to purchase separately.

PE Kit: Green or white shorts; white T-Shirt; white socks; black plimsolls; or trainers; green tracksuit (optional).

PE Bag (supplied by APS to all new pupils, also available to purchase separately).

Art/Craft: An overall or old shirt

All articles should be marked with the child's name.

Attendances

School is open for 190 days in the year and parents have a duty in law to ensure that children attend on all these days. A helpful pamphlet defining "authorised and unauthorised absences" from school, produced by the DfE is issued to all parents.

Punctuality

The register is taken at 9.00 am and any child arriving later is marked late. In the case of repeated lateness, the Education Welfare Officer may wish to make inquiries.

Absences

Please let us know if your child is going to be withdrawn for medical or dental treatment. If your child is absent from school, either a telephone message at the beginning of the day or a letter is sent.

Headteachers are required by law to notify Governors and the DfE of any "unauthorised absences" and to inform parents of the percentage of authorised and unauthorised absences in their child's Annual School Report.

The Governors' attendance target for the academic year 2018/2019 is 95%+.

Meals

Children may choose whether to have a packed lunch from home or a hot school meal each day. The 'hot school meal' service is provided by a private contractor, with whom parents correspond and communicate directly. No sweets or snacks are allowed at breaktimes. The school receives 'Fruit & Veg' from a county contractor daily for pupils to enjoy at breaktimes, if they choose. Parents ensure that their children have drinks in appropriate containers - not glass or anything breakable - every day and all children are allowed to drink freely of the school water during the school day.

Free School Meals were introduced for all FS/KS1 pupils from September 2014. For information on Free School Meals please apply to the LA and/or the school.

Times of School Sessions

School hours are from 9:00 am to 3:30 pm. There is an hour's break for lunch, a morning break of approximately 15 minutes and an equivalent afternoon break, as appropriate.

Supervision at school begins at 8:40 am. Responsibility for the safety of children arriving at school before this time rests with parents, except in special circumstances when prior permission from the school has been sought. Similarly, children are collected at 3:30 pm each day, except in special circumstances when prior permission has been sought. School entrance doors open 8:40 am and close at 8:55am daily to ensure pupils are in their classrooms ready for registration at 9:00am.

Dates of School Year

The dates of school terms and half terms for the year 2018 - 2019 are as follows:

Autumn Term 2018

3rd September 2018 INSET DAY

Term starts for pupils 4th September 2018 - term ends 19th December 2018

Half Term: 22nd October - 26th October 2018

Spring Term 2019

3rd January - 5th April 2019

Half Term: 18th February - 22nd February 2019

Summer Term 2018

23rd April - 23rd July 2019

Half Term: 28th May - 31st May 2019 (Monday 27th May 2019 Bank Holiday)

INSET DAYS

Autumn Term 2018

Monday 3rd September 2018

Friday 2nd November 2018

Spring Term 2019

Monday 18th March 2019

Summer Term 2019

Thursday 4th & Friday 5th July 2019`

Health & Welfare

Medicals

The School Nurse gives medical examinations shortly after a child's fifth birthday, unless a child has recently been examined at a Pre-school clinic.

Medical Information

If a child has a serious or recurring problem, the school will need to be informed in writing. The school issues a Medical Information Form to all parents at the start of each academic year.

Illness in School

If a child becomes unwell during the school day, we contact parents by telephone and suggest the child be collected. It is imperative that parents give the school names and telephone numbers of friends or relatives who may be contacted in an emergency.

Medicines

Children should not bring medicines or tablets to school. However, if, in exceptional circumstances, a child must have a dose during the school day, permission is sought from the Headteacher or class teacher; the medicine is given to school office by the parent. The school will only administer medicine providing there are **written** instructions. Medicines are collected by parents.

Insurance (From the West Sussex County Council Policy, Section 8.1)

"Parents may wish to note that students and pupils are not covered by any County Council Insurance Policy for personal accident or loss of property while at school, or participating in school clubs or games after school, or travelling to or from school". Insurance for pupils on school outings is arranged by the school.

Diseases

For the latest information on incubation time and exclusion required for some common childhood infectious illnesses, please contact your local Health Protection Unit or visit <http://www.hpa.org.uk>

Charging Policy

Parents must please see the most recent **Activities 'Charging and Remissions' Policy** on the school website <http://www.ashurstcofe-pri.w-sussex.sch.uk/website>

Complaints Procedure

Any complaints should be discussed with the Headteacher in the first instance.

Most are dealt with, and resolved, informally. Concerns not resolved informally, should be addressed to the Chair of Governors for the application of more formal procedures. Please see the most recent '**Complaints Policy**' on the school website.

Emergency Closure of School

If it is felt necessary to close school during school time (due to severe weather conditions or other emergency) parents will be informed by the Headteacher or designated person and/or on Southern Counties Radio.

Personal Possessions

Responsibility for any personal possessions which are brought to school cannot be accepted by the school. No jewellery is allowed in school apart from sleeper earrings, and these must be removed during PE for reasons of safety.

Ashurst School - Our Aims

- To create a happy, caring learning environment, which is stimulating, purposeful and orderly.
- To provide an enriched education which meets the needs of individual pupils **and** the full statutory requirements of the National Curriculum and RE.
- To inspire joy and wonder in the world about them.
- To promote the individual development of the whole child towards the fulfilment of his/her potential.
- To promote the highest of standards in attitude, behaviour and work.
- To always celebrate pupil and school achievements.
- To encourage respect for themselves, each other and the local and wider community.
- To foster a strong partnership between home and school, based on mutual support and respect.

Curriculum and Policy Documents

A range of documents, relevant to the work of the school is available for reference.

Validity of Information

The information in this Prospectus was accurate at the time of going to print. (September 2018).

Mrs J A Williams

Headteacher



*The school has a strong and successful Chess Team which takes part in
the Annual County Chess Competition*

APPLYING FOR A SCHOOL PLACE IN WEST SUSSEX

IMPORTANT NOTE: Please also refer to P44 for Ashurst CE Aided Primary School

Information on Admissions Arrangements

Schools in West Sussex are categorised as community, voluntary controlled and voluntary aided. Community and voluntary controlled schools serve catchment areas. Voluntary aided schools serve wider areas. This school is a **voluntary aided** school.

Admissions to community and voluntary controlled schools are the responsibility of the Local Education Authority and applications must be made through their offices at:

Pupils Admissions Office
Centenary House
Durrington Lane
Worthing
BN13 2QB

Phone: 03330 142903
Fax: 01903 839214
Email: admissions.south@westsussex.gov.uk

Under the Education Act parents can express a preference for any school but parents do not have a right to choose a school. West Sussex Education Authority does however make every effort to meet parental preference where possible. Further information about how places are allocated at this, and other schools in the County, is contained in the Authority's Information for Parents Booklet a copy of which is available from the school office or the Pupil Admissions Office. Further details relating to admissions can be found on the West Sussex Grid for Learning, wsgfl.westsussex.gov.uk.

Transport

Transport matters for children attending this school are dealt with by the Transport office based at The Grange, Tower Street, Chichester, PO19 1RH. They can be contacted on 01243-753530.

ASHURST CE AIDED PRIMARY SCHOOL



Y6 PUPILS' ANNUAL REPORT to PARENTS AND GOVERNORS 2017 - 2018

Memories of Ashurst CE Aided Primary School 2018
By Y6 Barney Bricknell

Normally, I can't remember anything that happened more than a year ago, however, for this piece of writing, everything has started coming back to me, all the good and all the bad times. I woke up at 5 o'clock in the morning (somehow☺), my first day at Ashurst. It didn't exactly get off to a very good start and was tired out of my mind! When I got to school, the first thing I noticed was someone called Oliver, I recognised him from a playground in Henfield. ☺☺

It came as a complete *SHOCK* to me that my mum just *dumped* me at the door and left. I had a complete *meltdown* and Mrs Pockett had to practically drag me into school. However, once I was in, I was absolutely fine. The only thing I remember after that was sitting in a circle saying our names. I seem to remember refusing to say my name so Mrs Pockett had to say it. ☺☺

There were; Millie (Mimi), Ned (Den), Saul (Ross), Oliver, Hannan (Safety man) Joseph (Cheese), Bertie (Bernie), Alfie (Elfie) and me (Barnstable).

YR is still my favourite year, to this day, because we did less learning and more playing, I actually looked forward to school. ☺☺

One of my favourite parts of Reception was eating porridge; we read 'Goldilocks and The Three Bears' so we decided to try some porridge.

In Y1&2 we were taught by Miss Evans, now called Mrs Smith, and Mrs Pockett. In Y1, I remember, clear as day, learning about 'The Runaway Chapatti' by Susan King with Gambian, Mr Cham. However, I don't remember any of the story. Sadly, Mr Cham passed away from a sudden heart attack.

In Y1&2, playtime was never as much fun as it was in YR, mainly because it was the same basic routine each playtime: Football was Ned (Den) and Oliver vs. everyone else. Bertie (Bernie) would play armies with James (the boy who had just recently joined the school, along with Orson, whose nickname is 'The Eiffel Tower'.) This would happen every playtime over and over, and over and over again.

THANK YOU MRS SMITH ☺☺

In Y3&4, we were taught by Mrs Robins and Mrs Harwell, the timetables were a tad confusing: we had Mrs Robins for Monday, Tuesday and Wednesday and Mrs Harwell for Thursday and Friday. One of my favourite parts of Y3 was going to Fishbourne Roman Palace. We learnt lots about The Romans and how their every-day lives were. I remember looking at the mosaics and making an arch from large blocks of polystyrene, always remembering the importance of the keystone!

Another thing I remember about Y3, was doing the Egyptians. For one part of this school project, we got to choose one thing to research and record. I chose Egyptian toys and remember seeing a rocking horse of over 4,000 years ago, that was almost completely intact!

Y4 was basically the same as Y3, however, the teams at football had changed and were: Ned (Den), Bertie (Bernie), Joseph (Cheese) and me (Barnstable).

In Y4, we did A LOT of maths using the computers to practise things like fractions and addition. I can't remember much about Y4 but I do remember getting *ahem* 'homework'.

THANK YOU MRS HARWELL AND MRS ROBINS😊😊

Y5 was in the same classroom as Y3&4, as there were more Y3&4s than Y5&6s. So this was our 3rd year in this classroom! All we could do was pray that we weren't in that classroom for the last year!

The main two things I was looking forward to in Y5 were SPORTS DAY and SWANAGE😊. Sports day because I was feeling lucky and I felt like I could win at least one event. And Swanage because it's Swanage!

At Sports Day I ended up winning one or two events. I clearly remember winning the skipping race my miles. Blue won Sports Day 2017 in the end.

Swanage was easily the best part of Y5&6 from the films to the breakfast to the dinners to the walks! I shared a room with Ned (Den), Oliver and Alfie (Elfie). It was so much fun and I am looking forward to going again in Y6.

YEAR 6 WE HAVE MADE IT! At the start of Y6, we found out that a girl was joining her name is Lucy, Millie (the only girl our class up to that point) was overjoyed to hear the news.

In Y6, from Tuesday to Thursday in the Spring term, we go to the library with Mrs Williams to practise our maths and English in preparation for SATS. We've just completed them and we all got a bag of sweets at the end for ATTITUDE & EFFORT!

Ashurst is and always will be MY favourite primary school!!

THANKS ASHURST CE AIDED PRIMARY SCHOOL!!!!😊😊😊

Memories of Ashurst CE Aided Primary School 2018

By Y6 Joseph Cochran

In the infants, we had two teachers called Mrs Pocket and Mrs Smith. In YR we learnt our sounds using jolly phonics and played in the cabin. In Y1&2 we read a story about 'The Princess and the Pea' and Mrs Smith made us eat jelly and peas in a cup which was delicious! One of our topics was about 'Castles' and we did a visit to Arundel Castle which was really interesting as we got to dress up in suits of armour! Another topic was all about sea creatures and we went on a school visit to 'The Sea Life Centre in Brighton where we got to see sharks and turtles swimming above our heads by walking through a glass tunnel. It was amazing but some thought the glass would break and we would all be eaten!

Infants was all about learning to read, write, know our numbers and how to make friends - which we all did. There were nine of us, eight boys and one girl! Two boys left in the infants and two boys joined in the infants - and another girl joined us, but not until Y6! There have been some falling outs over the past seven years but, for the most part, we have stayed friends, with 'pet' names for each other too AND we have played football EVERY playtime since YR!

Thank you Mrs Smith and Mrs Pocket for teaching us.☺☺

In Y3&4 we had a very complicated timetable because we had Mrs Robins on Monday, Tuesday and Wednesday and Mrs Harwell on Thursday and Friday. Mrs Harwell was our Music teacher and we did a lot of singing for the Ashurst Music Festival, which I really enjoyed - and also for the Chanctonbury Music Festival when we were in Y5&6. One of our topics was on 'Trees' and we went on a visit to Woods Mill, Nature Reserve where we were blindfolded for a short time to see what we could smell and hear. Another was on 'Rivers' and we learnt about the 'Water Cycle' and another was on 'The Romans' when we enjoyed another school trip - this time to Fishbourne Roman Palace to look at the mosaics.

As with every year, we went on Sponsored Walks in September to raise money for charity. For most of our Walks we raised funds for our Nursery School in The Gambia called Kotukala and were so pleased when it's Headmaster, Mr Cham came to Ashurst to teach us in 2012. We really liked him and he told us the story of 'The Runaway Chappati'. We were so upset when we learnt that he had died unexpectedly of a heart attack in 2016. When he came to England he brought everyone a necklace that he and his sister had made especially for us. We will never forget him.

Thank you Mrs Robins and Mrs Harwell for teaching us - and Mr Cham☺☺

In Y5&6 we had a new teacher called Mrs Sansbury who also made learning fun and interesting - and we also did a LOT of sport, even more than usual, which really pleased me. I got to

represent the school in football against Henfield, Steyning, Jolesfield, Coldwaltham and Amberley, in tag rugby against all of the Horsham schools and in cricket against the Chanctonbury Schools and Lancing Schools. I loved going to Dalesdown for PE in the winter and to The Towers for swimming in the spring. I also enjoyed our topic on 'Reaching the Peaks' and found the visit to The Planetarium in Chichester one of my favourites because of seeing the night sky with all of its millions of star lit up on the globe ceiling.

In Y5 the highlight was going to SWANAGE for a week at the end of it AND I am looking forward to going again in Y6. I also enjoyed Sports Day last year and am looking forward to that this year too. At Christmas this year Mrs Sansbury left to have a baby called Jordie and we had a new teacher, Miss Simpson, however, since January, for most of their English and Maths lessons, Y6 have had Mrs Williams - and this has included preparing us for our SATs. Mrs Williams also did the Christmas Play as usual this year and I had TWO starring roles, as 'the Ogre' AND 'Mr Perks, the solicitor'. I enjoyed both even though I was nervous at first.

Thank you Mrs Sansbury, Miss Simpson and Mrs Williams for teaching us

I have really enjoyed my years at Ashurst, especially the friends I have made, the lessons I've learned, the school visits I've been on, the art weeks, music festivals, cookery days, all the visitors we have met and, of course, Swanage and sport.

Thank you Mrs Hedley, Mrs Ixer, Miss Kelsey and Mrs Williams again AND all who make Ashurst Primary School the wonderful school it is!!! 😊😊

Memories of Ashurst Primary School 2018
By Y6 Ned Connolly

On my first day of school, all I can remember is being scared because never before had I been in such a **BIG** place filled with **so** many people.

In YR I remember not having to do much work and, when we did, it being **very** hard. When we were not doing hard work, like maths and Jolly Phonics, we were outside playing in the little den-like house called 'the cabin'. There were lots of toys in it like scooters. When we did hard work we were always helped by our kind teacher, Mrs Pockett.

I remember falling over in the playground one day and hurting my leg badly; and, when I was told to go in to see Mrs Pockett, being **very** scared because my friends had said she would cut off my leg - 'the bit that hurts'. When I went inside, Mrs Pockett said she was indeed going to cut off my leg! However, I soon realised she wasn't being serious because all she gave me was a plaster! I was **so** relieved. Mrs Pockett was just helping me but I think I was scared for the rest of my infant life! I always tried not to get hurt but, somehow or other, I did, and would end up with Mrs Pockett telling me my leg would have to come off!

The step between YR and Y1 was one of the hardest to get used to, because in YR you did everything through play and in Y1 you had to sit still more often and write more. So I got **very** scared until I got used to it, which I did, **very** quickly.

In Y1&Y2 I remember making friends with a boy called Bertie, and we have been best friends ever since. I also made friends with Joseph and I remember thinking 'what a strange name', which, of course, it wasn't!

I remember the work in Y2 was **much** harder than in Y1 but Mrs Evans, who is now Mrs Smith, helped me get to grip with it. In Y2, I made **lots** of friends and we had 'pet' names for each of us: Bertie (Bernals), Joseph (Jonah), James (Hamez), Alfie (Elf) and Orson (Snors). I can remember playing football on the field and the teams were Oliver and me against all of the other Y1&2s. One of our topics in Y2 was about Castles and we went on a school trip to Arundel Castle. It was great fun - and **very** interesting. Thank you Mrs Pockett and Mrs Smith

In Y3&4 we had two teachers, Mrs Robins and Mrs Harwell. It was **very** confusing because half the week we had Mrs Robins and the other half we had Mrs Harwell. My favourite subject in Y3&4 was Science, learning about 'The Water Cycle'. One of our history topics was 'The Egyptians' and we went to Brighton Museum to learn more about them, including taking out the brain of a mummy through its nose!

We did a lot of music in 3&4 because Mrs Harwell was the school's Music teacher and **very** good at anything musical. We were **very** good at singing with other schools, especially at the annual 'Chanctonbury Schools Music Festival'. We had French lessons with Madam Loveless,

until she retired in 2016, and then with Maitress Scadding-Hunt, her replacement. Thank you to our French teachers and to Mrs Robins and Mrs Harwell!

Y5 was one of my favourite years at Ashurst because we had ☺SWANAGE☺ , our Residential Week, to look forward to at the end of it. We also had one of my favourite topics, 'The Victorians'. We learnt how the Victorian children were treated and read a book called 'The Street Child' - and went on a trip to Preston Manor in Brighton. Our teacher in Y5&6 was Miss Jordan, until she married and became Mrs Sansbury. She left at Christmas this year to have a baby called Jordie.

In Y6 we have Miss Simpson to teach us until we leave in July. But not **all** of the time! In spring in Y6 we have had Mrs Williams teaching us, mostly in the mornings and mostly Maths and English. Mrs Williams has helped us get really good at Maths and English and in May we started preparing for our SATS with her. I think every Y6 did **very** well. In fact, I think we have **all** passed our SATS and passed them **very** well - we shall find out in July! Thank you to Mrs Williams for teaching us.

With SATs now finished, I am looking forward to SWANAGE in June and Sports Day in July, and also to my new Secondary School in September.

Although eager for the next stage, I am also **very** sad to be leaving this school that has helped me become the person I am today. There have been **so** many things that have helped build my character, especially: **the Christmas Plays**, like 'Puss in Boots' in Y6 when I got the main part (luckily, I didn't have to do a solo, although, if I did, I would have tried to sing it, but I don't really like singing on my own), **the annual Sponsored Walks**, helping to raise funds for Kotukala Nursery School in The Gambia whose Headmaster, Mr Cham, came to England to teach us in 2012, (he told the story of 'The Runaway Chappati' and was a **very** good story teller.) He died in 2014, due to a massive heart attack, and I am still sad to this day, **the Cookery Days** with Mrs Young at Shoreham College (I now know how to cook a lot of things my family really enjoy eating!), the **Chess Club** and representing the school on the chess team and, of course, **SWANAGE**, which is really amazing thanks to Mrs Williams, Mrs Pockett and the Sandhaven Guesthouse owners, Mr and Mrs Lush!

☺THANK YOU TO ALL AT ASHURST
for my
WHOLE PRIMARY SCHOOL EXPERIENCE ☺

Memories of Ashurst CE Aided Primary School.

By Y6 Lucy Cowan-Munro.

As I walked into the classroom EVERYBODY stared my way. I stopped and it felt like the world stopped with me. Mrs Sansbury grinned at me and told me to take a seat. I wandered through the classroom, searching every table thoroughly for my book. After an embarrassing and awkward five minutes, **Millie**, the only other Y6 girl, was called to show me round. I gave a long sigh of relief and escaped the situation quickly by rushing over to Millie.

We walked and examined each other from head to toe before *eventually* a conversation started. Millie said, with a convincing smile, "I like your bag" and I replied, "thanks." I was so *touched* and we formed friends immediately. After a week I knew everybody's names and some afternoons Mrs Sansbury would ask me to say everybody's name before we were dismissed home. The class would all glare at me eagerly, which I found quite funny ☺

Thank you to EVERYONE for a great first week!

For the first few weeks of my *new* school, I only knew Millie. I always seemed to be confused or in the wrong place, which is difficult in our small building, but with her help I understood the system soon enough. We played on the field and I got to know Jamie and Lola too, we even came up with our own comic, '*The Amazing Adventures of Mimi, Luli and JJ!*'. We have stayed great friends, the best you could ever want.

In Autumn term, we went on a trip to Shoreham College for a wonderful COOKERY DAY. We made Greek food: moussaka and also butter biscuits- my personal favourite! We took them home afterwards and my Dad asked me for the recipe because his homemade moussaka was different. Mum and Dad both enjoyed the butter biscuits! **Thank you Mrs Young!**

Thank you for a great afternoon at Shoreham College! ☺

My Y5&6 teacher, Mrs Sansbury, was a great teacher, always making lessons fun, even the ones I found difficult before. She left at Christmas to give birth to a little boy, Jordie. **Thank you Mrs Sansbury.** We wondered who our new teacher would be and were pleased it was the previous teacher of Y3&4, Miss Simpson.

Thank you to Miss Simpson.

Finally, it was Christmas! And that meant only one thing...the Christmas play! I got the part of 'Alice', the maid and got to be in scenes with Millie. Aka *Princess* Millie, in this case! I loved doing the play so much! The whole thing was such a fun experience. **Thank you Mrs Williams,** I won't forget it! I was also VERY excited because my drawing won the front cover competition of the PROGRAMME for the audience. **Thank you Mrs Hedley.**

My favourite lessons include PE at Dalesdown, often with our Swimming teacher, Miss Miles.
Thank you to Miss Miles! ☺

Next month is going to be the highlight of the year! I have heard a lot about our school residential trip to Swanage! I have been to Swanage before with my family, but only for a day. Good thing is I think I'm definitely sharing a room with Millie. I can't wait for all the journeys and activities we will be doing on the trip! I'm soo excited! **Thank you for SWANAGE!**

I have REALLY enjoyed my time at Ashurst CE Primary. It has only for a year but I have loved EVERY minute of it. **Thank you again to Mrs Williams**

And Thank you to all at ASHURST for the happiest year of my life!

Memories of Ashurst CE Aided Primary School

By Y6 Bertie Mackay

On my first day at Ashurst Primary School, I remember going in with my sister, Olivia. I walked into the classroom with my new teacher called Mrs Pocket and there were nine of us: Ned, Barney, Millie, Joseph (which I knew from Pre-school) Saul, Alfie, Oliver and Hannon. I remember shouting "SAUL, SAUL COME HERE". He looked at me as though I was strange. I loved learning in Reception because it was so much FUN and very easy, although I do remember spelling my name wrong!

Y1/2 with Mrs Evans (now Mrs Smith) was really good fun; we did brilliant topics, such as trying ginger beer, jelly and peas. It was amazing. I had really good friends then and still do. Sadly, Hannon left but then two new faces joining our *tribe* called James and Orson. James pulled my chair out and I knocked my head. It wasn't a good idea!

We went into the juniors and sadly, in Y3, on December 14th, Mr Cham, our Gambian school headmaster, died - I still have the necklace that he gave me. I can't remember much of Y3&4 but I do remember the topics: The Romans, The Egyptians and World Changers. Work was harder for all of us. The teachers in Y3&4 were very kind. Thank you Mrs Robins and Mrs Harwell

In Y5, there was a new teacher called Mrs Sansbury. I really enjoyed Y5 because the topics were so interesting. We did the Ancient Greeks, the Victorians, Rivers & Mountains and Space. The best day of summer term was Sports Day, it was so exciting. I won the long distance race. It was exhilarating.... everyone chasing after you... keeping going.... Keeping going...keeping going..... I even wish it had lasted longer!

Swanage was WONDERFUL in Y5. We did long walks, had perfect ice cream.... it was the best. And the B&B was really good, the food was amazing. Thank you Sandhaven and MR & MRS LUSH.

Y6, our last year at Ashurst Primary School, and it's going really fast..... because it's been so much fun. And the best thing is yet to come and am I really looking forward to it. SWANAGE. You bet, awesome (sorry Orson) !

Ashurst has been so good for me, I've made great friends:

- Ned (Needles)
- Barney (Barnstaball)
- Joseph (Jonah)
- James (Hamez)
- Orson (Snore)
- Alfie (Elfie)

I've done lots of fun activities *including* SATs ... on the down side.... Altogether....it's been brilliant at this school, especially the Christmas Play this year, 'Puss in Boots' which was very well put together and everybody loved it. Thank you Mrs Williams.

I have loved it all but my highlight was when Mr Cham from The Gambia came to teach us and read us 'The Run- away Chapatti' and ALL of the SPORTS, of course.

THANK YOU ASHURST CE PRIMARY SCHOOL.

Memories of Ashurst CE Aided Primary School 2018

by Y6 James Murphy

I was in Y1 on my first day of Ashurst, and on my first day I got a little shock. I was used to the huge expanse of Upper Beeding, but now I had pulled up outside a VERY small building. Mum, Dad and I went to the office and that was when I first met the Headteacher, Mrs Williams. Another member of staff walked Mum and I down to the end class, while Mrs Williams stayed in the staff room with my Dad and coffee.

From the moment I walked in on that day, I knew I wanted to come to this school. At lunch time I met my first friend, Oliver Van Loock. We really liked each other, until he knocked my bottle on the floor and since then our friendship has been somewhat up and down! Later on I met another boy called Orson, and we became friends straight away. I also made friends with a boy called Ned, who I knew at Pre-school, and Bertie, who I learned was quite gullible after I played a trick on him involving his chair! ☺☺☺☺. I remember not liking maths in these early years, a grudge I have managed to resolve as my years at Ashurst have continued.

I really enjoyed Y2, especially the school trip to the Brighton Sea Life Centre. On this trip we went through an amazing under water tube where sharks glided over our heads, alongside huge sea-turtles. After we left we were given small badges to keep. I still have mine. Thank you very much Mrs Pockett and Mrs Smith for a great time.

Now here it was, Y3, and the big move up to the juniors. I was nervous. We had two new teachers, Mrs Robins and Mrs Harwell. Our first topic was 'The Stone Age' followed by 'Rocks and Minerals'. I very much enjoyed these topics and was very interested in both☺. I remember I wrote a very good story about how shaving came about! Mrs Harwell brought in a very pretty geode, I also have a geode. In Y3 I also flourished at the fine art of basic flute playing, with a stunning 2.2% success rate!

In Y4 we did 'The Romans' and our extended project was on another topic we studied 'World Changers'. I chose to do Charles Darwin and we went to visit his house. Thank you Mrs Harwell and Mrs Robins.

I really enjoyed Y5, Our topic was 'Space' and we paid a visit to the Chichester Planetarium and saw a show in the stunning star dome. We also learnt about 'The Victorians' and we went to Preston Manor where we managed to survive the terrifying wrath of the Housekeeper, Mrs Storey. Great fun! Sports Day was my best ever. Benjamin and I won joint Golden Boots and I won the egg and spoon race. The residential visit to Swanage was amazing too, and although I felt slightly home sick, I had a good time. My favourite parts were the walk from Swanage to Corfe and the smugglers tales drive where the horses surrounded us.

Now I was at the pinnacle of the school, top of the pyramid. I was in Y6! Our first term brought with it a new topic, 'The Ancient Greeks'. This topic was done with our teacher, Mrs

Sansbury, who had also taught us in Y5. I enjoyed this topic because we even got to taste and enjoy a Greek feast. Y6 also brought news that Mrs Sansbury would be leaving Ashurst, temporarily, to have a baby. This she did at Christmas and the baby is called Jordie. Mrs Sansbury keeps in touch with us and visits regularly with Jordie for us to see her and to watch him grow. We really like seeing him - and her!

Up until we leave in July this year, we have a new teacher, Miss Simpson. My favourite thing so far with her has been the 'Curious Creatures' in which we have had to design a perfectly adapted animal. It has been great fun, especially after our SAT tests which have just been completed. We felt fully prepared for them after working hard with Mrs Williams - with help from the Butter Mintoos!. I hope we have all done well! Thank you to Mrs Sansbury, Miss Simpson and Mrs Williams.

As I write, I can sit and think of all there still is to look forward to enjoying in the rest of my time at Ashurst, including: Swanage, Sports days, Rounders Match & Tea. Cricket Day, Open Afternoon and Leavers' Service and back on all I **have** enjoyed, including: Christmas Plays and Bazaars, Music Festivals, Art and Cookery Days, French, Football, Swimming and Computing. Thank you to Mrs Hedley, Mrs Ixer, Mrs Scadding-Hunt and new Miss Kelsey. It has been a great time.

As I leave here for Steyning Grammar School in September, I will be remembering the phrase from a former Ashurst pupil, also upon leaving:

"you can take the child out of Ashurst but you can't take the Ashurst out of the child!"

Best wishes to this lovely little school from James (and sister Isobel)

Memories Ashurst CE Aided Primary School 2018
By Y6 Alfie Price

On my first day of school, I didn't speak to anyone, not even Mrs Pockett! What made it very hard was when Mrs Pockett read out the Register. As soon as I met Joseph, I turned into a radio, without an 'off' button.

When I met Oliver, he would stalk me all around the playground. I remember Mr Cham reading "The 'Run Away Chapatti'. Before I met Mr Cham, I thought he was ONE OF Mrs Pockett's dolls!

In Y1 and 2, I was rushing into school when I tripped and cut my knee, Mrs Pockett said she would cut my leg off! so I sprinted into school EVEN FASTER but VERY carefully. I don't remember much about Y1&2 but I do remember meeting James. We became best friends. Once, in class, when Oliver was sitting next to me, I was SO afraid of Oliver that I asked to go to the toilet SEVEN times! I remember 'The Princess and the Pea' and we had peas and jelly then Orson joined and Saul left.

When we moved up to Y3 and 4 I was so nervous because there were new teachers and a new classroom. My favourite topic was the Egyptians because we went to Brighton Museum and we mummified a dummy. I remember Sports Day in Y4. Sadly, I couldn't catch up with the other Y4s because of my dyspraxia but I still enjoyed it. Three months later my dog died. I was very upset but my friends Joseph, James, Ned, Bertie and Orson cheered me up and helped me overcome the sad death of my dog.

In Y5, we were still in the same classroom but we had a different teacher. I enjoyed it so much my favourite topic was The Victorians. We went to Preston Manor and were dressed up as poor Victorians looking for jobs and we got to experience being a Victorian. In Y6 WE MOVED TO THE BIG CLASSROOM! and we had a new teacher and we did the Christmas Play (Puss in Boots). After that we did Space and I made a cupboard 'black hole'. After that I we did the Greeks which was really fun because we did cookery at Shoreham College.

At the moment, we are doing 'Curious Creatures' and mine is a 'Pufferoise', which is a bat mixed with a puffer fish mixed with a tortoise mixed with wolf! I can't wait until Swanage this year. I remember last year. I slept with Oliver, Ned and Barney. It was so interesting what we saw whilst walking to Corfe Castle. I really can't wait.

Thank you Ashurst CE Primary School 😊😊😊😊😊😊😊😊

Memories of Ashurst CE Aided Primary School
By Y6 Oliver Van Loock

I can remember a lot of my first day of school in YR. My teacher was Mrs Pocket. My favourite bit was seeing Bertie again because we went to the same Pre-school. I was so scared going to school because we had to do WORK. At play I fell over and cut my leg. I went to the library and Mrs Pocket told me she had to cut my leg off, I was really scared. I was so close to jumping out the window. After playtime, I met these people I didn't know called: Joseph, Ned, Barney, Alfie, Saul and Hannon. Near the end of YR we met a special person called Mr Cham from the Gambia who told us the story of 'The Run Away Chapatti' I loved that story. I got to know everyone in YR. Sometimes in the afternoon we went to the cabin to play with scooters, bean bags.... and we even built a den! I loved the cabin we learnt everything by playing. I remember I was always a policeman.

Thank You Mrs Pocket for teaching me!

In Y1/2 we had Mrs Evans, now Mrs Smith. We went to the Sea-Life Centre in Brighton which was like you were in the ocean. In the main hall, there was a giant-crab (which was my favourite) and there was a big fish tank with sting-rays in it. In the next room a man was in a special suit and he went in with a string-ray. I thought he was going to die; thankfully, he didn't die. At Christmas, in the infants we did a play called 'Jack and the Beanstalk'. I was really excited to do the play. After that we started to do trips like the Sponsored Walks and Arundel Castle. One of my favourite trips in the infants was to Arundel Castle because there were many interesting facts about like the *oubliette*, a pit where our guide explained prisoners were thrown down and forgotten! In the middle of Y1, two people joined called Orson and James.

Thank You Mrs Smith for teaching me!

Going into the juniors was a big step, because of homework. My teachers were Mrs Robins on Monday Tuesday and Wednesday, and Mrs Harwell on Thursday and Friday. In the juniors I was worried because we had to do more work and all the work was getting harder; for our topic we did Egyptians and Romans. In Y3/4 we started to do computing, we started to do some programming on Scratch and Flowol. **Thank you Mrs Hedley.** In Y4 Mrs Robins left and at the end of Y4 Mrs Harwell also left.

Thank You Mrs Robins and Mrs Harwell for teaching me!

In Y5 we had Mrs Sansbury. We went to Preston Manor as part of The Victorians and did sponsored walks to raise money for a school in Africa called 'Kotukala' where the Headmaster was called Mr Cham who sadly died in 2014. At Christmas we did Bazaars to raise money for charities such as Cancer Research. In June we went to Swanage for five days and shared rooms with our friends (I was with Alfie, Barney, and Ned). On most days we went walking and I am excited to be doing the same again this year.

Thank You Mrs Sansbury and Miss Simpson for teaching me!

In Y6 at Christmas we did the Play, 'Puss in Boots' and I was Mostwin, Puss's owner. In May we started to do SATs I was not sure if I would get some right but I think I did well, I had been practising at home and I think it helped me. Thank you Mrs Williams for all your help and teaching!

Thank You Mrs Williams!

Thank you Ashurst for letting me come here it has changed my life.

I wish I could stay here for longer.

Memories of Ashurst CE Aided Primary School 2018

By Y6 Orson White

My first day of school was in Y1. I had previously been going to Steyning Primary but my sister moved so I came here as well. I remember looking at all these strange people sitting in a circle telling each other their names. There was: Barney, Ned, Bertie, Joseph, Alfie, Oliver, Millie, Hannan and Saul. Our teacher Ms Evans, who is now Mrs Smith, worked us really hard. We also had Mrs Pockett to teach us. We did a lot of art and a lot of maths too. I loved the infants thank you Mrs Smith and Mrs Pocket for working with us 😊

Y3 into the juniors was a big move with a new set of teachers, Mrs Harwell and Mrs Robins. All the work we did was really very hard but gradually it got easier and I started to learn, to mark my own work and to work questions out for myself! In Y3, my favourite trip was to Fishbourne Roman Palace. I loved the mosaics and the gardens. Our next topic was the Egyptians and we went to Brighton Museum where we even mummified a person and did the weighing of their heart!

Y4 was also a good year. Our topic was The Romans. I loved learning about them and I got a 'Headteacher's Award' for it from Mrs Williams. At wet playtimes some of the boys and I made a massive tower of big Lego bricks which turned out to be the school's tallest tower made.

Thank you Mrs Harwell and Mrs Robins.

In Y5&6 I was taught by Mrs Sansbury and Miss Simpson. We learnt about the Victorians and as a trip we went to Preston Manor. The house mistress was called Mrs Storey and she was **so** intimidating. She wore a black dress and was very strict. We had to dress as poor Victorians looking for work. We made jam tarts, and that was the best part. In Y5, on Sports Day, I won the sprint for the fourth time - and I am hoping to win it again.

Y6 was the hardest year of them all, practising for SATS with Mrs Williams which I worked really hard for, as did the other Y6's. Thank you Mrs Williams.

And thank you to all the other staff including: Mrs Hedley, Mrs Scadding-Hunt and Mrs Ixer. Overall I am VERY glad I came to Ashurst.😊😊😊

Thank You Ashurst Primary School

Memories of Ashurst CE Aided Primary School 2018
By Y6 Millie Young

I only remember a little bit of my first day at Ashurst Primary School. All I remember is walking into class and thinking, "*Where are all the girls?*" Even though there were no girls, I recognised a few faces: Cameron (my brother), Bertie and Ollie (who I went to Pre-school with). I remember being led out onto the field and seeing giants all around me. I played with the boys and we had lots of fun chasing each other round the field, though we probably looked a bit **crazy**! The people in my year group at the beginning were: Barney, Alfie, Hannan, Saul, Ollie, Bertie, Ned and Joseph. In Y1 Hannan left and in Y3 Saul left and we were joined by Orson, James and finally, Lucy.

In the infants we swapped teachers every three to four weeks. I remember being with Mrs Pockett one day and the next day being with Ms Evans (now Mrs Smith). For a tiny person, it was a bit confusing! In YR we were with Mrs Smith and we were doing 'Goldilocks and the Three Bears' and we all went into the kitchen and watched Mrs Smith cook porridge, I'm not sure if we were supposed to cook, but if we did I don't think we would've been allowed near the hot pans! We then all sat down at a table with raisins and jam and ate our porridge. I loved it and had seconds! Thank you Mrs Smith and Mrs Pockett for an amazing three years in the infants! ☺

I remember moving up into Y3 and being petrified! I didn't know the Y4 girls that well and wanted to make a good impression. As I stepped into the classroom, I remember this one girl, (Poppy) rushing up and hugging me, even though I barely knew her! She then told me to sit next to her. I was so relieved. I sat down with her and more and more people came into the classroom. I kind of knew the other girls (Helena, Alexie, Kayla and Tiggy) and they all said 'hi' and we became instant friends. I remember that first play we just walked around and talked. Mrs Robins then started talking about our confusing time table: Mrs Robins Monday, Tuesday and Wednesday and Mrs Harwell Thursday and Friday.

My two favourite trips in Y3&4 were the trips to the Brighton Museum and to Fishbourne Roman Palace; I think we did Brighton Museum in Y3. When we arrived at the Museum, we were led into a room where two dummies were lying on tables. I remember all of us standing round the tables and staring at the dummies, not knowing what to do. Eventually, an instructor came in and told us we were mummifying these dummies, as our topic was the Ancient Egyptians! I remember being really excited until we started. We all started and I remember being told I would take the brain out of the nose, **GROSS**! Soon enough pink stuff came slowly out the nose! After we had wrapped the mummy in bandages, we all sat down on the floor. Our instructor started telling us about what the Egyptians believed would happen when you died. I remember being told I was to pretend to be the God of Death! I hope I didn't look as if I was half-dead! I had to put on this huge mask which looked like a black wolf. I remember being told that the God of Death would take your heart and a feather and put them on the scales. If your heart was heavier than the feather then you were a bad person and would be eaten; but

if your heart was lighter than the feather you would be allowed to go through the gates to the Egyptian version of heaven. I really enjoyed my trip; it was one of the best school trips!

The next school trip I went on was the one to Fishbourne Roman Palace. I recall going inside and being told that we were going to pretend to be slaves and do jobs. We all got dirty slave tops and went around in groups doing activities. I remember an activity where we had to build an arch out of pretend bricks, it was extremely difficult! After we had completed all of activities we sat down on the floor. We were told that there was a prince and princess hiding amongst the slaves, and guess what; I was the princess! Marrek was the prince and we got dressed up. I remember being dressed in a navy blue dress with gold buttons on my shoulders, it was beautiful! Marrek was dressed in this REALLY long cloth which wrapped round him several times! We looked at detailed mosaics, I really enjoyed the trip! Thank you Mrs Robins and Mrs Harwell for a great two years!

After Y3&4 it was time for Y5. I was extremely excited because I was back with Helena, Poppy, Tiggy, Kayla and Alexie and we had a new teacher called Ms Jordan, now called Mrs Sansbury after marrying. I remember lots of the time the Y6 went out with Mrs Williams so it was mostly just the Y5s. The time passed really quickly and very soon it was time for Swanage! I was really ecstatic as I had heard lots of amazing things about it. I remember the three hour journey which felt as if it lasted five minutes as Tiggy, Poppy, Kayla and I were in the back and chatting away. I recall arriving at Studland Beach and partnering with Kayla for the sandcastle competition. We weren't sure what to do at first so we just started digging a HUGE hole. It got so deep that some people were coming over to look at it! Eventually at the bottom of this hole we found some black, smelly stuff. We named it black sand and used it for our build. We built a road using black sand, normal sand and seaweed to decorate it. I can't remember who won, though I don't think it was us. We went to the B&B after that and I shared a bedroom with Poppy and Alexie. I had a really good time at Swanage and hopefully the one in five weeks will be just as good.

After six years at Ashurst it was time for my last year, Y6. I remember walking into school and seeing this girl who I vaguely recognised. I stared at her for a bit and then realised this was the girl who was joining my year group. Finally, there was a girl! Not just loads of boys! I was really happy so I sat down next to her. Mrs Sansbury told me to show her around and tell her where to put her belongings. As we walked in the corridor we didn't know what to say, so we just walked and looked at each other. I wanted to break the awkward silence, so I just muttered, "I like your bag," she then politely replied, "Thanks." Our friendship became instant and we're still **best friends**.

Just after Christmas we started preparing for our SATs. We did them a week ago and I hope we all did well. We did loads of practise tests so the actual SATs just felt like a practice! Thank you to Mrs Williams, Ms Simpson and Mrs Sansbury for an unforgettable Y6.

Definitely one of my favourite memories is of Gambian Mr Cham, who taught us in YR for a week. He taught us a bit of his language, 'The Runaway Chapatti' and many more things. Sadly,

Mr Cham died two years ago but I will always remember him and the wonderful week we had with him.

Thank you to all the staff and pupils at Ashurst, every second has been enjoyable. Also, thank you to my amazing friends: Lucy, Jamie and Lola and so many more! I will never forget the primary school which made me who I am.

Thank you! ❤️

SCHOOL INSPECTION/S

The school was inspected by Ofsted in 2007 and judged to be 'outstanding' in all areas. The school received a letter from the DfE in July 2010 sustaining this judgement.

In 2018 Ashurst was inspected by the Diocese of Chichester and judged to be 'outstanding', a copy of the Diocesan inspection report can be found on the following pages.

For the school's Ofsted Inspection Report of 2007 please see the following website:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/126020>

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ashurst Church of England Aided Primary School	
School Lane, Ashurst, Steyning, West Sussex, BN44 3AY	
Current SIAMS inspection grade	Outstanding
Diocese	Chichester
Previous SIAMS inspection grade	Outstanding
Local authority	West Sussex
Date of inspection	25 & 26 April 2018
Date of last inspection	7 & 14 November 2012
Type of school and unique reference number	Aided 126020
Headteacher	Janet Williams
Inspector's name and number	Richard Dyer 513

School context

Ashurst CE Aided Primary School is a small rural primary school with 67 pupils from the local community and surrounding areas taught in predominantly vertical year groups. All pupils are of White British ethnicity with English their first language. The number of children with special educational needs and entitled to Pupil Premium funding is very small. The headteacher has been in post 22 years. The school is located in a modified Victorian building with a small hard surface playground outside. A community recreation field opposite the school is used at break/lunchtimes and for outdoor activities. There are strong and close partnerships with the local church and community, the wider community of schools, and a school in The Gambia.

The distinctiveness and effectiveness of Ashurst CE Aided Primary School as a Church of England school are outstanding.

The headteacher's strong leadership based on a clear Christian mission for the school solidly underpins the school's Christian character and is fully understood and supported by the whole school community.

The school's strong and distinctive Christian character, deeply and securely embedded in all aspects of the school, impacts very positively on outcomes for pupils and all members of the school community.

The school's extensive network of very strong and highly effective partnerships significantly contributes to the school's Christian character and distinctiveness.

The extensive breadth of spiritual, moral, social and cultural (SMSC) opportunities impacts significantly on the spiritual development of the whole school community.

Areas to improve

Develop pupils' understanding of diversity by further establishing additional partnerships with other faith communities within the UK.

Develop the quality religious education teaching and learning by continuing to embed new units of Understanding Christianity and associated assessment procedures as they are adopted.

Develop succession planning by identifying and implementing further opportunities for church school leadership.

**The school, through its distinctive Christian character, is outstanding
at meeting the needs of all learners**

Ashurst CE Primary School has a strong and distinctive Christian character based on a clear Christian mission statement centred upon three Christian values. This strong Christian character is securely and deeply embedded in all aspects of school life and celebrated throughout the school in vibrant displays. The mission and values are shared and modelled by all members of the school community who confidently articulate them and their impact on school daily life and pupils' well-being. Pupils clearly talk about the link between the school's Christian values and biblical teaching and how the teachings of Jesus are the basis for how they live their lives, for example showing forgiveness. Parents talk passionately about the school being a warm, friendly, joyful place where children are loved, nurtured, cared for and respected. They also report the strength and support the school gives them in times of personal crisis, and how strongly the school's Christian ethos and values impact positively on their children long after they leave. One former pupil stated, "I may leave Ashurst but Ashurst will never leave me."

The school mission and values strongly underpin the curriculum and the high level of care and relationships across the school community enabling the school to successfully meet pupils' individual academic and pastoral needs. The impact is seen in pupils' excellent progress and achievements, outstanding relationships among all members of the school community, the exemplary behaviour and very high attendance. The curriculum includes regular opportunities for spiritual, moral, social and cultural (SMSC) development with high quality experiences that develop personal spirituality. For example, using their rural location to experience the wonders of nature, regularly handling live animals, and cultivation of the school garden. SMSC is also developed through visits to museums, castles and cathedrals, and through the close partnerships with the local church and community, and local schools and colleges for curricular and extra-curricular activities. Partnerships with other communities nationally are not yet as well established as the special, strong and effective international partnership with a school in Gambia which contributes significantly to pupils understanding of cultural diversity. SMSC is further promoted through religious education (RE) and collective worship, pupil responsibilities in the daily life of the school and support for local, national and international human and animal charities, including the adoption of several Rwandan silverback gorillas. Religious Education contributes significantly to the school's Christian character through its promotion of the school's Christian values, Christian teaching in the Bible and the main festivals in the church year. Religious education also contributes to SMSC development by raising pupils' awareness and understanding of diverse faiths and cultures.

The impact of collective worship on the school community is outstanding

Collective worship is distinctly Christian and central to school life. It strongly promotes the school's Christian mission and has a positive impact on the life of the whole school community. All staff willingly attend and describe how inclusive it makes them feel. Worship takes place at school and in the church at key times in the Christian calendar. The school also participates in a church family service once a month and other key Sunday services such as Mothering and Rogation Sundays. Parents keenly attend these and other key worship occasions at school.

Worship is carefully planned through themes that focus on the promotion of the school's values and Christian teachings, and includes 'Follow Up' for class worship and discussions. Worship is led by the headteacher and staff, local clergy and pupils on different days of the week. It is imaginatively conducted to engage the pupils, encourage participation and help develop spirituality. For example, being held outdoors when possible to enjoy and be inspired by nature. Pupil involvement in worship is very important and includes leading prayers, readings and the weekly class worship. The key elements of Christian worship and symbolism are present which pupils clearly understand. For example, that lighting a candle represents Jesus as the light of the world. Worship includes a strong focus on the Trinity which is imaginatively explained resulting in pupils being able to articulate an age appropriate understanding. Prayer is a significant and integral part of worship and the life of the school. They are said at the start and end of the school day and at lunchtime. Pupils write prayers in class which are collected into books for everyone to share and there is a 'Prayer Area' where pupils can write and display their own prayers. There is also an outdoor Prayer and Reflection Garden for all members of the school community to use anytime. Worship, prayer and reflection areas provide opportunities for stillness and spiritual reflection which the school uses effectively especially at times of local, national and international tragedy when the school engages in collective and personal prayer and reflection. Pupils talk easily about the range of different ways they can pray and that prayer is important to Christians because,

“It helps you ask for God’s help and forgiveness, and to thank Him when He does”. Parents report warmly about how prayer continues at home with pupils saying Grace before meals and prayers at bedtime. There are well embedded and effective systems for the monitoring and evaluation of worship. This is done on a regular basis by the school leadership and governors and shows that worship is highly effective in developing pupils’ understanding of Jesus Christ. Pupils and parents contribute to the evaluations through verbal and written feedback which show that worship is relevant, and makes a difference, to the lives of the school community. Pupils enjoy worship, describe how it makes them feel inspired and valued, and confidently recall their favourite Bible stories.

The effectiveness of the religious education is outstanding.

Religious education (RE) contributes significantly to the Christian character of the school. The teaching of RE is excellent with clear differentiation and challenge, and imaginatively linked when appropriate to other curriculum areas, collective worship, and visits to the church. The RE curriculum uses the new ‘Understanding Christianity’ materials very effectively which are delivered through an enquiry approach using a variety of creative strategies such as art, drama and model making. This engages and motivates pupils who are clearly excited by RE, speak confidently about their learning in RE and say how much they enjoy it. Examples of pupils’ high quality RE can be seen in the work produced as part of the diocese ‘Year of the Bible’ and ‘Year of Prayer’. Religious education strongly contributes to the pupils SMSC development including raising their awareness and understanding of cultural diversity by learning about Judaism, Hinduism and Islam and visiting their communities and places of worship. Pupils talk confidently about these faiths and the importance of learning about them. Secure and accurate assessment procedures are in place showing pupils’ progress and attainment is very good.

The leadership of RE is strong. The RE co-ordinator is well qualified and highly committed and governors have a keen interest in RE which they regularly monitor. Very effective regular monitoring and evaluation systems are in place and RE is specifically included in the school improvement plan to ensure its effective development. The current development is the further embedding of the new Understanding Christianity materials and RE assessment as new units of the material is adopted. Effective links exist with local schools and the diocese to provide training and support to develop the RE leadership and promote effective outcomes for the RE improvement plan.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher has a very strong and clear Christian mission for the school that solidly underpins the school’s Christian distinctiveness and leads with passion and conviction. She is strongly supported by staff and governors who clearly articulate this vision and its impact of the school’s Christian character, daily life of the school and pupils’ academic and personal development. For example, the confident engagement of pupils with all aspects of school life; their positive achievements and well-being; exemplary behaviour and relationships; and strong SMSC development. Monitoring and evaluation is securely established and clearly linked with the school improvement plan which has a specific section on the school’s distinctive Christian character, collective worship and RE. Regular and robust governor monitoring results in them having a very good understanding of the school and its pupils. They both challenge and support the headteacher, and promote effective school improvement. Feedback from parents and pupils is regularly sought and impact on school development. For example, changed format and timings to events on sports day and at Christmas to accommodate pupils differing needs. The school takes advantage of its partnership with local schools, colleges and the diocese for sharing staff expertise and development opportunities such as in adopting the new ‘Understanding Christianity’ material. The school has identified a need to develop effective succession planning and staff share expertise to support each other’s development. However, opportunities for staff to prepare for specific future leadership in church schools, such as RE or senior leadership, are not fully established. There are close and effective partnerships with parents, the local community, and the parish church and diocese which all contribute to school life and the promotion of its values. Parents help in school, support school events and give regular feedback, the school and community join in each other’s events such as pupils entering their garden produce into local shows and contributing to the parish magazine, and the community joining the school’s Remembrance Day commemorations. Local clergy lead worship and support RE, and the school regularly attends church services and the diocese annual Leavers’ Service and ‘Quiet/Reflection Days’.

Arrangements for RE and worship meet statutory requirements and both areas are very effectively led and managed.

