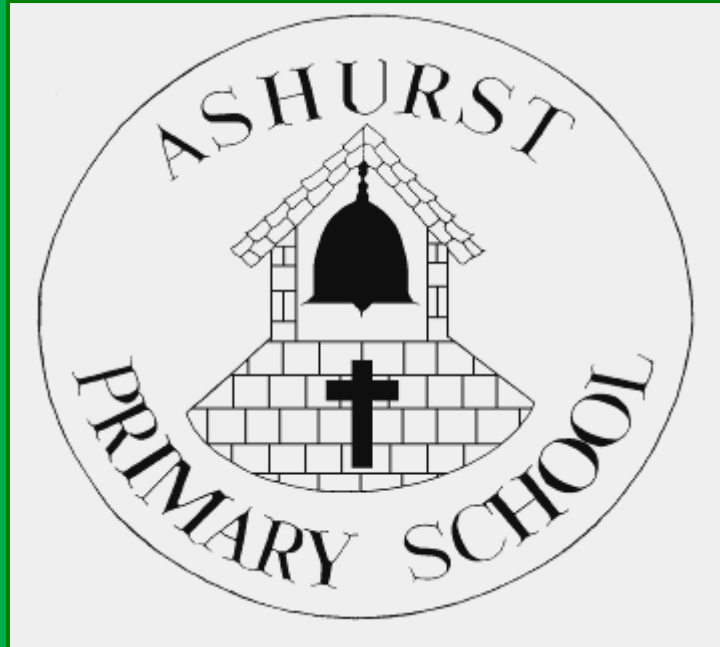
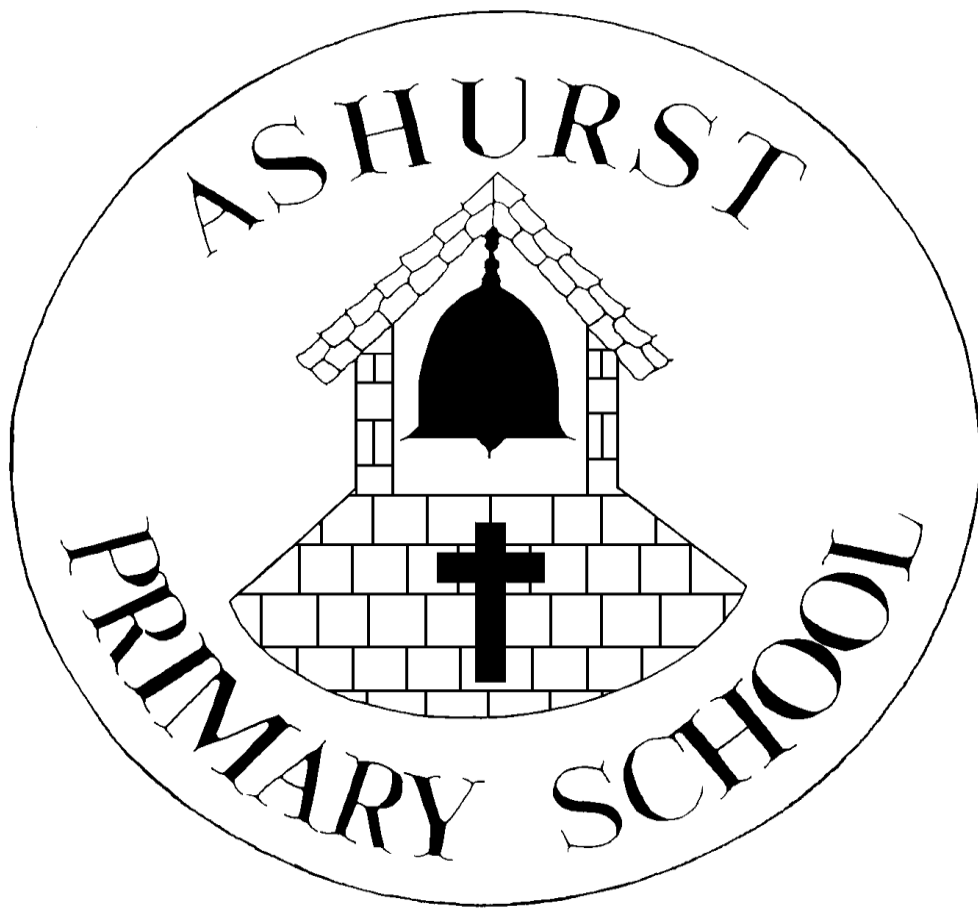


# ASHURST CE AIDED PRIMARY SCHOOL



School Prospectus  
2017 - 2018





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.



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Ofsted (please see website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk))



**West Sussex Children &  
Young Peoples Services:**

Director of Education & Skills  
Deborah Myers

**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:**

68

**Age range:**

4 to 11 years

**Governors:**

**Chair:**

Mrs A Woods      awoods2@aol.com

**Vice Chair:**

Mrs A Cochran

**Parent Governors (3):**

1. Mr M Shoosmith
2. Mrs A Cochran
3. Current Vacancy

**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 Governors (1):**

4. Mrs M Watteau

**Staff Governors (2):**

5. Mrs S Smith
6. Ex Officio Headteacher Mrs J A Williams

**Foundation Governors (8):**

7. Mrs A Woods (PCC)
8. Father Mark Heather  
Foundation & Ex Officio Incumbent

9. Mrs A Finch (PCC)
10. Mr P Middleton (PCC)
11. Mr R Allan (PCC Parent of pupil/s currently in school)
12. Mr R Powell (Diocese)
13. Dr C Hall (Diocese Parent of pupil/s currently in school)
14. Mrs V Timms (PCC)

**Associate Member:**

Mrs C Jesse



## **Members of Staff**

<b>Headteacher:</b>	Mrs J A Williams B Ed (Hons)
<b>Key Stage 1 Teachers:</b>	Mrs S Smith BA (Hons), PGCE Mrs B Pockett BA (Hons), GTP
<b>Key Stage 2 Teachers:</b>	Ms A Simpson, BA (Hons), PGCE, Dip Mrs K Sansbury BA (Hons), PGCE
<b>E-Learning/Network Manager Specialist Computing Teacher/ School Office Administrator &amp; Premises</b>	Mrs A Hedley BSc (Hons)
<b>SEN Support:</b>	Co-ordinator Mrs J A Williams KS1 Teacher Mrs B Pockett
<b>School Office Manager/Bursar</b>	Mrs P Ixer, ainstAM (Dip)
<b>Specialist French Teacher:</b>	Mrs S Scadding-Hunt BA (Hons) Dunelm, Mont.Dip
<b>Visiting Private Music Tuition:</b>	Mr D Smith (Flute)
<b>Cleaning Company:</b>	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](mailto: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 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.

***Psalms 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.

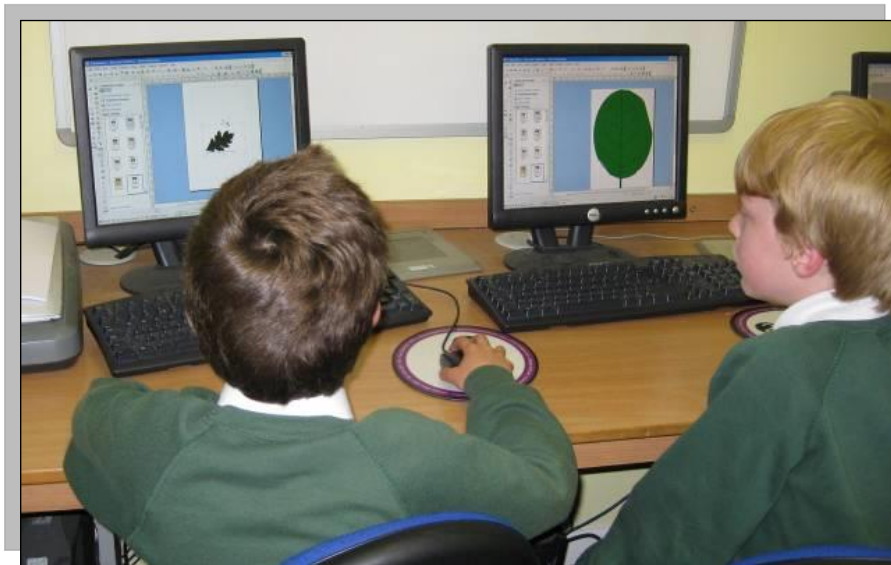
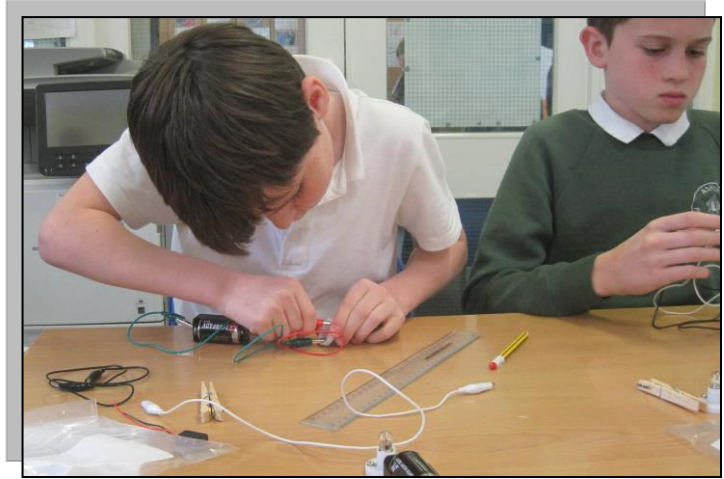
We hope you find this Prospectus interesting and informative. If there is anything you wish to discuss further or if at any time you have concerns regarding your child's education, progress or welfare, please do not hesitate to contact the school. We are always happy to hear from you.

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 2<sup>nd</sup> 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 is divided into two *groups*, Reception and Y1&Y2. Key Stage 2 is also divided into 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 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 excellent 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*





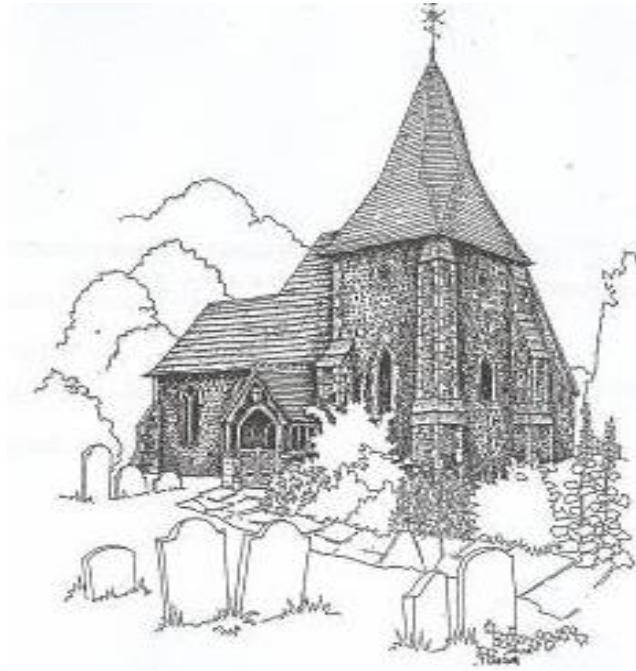
### **Collective Worship**

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.

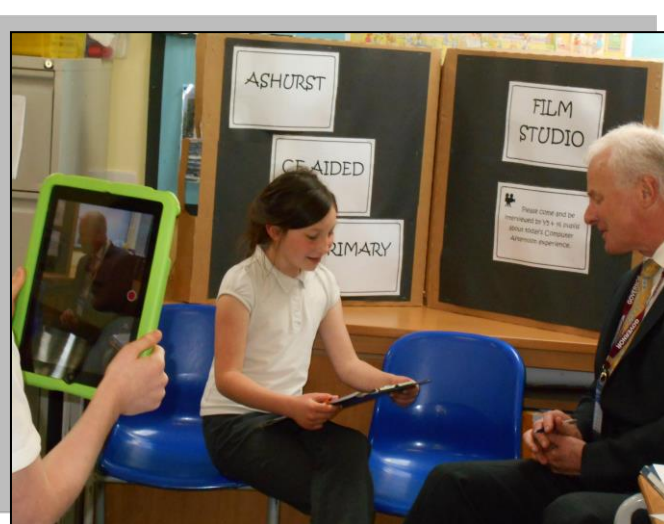
Tables are learned, and reinforced through practical activities - e.g. boxing cakes in sets of 6 and calculating how many cakes are in 10 boxes. Every effort is made to ensure that Mathematics is an enjoyable and relevant part of the curriculum which is meaningful and not simply mechanical, in order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



*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 group work, 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 Hanukkah 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 2018.

The last date for completed Supplementary Information Forms to be returned to the school is Friday 15th January 2018.

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 2018 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 & BIKEABILITY WITH THE TOWERS CONVENT
- MINIBUS HIRE FROM STEYNING GRAMMAR SCHOOL & THE TOWERS
- 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 2017/2018 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 2017 - 2018 are as follows:

### **Autumn Term 2017**

4<sup>th</sup> September 2017 - 20<sup>th</sup> December 2017

**Half Term:** 23<sup>rd</sup> October - 27<sup>th</sup> October 2017

### **Spring Term 2018**

4<sup>th</sup> January - 29<sup>th</sup> March 2018

**Half Term:** 12<sup>th</sup> February - 16<sup>th</sup> February 2018

### **Summer Term 2018**

16<sup>th</sup> April - 24<sup>th</sup> July 2018

**Half Term:** 28<sup>th</sup> May - 1<sup>st</sup> June 2018

## **INSET DAYS**

### **Autumn Term 2017**

Friday 13<sup>th</sup> October 2017

Friday 3<sup>rd</sup> November 2017

### **Spring Term 2018**

Monday 19<sup>th</sup> March 2018

### **Summer Term 2018**

Thursday 5<sup>th</sup> & Friday 6<sup>th</sup> July 2018



## **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 2017).

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](mailto: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](http://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 2016 - 2017**



## **Memories of CE Aided Primary School**

### **By Poppy Askew**

I cannot remember anything from my first ever day at Ashurst Primary School - other than really liking it. However, I can remember seeing a girl called Tiggy and as soon as we saw each other we became friends - and we have stayed best friends ever since! We play with each other every single playtime and hug each other goodbye when it is time to go home.

In YR, at the start, were: Tiggy, Poppy, Kayla, Helena, Alexie Odessa, Billy and Benjamin. 😊

In YR, we had an amazing teacher called Mrs Pockett. It was really fun to learn with Mrs Pockett. It was really funny when I had a cut and Mrs Pockett would threaten to take off my leg when I hurt it. At first I felt like running and screaming but then I realised it was a trick. I really liked learning in YR. Thank you Mrs Pockett.

In Y1&2 we had a wonderful teacher called Mrs Smith. As we were learning about 'Castles' we went to Arundel Castle. I don't remember much about the trip but all I know is it was really exciting. In Y1&2 Tiggy and I were still best friends. I remember that we learnt about countries and tried lots of different types of bread. Sadly, Odessa left in Y1 😞 and we were all really upset until happily, at the end of Y2 Harry joined. 😊

In September 2013 we went into the juniors, I was really nervous to go into Y3&Y4. The friendship between Tiggy and I had mixed up a bit but the great side was that we had two more brilliant teachers to teach us. I thought the timetable was quite confusing because we had Mrs Robbins on Monday, Tuesday and Wednesday and Mrs Harwell on Thursday and Friday I really enjoyed all the topics in Y3&Y4 and thank Mrs Robins and Mrs Harwell for teaching us. 😊

I really liked Y5 because the friendship between Tiggy and I got much better. We had a lovely new teacher called Mrs Sansbury and I felt really excited because we were going to 😊SWANAGE😊. When we went to Swanage we made sandcastles, got to go rock-pooling and visited a haunted mansion whilst hearing all about smugglers tales. I shared a room with Tiggy, Bea, Alexie and Olivia C. I am looking forward to going again this year, in Y6!

In Y5, our topics were 'The Greeks' and 'Mountains and Rivers'. When we did learnt about the Greeks we had a Greek feast with all delicious foods. The Mountain topic was very interesting. We got to do a homework project about



one particular a mountain and I did Mount Everest and made a mini mount Everest. 😊

In Y6, we worked really hard preparing for our SATS😊. I was really excited to have Mrs Williams in the mornings doing maths and English; and really happy when the SATs were over! We ran down the playground shouting 'WE HAVE DONE IT!' 😊😊

I have really enjoyed everything about Ashurst: the music festivals, all the sponsored walks, the cookery, Year of the Bible, Christmas Plays, Computing with Mrs Hedley and French with Mrs Scadding-Hunt.

Ashurst is a happy school where you have lots of friends and very good teachers to help you learn.

**Thank you Ashurst CE Aided Primary School**

**Memories of Ashurst CE Primary School**  
**By Billy Bray**

I remember a little of my first day of school, walking round the corner and looking for Benjamin. I couldn't find him, he wasn't there and I was alone STUCK with the girls! My friend Benjamin was ill for the first two days of school - and hasn't really been ill since!

The girls and I sat in a circle and they told me their names: Helena, Tiggy, Poppy, Alexie, Kayla and Odessa.

My first year at Ashurst was really fun, building lego ships and destroying Benjamin's (ho! ho!). Thank you Mrs Pocket for teaching us in YR.

In Y1&2 we had Mrs Evans, who is now Mrs Smith. She was really fun. My favourite day in Y1&2 was when we were reading 'The Princess and the Pea' and we had to try jelly and peas. I really enjoyed it because I love jelly and peas. Also we went to Arundel Castle which was really fascinating because I like to learn about ancient buildings. I really liked Y1&2 so thank you Mrs Smith. And thank you Mrs Pocket **and** Mrs Smith for teaching me in my three years in the infants.

When I got to Y3 I was really sad about leaving the infants, I also found it really hard in a new classroom with new teachers Mrs Harwell and Mrs Robins. What I remember of that year is making really good friends with the Y4 boys: Natty, Cameron, Flynn and Sam. I found it hard in Y3 with the new work but Harry Sinclair joined and we became best friends - and have been ever since.

When I got to Y4 I found it easier in the classroom and worked really hard, to my best standard. Mrs Harwell and Mrs Robins always supported me in my work, and I thank them very much for letting me work independently on my answers, not always asking 'is this right?'.

THEN I GOT TO Y5. I was really nervous about going into a new classroom, with a new teacher, Miss Jordan, who is now Mrs Sansbury, but I have really enjoyed learning with her. I was back with the boys: Natty, Flynn and Cameron again - and we became closer as ever. I was still really good friends with Benjamin who we started calling 'Bean'. And Harry Sinclair, of course. When I started learning Maths in Y5, I found it really hard because it was more difficult - next level stuff.

I was really excited when the day finally came in June 2016 for Swanage with Mrs Williams, Mrs Pockett and Mrs Sansbury. I made sure I had packed everything I needed. Luckily, I was sitting next to Benjamin (Bean) on the minibus. I was ready for the three hour's drive to get to Studland beach where we built sand castles and made sand sculptures. I got to share a room at the B&B with Benjamin and Harry. In the room there was a double bed and bunk beds. We did rock, paper, scissors. In the end I won the double bed, Harry won the top bunk and Benjamin got the bottom bunk. It felt like a day in Swanage but I think it was week, the time was so amazing it passed very quickly.

Then it was Y6, the final year at Ashurst. I was excited but sad and anxious, at the same time. I am excited about Swanage, learning with Mrs Williams in the Spring and finally doing my SATs, which were a big step in my life.

My favourite trip was probably Fishbourne Roman Palace in Y3, when we did 'The Romans'.

I am going to be really sad when I leave Ashurst Primary School, it will always be in my heart. I have really loved this school, since I walked in on that first day - the visits, the Christmas plays, Chess Club, Football Club, Music Festivals, Sponsored Walks, Sports Day, Cookery, Swimming, Bikeability, Mrs Croft, all my really good friends and the staff who all really care for you and really teach you brilliantly.

**THANK YOU Ashurst Primary School. ☺**

## Memories of Ashurst CE Primary School

### By Benjamin Cochran

I cannot remember my first **or** second days at Ashurst Primary School because I was ill on **both** days. However, I have hardly missed a day of school since! On the day I came back to school, after being ill, I remember looking for Billy. Eventually I found him. Strangely, before we came to school, he and I had met at the park and become friends instantly - and we have been 'best friends' ever since.

In YR we had Mrs Pocket as our teacher. I remember doing Jolly Phonics: each week we had a piece of paper with a picture on it and a sound for each letter; for 'b' the sound was a bat and a ball. Thank you Mrs Pockett.

In Y1&2 we went to Arundel castle. When we were there we looked at the oubliette, the keep and the draw bridge. We went on sponsored walks down to St James' Church, Ashurst and back. We did lots of learning in RE with Mrs Smith and lots of art. It was fun.

I loved doing PE with both Mrs Pocket and Mrs Smith. I liked the game where we had to balance the beanbags on our heads; it took a lot of concentration. Another game was where you had to run around until Mrs Smith or Mrs Pocket told you to jump into one of the hoops. When we ran around again one of the teachers had taken a hoop away until there was only one hoop left. Whoever was in the last remaining hoop won! Thank you Mrs Smith and Mrs Pocket, I loved the infants 😊😊😊

Next came the juniors, with Y3&4 and two teachers: Mrs Robins and Mrs Harwell. For the first half of the week we had Mrs Robins and for the second half of the week we had Mrs Harwell. Our first topic was 'The Romans' and we went to Fishbourne Roman Palace. I learnt a lot about mosaics and we had a go at Roman toys and the grinder which turned the grain into flour. We had to turn the handle to get it going. With Mrs Harwell we did a lot of music. It was really enjoyable, she is very good at music. When she taught us maths, if we got a sum wrong, she would not work with us until we got it right. My favourite topic in Y3&4 was 'The Egyptians'. I really enjoyed making the fish with eyes which were good luck charms for the Egyptians.

One of my favourite things with Mrs Robins in DT was building playgrounds. We went over to the play equipment on the field and looked at the

structure. Then when we came back and we started making them. I still have mine at home somewhere. I also enjoyed music lessons with Mrs Harwell. We read the Iron Man story (the tin man not the super hero) and got split into groups and each made a head for the huge Iron Man. In my group were Flynn, Cameron and me; and I think we made a very good head. Thank you Mrs Robins and Mrs Harwell 😊😊

In Y5, Billy, Harry, Helena, Alexia, Kayla, Tiggy, Poppy and me joined the Y6s in the big classroom. Our new teacher was Miss Jordon, and we were very pleased. The highlight of the year was 😊SWANAGE😊!

In Swanage in Y5 I shared a room with Harry and Billy. The meals are amazing and my favourite was - ALL OF THEM! I loved playing 'Geronimo' down the hill on the walk from Swanage to Corfe before coming back on the steam train - eating sweets from Ye Old Sweet Shop. On Thursday we went shopping in the town for souvenirs for our families. It was amazing. The experience was incredible and I cannot wait to again this year - in one month's time to be exact!

In Y6 we did a lot of work with Mrs Williams, all leading up to the SATS. At first I was scared but after the first test it felt like all we had practised.

I have really enjoyed my time at Ashurst. I have loved every minute of it especially all the sport and competitions we have including the football, tag rugby and cricket - plus the swimming at The Towers where we also went for our Bikeability lessons. This year we have even done gymnastics!

Ashurst is where I live and I don't think I could have gone to a better school than my village school. I am going to Steyning Grammar in September but before then, I don't want to leave.

**Thank You Mrs Williams and all of the staff including: Mrs Hedley, Mrs Ixer, Mrs Scadding-Hunt and Ms Simpson.**

**Memories of Ashurst CE Aided Primary School**  
**By Alexie Coleman**

I don't really remember my Induction Day in *July* 2010, I think I must have been unwell. I remember my first *proper* day at school in *September* 2010 though, because my sister was here [Jemima] and my favourite thing was to annoy her and her friends! I didn't know anyone in my year group but a girl named Tiggy claimed to have gone to the same Nursery School as me (I didn't believe her).

I made friends with a boy named Billy and together we made a plan to be naughty straight away [that made him my sort of friend!]. We did Jolly Phonics every day and we were all jealous of a girl named Helena who did really neat colouring **and** really quickly too. I remember going in on my second day and seeing Mrs Pockett with the other Reception pupils and wondering what they were doing. They were choosing their own 'birthday frogs' that were put up on the wall when it was someone's special birthday month. I never saw mine because I was born in August!!!!

There were teaching assistants called Mrs Keech and Mrs Fletcher who taught us different things and who usually did stories with us like 'The Run Away Chapatti'. When we went in the play cabin we had a great time playing with the scooters but there was one toy I could never understand, it was like a pedalling machine.

I remember when I was in YR sitting on a chair and Helena saying 'come and play' and Kayla saying 'come and play' - and them having a fight as to who was my friend first.

Poppy was another girl that I instantly made friends with - we made Poppy's Puffy Pizzas together. I also had some imaginary friends (Ben, Jenny Elizabeth and Suzan and who could forget Rosemary the horse).

I remember going to Bumbles Garden and seeing Mrs Garnett's dog, Milo, barking loudly. It was a bit frightening but once we got past him we picked vegetables and Tiggy and I worked together in our 'Garden Books' and drew, wrote and weighed the vegetables.

I remember my first play time and thinking that all the Y6s were giants about to squash us tiny little ants. Kayla and I became best friends and Helena and I



invented imaginary people called Mr and Mrs Nobody and went around the field telling people 'Mr Nobody and his wife wish you a good day.' ☺

I have lots of memories of being in the infants: sitting, eating and rating different breads from around the world, writing in Chinese (a very hard task if you ask me), the visit to Arundel castle, Helena and I making a big poster with lots of facts on it and being told about the oubliette if we were naughty. I was in the 'top' maths group' with Billy and Helena and also had a nose bleed! I can also vaguely remember one play time going outside to see a flock of sheep making their way down School Lane and stopping outside the playground. How strange was that?

Then we moved into the juniors, and Y3&4. Our first topic was 'The Romans' and we did booklets about the Celts. I enjoyed it but my favourite topic was 'Ancient Egypt', visiting Brighton Museum and looking around. The activities were amazing and included mummifying dead bodies [not actually real] and wrapping them up in paper! In Science, with Mrs Harwell, we did an experiment about substances and which would freeze first. We had four different substances and I really enjoyed finding out which would freeze and which would not. We went to Woods Mill and had a go at walking with a blindfold on and collecting bugs and looking at them through a magnifying glass. We also looked at flowers and that led us to the David Attenborough DVDs. We did singing with Mrs Harwell every Friday and I really looked forward to it even though my voice was never complimented! I enjoyed Y3&4. I was sad that I didn't see Mrs Pockett and Mrs Smith as much and sad when Mrs Harwell decided to retire.

In Y5&6, we had a new teacher, Mrs Sansbury [Miss Jordan then]. When I first met her we had a nice conversation. She has her own way of teaching which is important. In Y5 we did 'Rivers and Mountains' and 'The Greeks' which was my favourite thing especially when we had a Greek feast [which was delicious] wearing the chitons [mine was black and pink with the main body part crème] we had made on Wednesdays in DT with Mrs Robins. In Y6, we did 'The Year of the Bible' and had different bible stories to draw in the way in which you saw them. That was very cool and we each painted a leaf on the wall leading to Mrs Williams' office, just below the Love oak tree.

The great thing about being a Y5/6 at Ashurst is Swanage. We stay in a B&B and the people who own the house are called Mr and Mrs Lush who are very helpful with my dairy intolerance. We have a great time and I like it all, especially the shopping for souvenirs at the end of the week - last year I got some of the old fashioned sweets. Thank you.

I love Christmas at Ashurst with the Christmas plays, I even remember my first one, it was such a lot of fun. Thank you Mrs Williams for directing and producing these each year - and for letting me direct the Y6 and Y4 Collective Worship services with Harry Sinclair *this* year. I hope I get to do more things like it.

Y6 was the hardest year but I was looking forward to SATS [not really!] We had teaching with Mrs Williams from the start of January to prepare us and I think we've all done alright. Fingers crossed!

Thank you Ashurst for EVERYTHING you have done and given me. You are the best school I could have asked for and I don't want to leave.

**THANK YOU ASHURST FOR ALL YOU HAVE DONE**

## Memories of Ashurst CE Aided Primary School

By Kayla Lawrence

I remember my first day at Ashurst in September 2010, though I don't remember my Induction Day the previous July. On my first day I met a girl named Alexie. We talked after a few days had gone by and I remember we played strange games we made up as we went along. Then I wanted to make more friends so by the end of YR Poppy and Tiggy were my friends too. I remember missing Mrs. Pocket when I went into Y1, she used to spray water on our cuts and bruises, it made us feel better when she told us it was magic.

In Y1, I was friends with a lot of my year group and sometimes I would play with the year above. I liked it when we were learning about countries. I liked it when we did China as a country because we got to try the food😊😊😊. I loved all the school trips and all the work we did. The work was a lot harder in Y1 but I always tried hard. I always loved it when we got to draw and write stories. I remember we had to write a long story and I was so excited I was thinking about what I was *going* to do and not what we were *supposed* to do, so Mrs Smith had to explain it to me again. We did a special walk where we had to get our family and friends to sponsor us and I remember I didn't wear the right choice of clothes and got so hot that it will always be a sponsored walk I will never forget.

In Y2, Odessa left😞😞 and it felt very lonely. We did a lot of new things. When we were learning about castles we went to Arundel Castle. It was so big and I felt so small. I will never forget seeing the oubliette and being scared of falling. When they told us that there were tunnels under and in the castle I could imagine the people running and sending messages through them.

I liked the thought of being a junior but I knew it would be upsetting leaving the infants and so did Poppy, Helena, Billy, Benjamin, Tiggy and Alexie. However, we said goodbye and thank you to Mrs Smith and Mrs Pockett after a great three years of infants and hello to the juniors, Y3&4 and to teachers Mrs Harwell and Mrs Robins.

My favourite things from the infants were: Sports days (often won by 'Green'), Music festivals the Christmas plays.

In Y3&4, we had a new person come to the school, his name was Harry and we all liked him straight away. We learned about the Stone Age which really made me

wonder what it was like, because you will never know what it was like because it was so long ago. We didn't do a school trip but it was still fun to learn about. I also found out where Swanage was and what it was like. I had heard of it from all who had gone before me and wanted to pack my bags ready two years before. Instead, we did the Romans and we went on a trip to a place called Fishbourne Roman Palace and we saw some mosaics which were very pretty. We also did the Ancient Egyptians and we went to a museum in Brighton. 😊😊😊

In Y5&6, I missed Mrs Harwell and Mrs Robins but enjoyed having Mrs Sansbury. In Y5 AND Y6 we go to Swanage 😊😊😊 in June. In Y5 I remember being **really** excited. We went on walks to Corfe castle and we went on the beach 😊😊. I loved going shopping and buying ice creams.

Being a Y6 has probably been my favourite year at Ashurst - not just because I'm looking forward to going to Swanage again shortly, but because of ALL the other things we have done! We did The Victorians at the start of the year and we went to Preston Manor, a Victorian house in Brighton where we made food and had to dress up and work as Victorian servants for the day. We have done cookery with Mrs Young at Shoreham College. We have made a variety of foods and I'm a big fan of cooking. We have done Bikeability, Swimming and Gymnastics, Music Festivals, the 'Year of the Bible' **and** another amazing Christmas Play in which I played Red Riding Hood!

Finally, we worked with Mrs Williams during the spring and summer terms preparing for our SATS and it was so difficult but really it was a big help for all of the Y6s and we might not have done as well without her. It was always made fun with Mrs Williams 😊😊😊 and secretly the sweets we had while learning made it all more enjoying - and not to be forgotten!

**I have LOVED my years at Ashurst Primary and thank EVERYONE here for all the help and support I have received.😊😊😊**

## Memories of Ashurst CE Aided Primary School

By Tiggy Saunders

I joined 'Big School' in September 2010. I knew one person a little bit, her name was Alexie, she went to my Nursery but we weren't really friends. I don't really remember my Induction Day but I do remember my first *actual* starting day. I hid behind my mum's legs looking out for my brother (Toby). As my mum left I realized I had to make another friend. I saw a girl, her name was Poppy, we both locked our eyes on each other; but we were both too nervous to say 'hi!' Every couple of minutes we would shuffle closer and closer until we were next to each other. We said 'hi' and instantly became best friends. In YR there were eight people (Poppy, Helena, Kayla, Alexie, Odessa, Billy, Benjamin and I). ☺☺☺☺

My brother was really kind and did little things for me like cutting up my food, I loved my brother but I think he thought I was a little bit annoying. My teacher was Mrs Pockett and I loved having her, but she was a bit scary when she said she would cut off my leg if I fell over! I did a LOT of learning in YR including jolly phonics and learning how to read. Thank you Mrs Pockett! ☺☺☺☺

Going into Y1&2 was sad for two reasons, my brother left to go into Y7 at SGS and I had to leave Mrs Pockett ☹☹☹☹. But the good news was that I had a new teacher Mrs Smith (Mrs Evans.) In Y1 maths and English got harder and we learned about different countries including trying different types of bread. In Y2 we went to Arundel Castle and learnt about castles. Also in Y1&2 Poppy and I were still best friends. Thank you Mrs Smith. ☺☺☺☺

Going into Y3 was really scary; I was going to be a junior! The sad news was that Odessa left ☹ HOWEVER, Harry Sinclair joined in Y3. Everything got harder Maths, English, French but I coped with it. I learnt more and more with Mrs Robins from Monday to Wednesday and Mrs Harwell from Thursday to Friday. I loved doing DT with Mrs Robins and Music with Mrs Harwell. Sadly friends got mixed up and we all became friends with other people, Olivia M became my friend and Olivia C became friends with Poppy. I learnt about lots of different things, our class book was 'The Iron Man' and we split up into groups and made parts of the giant iron man I was with Kayla making one of the moving hands. Thank you Mrs Robins and Mrs Harwell! ☺☺☺☺

I think Y5 was the best year, everyone became friends again and we made a group called 'The Golden Girls' with Kayla, Helena, Poppy, Olivia C, Olivia M, Jamie, Ava, Alexie, Millie and me. We had a new teacher Mrs Sansbury (Miss

Jordan,) It was also the best year because we were all going to SWANAGE!!! I went in a room with Poppy, Bea, Olivia C, Alexie and me. The food in Swanage was amazing, I ate every bit. At Swanage we did a LOT of things, we had a sandcastle competition, went shopping and rock pooling. Thank you Mr & Mrs Lush for letting us stay at your B&B. 😊😊😊😊. Y5&6s are looking forward to doing so again VERY shortly.

Also in Y5 our topics were The Greeks, Mountains and Rivers. I really enjoyed making chitons when we were learning about the Greeks and doing art when we were learning about Mountains and Rivers. Another big thing that happened in Y5 & 6 was doing the Christmas Bazaar, in Y5 I was in a group with Poppy and Olivia C and in Y6 I was in a group with Poppy and Kayla. 😊😊😊😊

In Y6 we still had Mrs Sansbury and it is my last year at Ashurst Primary 😊😊😊😊. But in Y6 I learnt a LOT more as I was going to see Mrs Williams with the other Y6 to prepare for our SATs 😊😊😊😊. In Y6 our topics were The Victorians, Space and now we are doing Building Bridges. When we did The Victorians I loved doing the fact pages. Thank you Mrs Sansbury! 😊😊😊😊

Some other things I have enjoyed have been: Sports Days because I love doing running races (even though I'm small!) Christmas plays (I think my favourite has to be Hansel and Gretel when we were in YR) Sponsored Walks (raising money for good causes), Swimming and Bikeability at The Towers, Music Festivals, Shoreham College Cookery lessons and of course Dalesdown for PE.😊😊😊😊  
Thank you to everyone who has helped us here. And also.....

**Thank you Ashurst Primary for my lovely time at Ashurst!😊😊😊😊**

## Memories of Ashurst CE Primary School

By Harry Sinclair

I remember my first day at Ashurst, a little but not completely. I joined in September 2013, in Y3. I felt very nervous and upset as my father had just passed away, but I decided to look on the bright side. In my year group we had: Billy, Benjamin, Helena, Kayla, Tiggy, Poppy and Alexie. I remember lining up to go out onto the field and that's where I met Billy and Benjamin for the first time. Ever since that day we have been SUCH close friends. I remember 'Toe by Toe' with Miss Simpson and 'Power of 2' with her. I also remember having a sponsored 'Crazy Hair Day' to raise money for charity.

My first topic in Y3 was 'The Romans' and I remember writing about Hadrian's Wall. My last topic in that year was 'The Iron Man' and I remember building his head with Nattie, Ava and I think Samuel. I remember falling over in a race on Sports Day and bursting into tears. Mrs Williams came over to me and we finished the race together. 😊

Y4 was such fun! But sadly at Christmas Mr Cham, a friend of Ashurst from The Gambia, passed away, ☹️☹️☹️. He may be gone in human form but he hasn't left our hearts. Other than that, it was one of my favourite years, as I started to get to know all of the other pupils - a boy who I am still best friends with, Orson, and another best friend Howard who I've known since the age of 2 because he is my next-door neighbour. In Y4 our first topic was 'The Stone Age', for which we did a big Homework project, and the second topic was 'The Ancient Egyptians'. Learning about the Gods was FACINATING! I also remember doing a 'Rounders Tournament' in Ashington - well I think it was in Ashington.

Thank you Mrs Robins and Harwell for a brilliant time in Y3 and Y4 😊😊😊

I had such a fun time in Y3&4, I was going to miss it alot, but I was SO excited for Y5&6. It was nice to be back with the Y6s (the old year 4's) and I was excited to have a new teacher Miss Jordan (now Mrs Sansbury). Our first topic was 'The Ancient Greeks' and I remember making chitons in DT with Mrs Robins and wearing them while having a Greek feast. Oh I forgot. We went to Shoreham College to make Moussaka and Greek butter cookies with Mrs Young. Our second topic was 'Mountains', for which, again for Homework, we did a big project. I focused on Mount Everest, which is the tallest mountain ever! With

Mrs Hedley in computing, we all made games. Our last project was 'Rivers', which was very interesting. One of my favourite rivers is the River Amazon. 😊😊😊

Oh my goodness, I completely forgot about Christmas. At Christmas, we usually have a Christmas party and an hour or two with Mrs Croft (our lay preacher), and at Easter we have Mrs Croft again. Oh and we have the Christmas play, this year we did 'Red Riding Hood' and I played William the Wolf. Near the beginning I had to sing a solo, which of course was a little embarrassing.

In the summer in Y5 at Ashurst we go to Swanage! It is such fun there, building the sand castles on Studland beach, going rock pooling and surprisingly shopping. I also really enjoy going on the walk from Swanage along the Purbeck Hills to Corfe Castle, I can't wait to go to Swanage this year!

Last September I moved up to Y6 and since then I have loved learning about 'Building Bridges' and 'The Victorians', especially going to Preston Manor. I also had one of the best experiences at the Chichester Planetarium, whilst we were learning about Space. We mostly focused on the Moon, the Sun and Earth.

From spring term we have been with Mrs Williams in the mornings and the work has definitely not been easy as we have been practising for our SATs! It has been fun but still I'm not saying it's been easy. Some of my favourite lessons that we have done with Mrs Williams have included long multiplication, division, fractions and verbs. 😊

Last but not least at Ashurst we have my favourite term, the summer term. I love the summer term because I love the sun and the hot weather and the Rounders Tea Party. Oh and of course, Sports Day. We also get to do lots of other exciting things like PE on the field. Three of my favourite sports at Ashurst are: tag rugby, cricket and rounders. When it comes to the end of the summer term, it gets SO hot, so all play in the shade. 😊

I have enjoyed having lessons with Mrs Williams because I have learnt so many new methods and different ways of answering questions - so many I have never seen before. As years go by I will look back and think "Wow I went to such a tremendous, kind and loving school." 😊

As Ashurst is my second school, I have other experiences to compare it with and to let me tell you, Ashurst is the best, being at Ashurst has made me brighter and become more religious.



I will miss Mrs Williams and all the staff and I will certainly miss all my friends.

Thank you Ashurst you have helped my life so much, you have made me such a happier person. Thank you very much😊

## Memories of Ashurst CE Aided Primary School

By Helena van der Werff

I don't remember my first day at Ashurst in September 2010, but I do remember the Induction Day, the previous July. When I walked inside the infant classroom I was nervous, but felt instantly better when I saw Ava Goldsmith. I knew her from ballet and was happy to see a familiar face. I didn't know anyone else, but it didn't take long to become friends with everyone.

My years in the infants were amazing as we had brilliant teachers in Mrs Pocket and Mrs Evans. Every few weeks, YR, Y1 and 2 would swap teachers and this was great! I remember playing in the cabin with Mrs Smith and building a massive den. We all huddled in and pretended it was Noah's ark. Play on the field was amazing too as we would play 'Jail Break' with Serena and Jesse from Y5&6. I remember the 'Runaway Chapatti' story as we got to try a chapatti. I can remember it now and still enjoy it!

In Y1, Poppy, Alexie, Tiggy, Kayla, Benjamin, Billy, Odessa and I learned about 'Countries': China, Russia and Britain. The best thing about this topic was the food that came with it! At Chinese New Year we had a feast of pancakes and prawn crackers and also got to taste various breads of the world. I liked most of them, apart from the rye bread! Sadly at the end of the year Odessa left. ☹️ Another great thing was when Mr Cham came. We learned all about The Gambia and the language they speak. When he left, Mr Cham gave everyone a necklace. This is still in my drawer at home, safely tucked away. Sadly, two years ago Mr Cham died. We will always remember him though.

In Y2, we went to Arundel Castle. I loved the Weapons Room. We also got to see the oubliette. This was a hole used for prisoners and it was very scary. At the bottom there was a hat which someone had dropped. I was petrified when the man said naughty children would be thrown down! We read the story of 'The Princess and the Pea' and Mrs Smith made pea jelly which I thought it was pretty disgusting. However, some people liked it! Every month, Mrs Smith would put a picture of a frog up. Each had a name on it ready for when it was your birthday. I remember having a light green frog.

Thank you to Mrs Smith and Mrs Pockett for making my time as an infant so amazing!  
😊😊

In the juniors in Y3 it was very exciting having two new brilliant teachers. Half the week we had Mrs Robins and the other half, Mrs Harwell. Harry Sinclair joined, so we were back to eight. I remember 'The Romans' topic, doing a homework project and going to Fishborne Palace. I loved seeing all the mosaics and taking part in the activities. On the field I always played football with the boys. Natty Jesse, in Y4 then, made up a game called 'Funny Football'. We did 'The Iron Man' and were split into groups to make a giant Iron Man. I made the fingers and they moved when you pulled a string. Our model was SO massive it wouldn't fit through the door!

In Y4 we learned about 'The Egyptians'. This was my favourite topic as we went to the Brighton Museum. We had to mummify a dummy! We did everything, including pulling out the brains through the nose! On Sports Day that year I won a trophy! I was so happy! I remember doing a science experiment in which we froze different things to see what would happen. We froze: alcohol, water, oil and vinegar. The water froze into ice and the oil and alcohol turned into jelly! It was amazing! Science was probably my favourite subject in Y3&4.

When I started in Y5 I was so excited again. We had a new brilliant teacher, Miss Jordan. I loved doing the topic on 'The Greeks' because we had a feast. I chose to make a salad. When we ate it we wore chitons, made by us with Mrs Robins. In July I was so happy, we were going to Swanage! I had been waiting so hard for this and it had come! Kayla, Ava, Olivia M and I shared a room. When we did the Sandcastle competition and made a zoo. We had a giraffe and a zebra using sea weed. On the Thursday we went SHOPPING, it was so much fun.

At the start of Y6 I was so excited again: Christmas plays, Sports Day and SATs. For the Christmas Play we did 'Red Riding Hood' and I got the part of the Granny. In the Spring Term we worked with Mrs Williams and I really enjoyed it. We did our SATs. They were hard but I am hoping I have done okay - I shall find out in July! At the moment though, I am really looking forward to Swanage again in June and hope it will be as much fun as last time! ☺

I will miss EVERYTHING about Ashurst Primary: the Christmas Plays, Music Festivals, Masterchef Days, Christmas Bazaars, Sponsored Walks, Bible Stories, school trips, all the staff including: Mrs Hedley, Mrs Ixer and Mrs Scadding-Hunt and, of course the other pupils. I am NOT looking forward to my last day as I will miss Ashurst so much but I **am** looking forward to starting at Brighton College in September. But, before then, I would just like to say ..

**THANK YOU ASHURST ☺☺☺**

# 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 2012 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>



## Ashurst CE Primary School

Diocese of Chichester

### Statutory Inspection of Anglican Schools

#### Inspection Report

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Date of inspection: 7 and 14 November 2012

Name of inspector: Connie Hughes

NS inspector's number: 765

School address: School Lane  
Ashurst  
Steyning  
West Sussex  
BN44 3AY

Unique reference number: 126020

Status: Voluntary Aided

Number on roll: 61

Age range of pupils: 4 - 11

LA: West Sussex

Name of chair of governors: Alison Woods

Name of headteacher: Janet Williams

Date of previous inspection: March 2007

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The inspection of denominational education and collective worship in the school was carried out in accordance with Section 48 of the Education Act 2005

### **Description of the school**

Ashurst is a small rural village primary school situated in the parish of Ashurst. The original school building dates from 1873 but has had structural updates from the 1990's. Currently there is a high pupil ratio of children from the village within the three classes, including fifty per cent of the Reception class. The school is popular with families from the surrounding area. There are strong links to the parish church of St. James, currently experiencing the lack of a substantive Rector but well supported by the lay preachers. Many families attend other churches within the local area. According to official school records, 86% of the school population is Christian.

### **Summary judgement**

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

The school's Aided status is implicit in the daily life of the school. Parents, governors and members of the community reflect on the Christian ethos of the school as 'outstanding'. One parent expressed 'God is a member of staff because he is called on for everything'. The headteacher and staff have well established close relationships with parents who celebrate, respect and value the inclusive climate and experiences offered to all their children, past and present. Members of the parish church reflect on a solid foundation of Christian values observed through children's charitable acts and worship at school and St. James' parish church.

**Grade: 1**

### **Established strengths**

- The dedicated Christian leadership of the headteacher, staff and governors underpins the outstandingly positive relationships within the community as a whole.
- Spiritual, Moral, Social and Cultural (SMSC) provision impacts on children's understanding, application and success as responsible citizens.
- Engagement in meaningful dedicated acts of Collective Worship deepens the spiritual growth and affirmation of the children's Christian faith.
- The consistent response to Religious Education (RE), Attainment Target 2, 'learning from religion' by the children promotes an understanding and respect for a diverse world.

### **Focus for development**

- To make explicit self-evaluation processes in relation to their Christian foundation and values as a Church of England (CE) Aided Primary school.
- Establish areas in the school for personal peaceful reflection and prayer.
- To extend the monitoring role of the RE subject leader, utilising the planned Chichester Diocesan training.

<b>The school meets the statutory requirement for Collective Worship</b>	Yes
<b>The school meets the statutory requirement for Religious Education</b>	Yes

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

Parents identify Christian values, skilled teamwork and a thorough knowledge and understanding of each individual child's needs in this flourishing school. High quality teaching, a stimulating curriculum, safe environment and inclusive provision significantly affect academic achievement. The 'school is our family' with an 'ethos based on Christian fellowship' reported parents. SMSC experiences contribute strongly and identify the pupils as responsible, caring citizens within the locality, nationally and globally. A foundation governor, villager and member of St. James' Parochial Church Council (PCC) praised the children's willingness and want to continue to knit 'Teddies for Tragedy' for the children in war torn countries. Within this small school, all children have a voice in contributing to a democratic ethos as they 'listen to each other and work together as a whole school' explained a long standing parent and echoed by many. RE supports the emotional capacity of the children in learning from and valuing planned experiences'; for example, visiting their formal partnership town school for an insight into a more diverse culture. 'Gardening, Growing, Eating and Feeding' are the principal themes of the school's thriving learning and charitable partnership with its outreach school in Gambia and their own "Bumbles" garden located on a neighbour's land. The environment reflects its distinctive Christian character through all-encompassing nurture, religious symbols, and a creative curriculum. A stunning banner to which all children proudly contributed brings together the key geographical, historical and spiritual landmarks of the village community and global links. All children identified the school as 'A is for Ashurst and A for Attitude with kindness, kindness, kindness' as a core value.

**Grade: 1**

**The impact of Collective Worship on the school community is outstanding.**

Daily Collective Worship (CW) is in the Anglican tradition, in line with the Trust Deed and the school's Aided status. The headteacher as the CW co-ordinator through themed assemblies ensures children reflect on of Christian values and develop spiritually to gain a sense of awe and wonder in their daily life. This was evident in a conversation with the Reception and Key Stage 1 children walking to St. James' church for an RE lesson on a beautiful Autumn day and God's creation visibly celebrated in the beauty of a golden tree. The nurture and promotion of children's spiritual growth is exemplified through written and spoken comments from all aspects of school life, visitors and parents. Once a month in term time some staff and children attend a Sunday Family Service and during the year the church is used to celebrate major Christian festivals. Children decorate the church entrance for Harvest Festival with their own work created especially for the occasion. When participating in the annual Remembrance Day service, the Lay Preacher expressed the children demonstrated 'real respect, expectation and insight, an open respect in the right way'. A most memorable school Remembrance Day service, led by Year 3 and 4, and attended by governors and members of the village, shared their knowledge of World War Two through emotive singing, poetry, prose and prayer, with a member of the village playing the 'Last Post' on his bugle. Children express positive attitudes to CW clearly explaining how it influences their own beliefs and values. They shared 'we believe in many things about God and Jesus...Jesus is the Son of God...He loves us all'. Prayer is integral to the life of the school. Their Christian heritage is inherent in whole school understanding of The Lord's Prayer, saying Grace at mealtimes from their own book of prayers and all using sign language when sharing God's blessing. **The school lacks areas for personal, peaceful reflection.**

The school is planning to provide more areas for personal, peaceful reflection. (HT discussed wording with Mrs Hughes Friday 23<sup>rd</sup> November)

**Grade: 1**

**The effectiveness of Religious Education is outstanding.**

Well-structured comprehensive schemes of work and topic cycles, incorporating a range of curriculum areas, provide a breadth of Religious Education (RE) and SMSC experiences for the children. Resources, including support for the children's understanding and knowledge of Christianity in relation to other world faiths and beliefs, promote effective and interactive learning, securing Attainment Target (AT) 1 'learning about religion and exemplifying AT2 'learning from religion'. The school community speak of valuable learning regarding 'diversity and similarity that exist among people of the world and their respective cultures' through the school charitable link with Mr Cham, headteacher of Kotukala School in Gambia. During his extended second visit to gain teaching experience at Ashurst CE school in the Spring term, 2012, the children were able to learn more about life in the Gambia and his Muslim faith. Children in the Reception, Year 1 and Year 2 class, as Church detectives, keenly explored the internal environment of St James's Church. Teachers planned and provided resources and open questions that stimulated and engaged their interest whilst showing understanding and a respect for the spiritual environment. One child gazing at a stained glass window stated 'it reminds us of Jesus, we celebrate His love and His father God'. Working with a regular visiting Lay Preacher, also a parent, Year 5 and 6 children enthusiastically and imaginatively participated in Biblical story telling, discussion and role-play. Drawing comparison with the relationships between the old Testament stories of Joseph and his brothers, they powerfully re-enacted the story of David and Goliath. Together they explored the emotion of jealousy and the importance of taking your feelings to God through prayer, asking for His strength in responding to recognisable human reactions. The school's procedures for monitoring and assessment of RE identify that all children make good and often very good progress in the subject. Establishing a more formal lesson observation role for the subject leader, will secure a more comprehensive evidence of the effective skills, knowledge and experiences of the teaching team and their impact on all learners.

**Grade: 1**

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

The headteacher is both 'passionate about the school' and 'compassionate... nothing is too much trouble for her and her team' agree governors and parents. Governors identify the Christian ethos as intrinsic in the school culture and wider family community; a parent governor reported that their family experience of the St James' Remembrance Service was 'a talking point at home for the rest of the day'. The headteacher and the Governing Body recognise they are at a period of transition as the school awaits the arrival of a new incumbent in St. James' church, following a strong partnership with the recently retired Rector. They have identified the need to build further upon the school's Church of England Aided foundation. Through a range of diocesan professional development for staff and governors, they are preparing to self-evaluate their role in relation to the new CE school inspection framework as a standing item on Governing Body meetings. They are aware of leadership succession planning within the constraints of a small school. The school has effective communication and partnerships with all stakeholders through the engaging school website, annual school parent and children evaluation questionnaires, regular contributions to the village activities, church and parish magazine. This summer 100% of parents in the formal annual evaluation questionnaire identify with the school's distinctive Christian character and its mission statement 'is manifest in everything it does'. Parents stated there is 'a genuine sense of community with a close bond where all children play together and look after each other and it carries on at home'.

**Grade: 1**