



Alfriston School



**Prospectus
2016 - 17**



Alfriston School

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Prospectus 2016-17

Headteacher: Mrs Lindsey Hudson BA (Hons) with QTS

Chair of Governors: Mrs Linda Young

The address of the Children's Services Department is:

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

Telephone 01273 481000

The school is a maintained community primary school



Dear Parents/Guardians,

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

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

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

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

Lindsey Hudson
Headteacher

OUR SCHOOL VISION & VALUES

We want Alfriston School to be a place which is:

Fair, Friendly, Fulfilling and Fun!

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

Determination, Curiosity, Collaboration, Creativity and Independence.

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



Alfriston School Equality Statement

Alfriston School recognises that everyone is unique owing to varying needs and cultures. We aim to treat all differences positively, recognising that diversity creates a strong, flexible and creative school. Our belief is reflected in our Equalities Scheme and in our vision to be 'Fair, Friendly, Fulfilling and Fun'. This is supported by a range of policies and is in line with the East Sussex County Council policy statement on Equality. Our Equality Scheme is inclusive of our whole school community - pupils, parents and carers, staff, governors, visitors and our local community.

The aims of the School

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

The Curriculum

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



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

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

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



National Curriculum Subjects

The National Curriculum

The Government published a new National Curriculum to be implemented from September 2014. The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens.

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

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

English

Language is fundamental to all learning and therefore receives a very high priority. Our English curriculum lays a firm emphasis on the development of speaking and listening, reading and writing, including spelling, grammar, punctuation and handwriting. We follow the Letters and Sounds phonics scheme.

We aim to provide rich and stimulating experiences for children's written and oral work and aim to develop pleasure in reading as well as the ability to research for information.

All children are taught phonics daily from Reception Year to the end of Year 2. In the juniors they revise phonics and proceed to learn more advanced spelling patterns. Children begin reading with the Oxford Reading Tree Scheme which offers small step progression and consolidation. Alongside this, they also have picture and other books to share with an adult. When children reach stage 5 or 6 on the scheme, we actively encourage a wider variety of books including picture books which children are able to read for themselves. Our non-scheme books are banded to help children choose at an appropriate level.

Mathematics

We set out to provide the children with the mathematical principles, methods and skills which they need to use in everyday life. We aim to make maths learning fun, as we recognise the importance of helping children to develop a positive attitude towards this subject. We teach in many different ways using practical equipment, discussion and investigation. Mathematics is taught as a subject in its own right and is also integrated into other areas of the curriculum.



Science

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



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

History



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

Geography

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

Modern Foreign Language

French is taught throughout the school. We use the 'Jolie Ronde' Scheme and emphasis is put on the children learning conversational words and phrases. Alfriston Village and our school is linked to Les Veules des Roses in France - the children have shared work and sent letters to their peers in France and exchange visits have been arranged.

Art and Design

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



analyse their creative works, and know about great artists, craft makers and designers.

Music

Music plays an important part in the life of our school. Our aim is to encourage children to listen to and enjoy all types of music through singing, playing instruments and creative music-making. Besides music-making in class, children have the opportunity to play an instrument. Children have the opportunity to start to learn to play an instrument, including the violin, keyboard, piano, flute and clarinet. All the children in Years 3 and 4 have a weekly recorder lesson, and all our Year 5 pupils learn to play the trumpet. Our children enjoy performing at various events in the community.

Design and Technology



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

Computing

We believe that it is vital that all our children are responsible, competent, confident and creative users of information and communication technology. It is an important learning tool, which greatly contributes to other areas of the curriculum, in particular mathematics, science and design and technology. Pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.



Physical Education

We aim to develop a wide range of techniques and skills and to introduce children to a variety of games, and encourage them to lead healthy and active lives. Our PE programme includes gymnastics, dance, athletics, and games skills. The school has its own open-air heated swimming pool which is used extensively during Term 6 and September. The village recreation ground is available for school use in addition to the school netball court and grassed area. Outdoor pursuit activities are offered to older pupils. Despite being a small school, we offer a good range of sports clubs throughout the day and plan a variety of sports competitions and activities throughout the year, both in school and with other schools across the county. We are very proud to have been awarded the School Games Gold Mark as recognition of this.

Personal, Social, Health and Citizenship Education

This area forms a strong thread across the curriculum and in the daily conduct of the school. Children are introduced to these aspects through specific topics as well as through work arising as part of other topics.

The children take part in decision-making in the school through the School Council. Each class has a representative to put forward their views. The school has Healthy School status and encourages healthy eating and physical exercise including walking to school.

Sex and Relationship Education

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

Religious Education

Religious education is taught according to the East Sussex Local Authority Agreed Syllabus, which is mainly Christian in emphasis while taking into account the teaching and practices of other principal religions represented in Great Britain. The Christian tradition has an important place in our school life and gives basis as to how we behave towards each other and the values to which we aspire. Each day children take part in a collective act of worship. Parents who wish to withdraw their children from religious education lessons, or from collective worship, should write to the Headteacher.

Special Educational Needs and Disability

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

At Alfriston School, we aim to identify and support all children following the guidelines in the East Sussex Dyslexia Policy.

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

More Able Pupils

Children who are identified as being very able or have a particular talent attend enrichment days provided in conjunction with other schools. Their work is also differentiated in class and specific provision is planned for them to make sure they are suitably challenged.

Home Learning

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

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

Learning Platform

Our website has the link to a Learning Platform for the pupils. Each pupil has a login and can access their 'Class Page' which has activities, tasks and information, including photos and videos to enhance their learning.

Extended schools

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

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

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

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

learning. We also liaise with Seaford Children's Centre which offers a range of support services and facilities for families with children under five.

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

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

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

Educational Visits



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

Reward System

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

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

School Organisation

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

As children progress through the education system they are considered to be within one of the Key Stages of Education; these go from the Early Years Foundation Stage through Key Stage 1 to Key Stage 4. Children in the Reception year are in the Foundation Stage, Years 1 & 2 are in Key Stage 1 and children in Years 3 - 6 are in Key Stage 2.

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

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

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

School Hours

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

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

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

In addition to this a short period of collective worship is held daily for all children in Years 1 to 6. Reception children are introduced to this gradually.

Pupil Behaviour

Our school rules are:

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



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

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

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

Home-School Agreement

The school has a Home-School Agreement in accordance with Department for Education regulations. Teachers, parents and children sign the agreement; a copy is kept in school and a copy is retained by the parents.

This agreement outlines the school and parental commitment to work in partnership, helping the child achieve academically and keep the school rules.

Pupil Progress

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

Friends of Alfriston School

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

Parental Involvement

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

Individual parental/pupil concerns

The staff believe strongly in the co-operation and involvement of parents in the education of children, which is a continuous process of growing up both at home and at school. So, if there is a problem, please telephone; if you prefer to visit the school to discuss the matter, a telephone call beforehand would be appreciated. Should a difficulty arise at school, parents will be contacted in an attempt to clear it up immediately. The school is very keen to promote this direct contact with parents and the staff will make every effort to help if children or parents have any problems.

Home Addresses/Emergency Contact



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

Notification of Absence



If a child is absent for illness or any other reason, please inform the school office by telephone on the morning of the first day of absence before 9.00 am and every subsequent day. Please also confirm the reason for absence in writing on your child's return to school. We are required by law to record and code all absences.

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

Should it be necessary to withdraw your child from school during the day for dental or medical reasons a written request is required before the time of withdrawal. The school is legally responsible for the safety and welfare of the children during school hours and children must not leave the premises without permission. Children who are withdrawn or have to be sent home because of illness or an accident must be collected from the school office and 'signed out' by a parent or other delegated adult.

Please try to reduce missing school time by scheduling non-urgent medical and dental appointments outside school hours.

Other absences in Term Time

Approval from the Headteacher must be sought at least 14 days in advance if a child is to be absent from school for any reason other than sickness. Absence for an approved educational activity is usually authorised. Absence for other reasons is only authorised in exceptional circumstances. Due to government legislation, the head teacher is unable to authorise requests for holidays.

Please be aware that absences from school can significantly affect a child's academic progress and social integration.

If you take your child out of school during term time you may be liable for a fine from the local authority of £120 per parent for each child.

School Uniform

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

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



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

Children also need an art overall; an old large shirt is ideal.

PE Kit

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

- Track suit is optional during cold weather

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

Swimming kit (summer only)

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

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

Long hair should always be tied back.

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

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

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

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

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

Lost Property

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

Valuables

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



Admissions

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

Reception Admissions

The Local Authority will send parents an admission booklet and preference form; the parent should then return the preference form to the school of their choice. Parents and carers are welcome to view the school and talk to the Headteacher before stating their preference if they wish.

Parents and children will be invited to an admission meeting towards the end of the summer term before the child starts school in September.

Parent Information Contact

Mrs Tanya Fitzgerald, our school Bursar, is our Parent Information Contact. She is able to offer information about many local services in the area,

including holiday clubs, local youth sports clubs, and other services. Please ask to see our Parent Information Point file.

Translations

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

Links with other schools

There is close contact with local secondary schools to which the children transfer at the age of 11. Regular discussions take place between staff on particular aspects of the curriculum to ensure continuity. In the term before transfer, visits are arranged for the children to have the opportunity to meet staff, to view their new school and to become familiar with their future environment.

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

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

Procedure for Early Morning

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

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

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

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

If parents wish to pop in and see a particular piece of work or to have a quick word with a teacher, after school in the afternoon is a much more convenient time than in the morning. For matters which may take a little longer it is advisable to telephone first and arrange a mutually convenient time.

Children who are late must let the School Office know so that registers can be amended. Please note that lateness before the close of the register is recorded as present, but lateness after the close of the register is recorded as an unauthorised absence.

Procedure for the End of Day

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

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

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

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

Money



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

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

Midday Break

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



Children are expected to try a little of everything which is provided. If there are any special dietary considerations these should be discussed with the Headteacher.

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

Medicines in School

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

- an adult must deliver the fully labelled



medicine to the school office, and collect it from there

- an official form must be used to give us the relevant details (forms are available from the school office)
- we cannot undertake to administer medicines at precise times. The times we can manage are:

10.30 am

12 noon (before food)

12.30 pm (after food)

2.30 pm

- the child has to remember to come to the school office for themselves (we shall try to remind younger children).

If it is crucial that timings are kept to, or that a dose is not missed, it will be better if you keep your child at home until he/she has fully recovered.

We do not administer non-prescription medicines such as Calpol, unless there are exceptional medical circumstances agreed with the school, parents and G.P.

Inhalers

Children who need them should have an inhaler which is kept in school. It should be clearly marked with their name and left in the school office. It will be available to them whenever they need it and they will be shown where it is so that it is easily retrievable. We prefer inhalers not to be left in the cloakroom where they could get lost or mis-used.



Long term illness/ disability

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

Attendance Record for the Academic Year 2015/2016

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

Attendance: 96%

Authorised absence: 3.2%

Unauthorised absence: 0.8%

Ofsted Report

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

The report said:-

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

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

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

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

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

Safeguarding

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

We are committed to working in partnership with all parents and will provide support to any parent or carer. All information will be treated in confidence unless the designated teacher believes the pupil is at serious risk of physical

injury, neglect, emotional or sexual abuse. If this is the case, then the East Sussex Child Protection Procedures will be followed.

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

Public access to Documents

The public may request information on the following:

- The school prospectus
- The governors' school profile and other governing body documents
- Specified/statutory school policies

A full list of these documents is available from the school office. The school must respond to such a request within 20 working days. There may be a charge for photocopying and postage.

SCHOOL STAFF

Headteacher	Mrs L Hudson
Emerald Class Teacher/Deputy Headteacher	Mrs R Crystal
Sapphire Class Teacher	Mrs R Golding
Ruby Class Teacher	Miss A Foster
Pearl Teacher	Mrs G Ottaway
SENDCo/Inclusion Manager	Mr B Gratwick
School Bursar	Mrs T Fitzgerald
Clerical Assistant	Mrs S Kneller (Wed & Fri)
Clerical Assistant	Mrs U Downton (Mon, Tues & Thurs)
Higher Level Teaching Assistants	Mrs G Nickalls Mrs K Bliss Mr J Windsor
Teaching Assistants	Mrs S Stonehouse Miss G Howland Mrs J Rogers Mrs J Townsend

Premises Manager	TBC
Cleaner	Mrs J Townsend
Cook	Mrs A Bulman
Cook's Assistant	Miss S Le-Lean

SCHOOL GOVERNORS

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

Chair of Governors

Mrs L Young

Co opted

Mrs L Young (Chair)
Mrs C Jackman
Mr J Windsor
Mr I Fabb
Mrs A Forshaw
Mrs J Green

Local Authority Governor

Mrs G Page

Parent Governors

Mrs L Collington
Mr P Leonard

Staff Governors

Mrs R Crystal
Mrs L Hudson (HT)

Clerk to Governing Body

Mrs H Young

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

ALFRISTON SCHOOL - RESULTS 2016



End of Early Years Foundation Stage Results 2016

Number of children = 15

All the EYFS assessments were moderated and agreed by County

	% of children who achieved at least a Good Level of Development
School's average	80
East Sussex average	75.9
National average	69

Year 1 Phonics Screening Check Results 2016

Number of children = 15

93.3% of Year 1 children passed
(National 80.6%, East Sussex 81.0%)

End of Key Stage 1 Results 2016

All the Year 2 assessments were moderated and agreed by County

Number of eligible children = 15

Due to the small cohort, each child represents 6.66%

	Achievement	% of KS1 children
Reading	Working within the expected standard +	86.6 (National 74.1%) (East Sussex 75.6%)
	Working at greater depth within	40

	the expected standard	(National 23.6%) (East Sussex 26.9%)
Writing	Working within the expected standard +	73.3 (National 65.5%) (East Sussex 68.9%)
	Working at greater depth within the expected standard	6.66 (National 13.3%) (East Sussex 14.8%)
Maths	Working within the expected standard +	73.3 (National 72.6%) (East Sussex 75.0%)
	Working at greater depth within the expected standard	20 (National 17.8%) (East Sussex 17.1%)

End of Key Stage 2 Results 2016

Number of eligible children: 14

Each child present represents 7.14%

	% of Year 6 children Working within the expected standard +	% of Year 6 children Working at greater depth within the expected standard (Teacher assessed)
Reading Test	78.5 (National 66%) (East Sussex 65.4%)	28.5
Grammar, Punctuation & Spelling Test	92.8 (National 72%) (East Sussex 67.1%)	n/a
Writing (Teacher assessed and moderated and agreed across County)	85.7 (National 74%) (East Sussex 73.7%)	28.5
Maths Test	85.7 (National 70%) (East Sussex 65.4%)	21.4

End of KS2 Tests	Reading	Grammar, Punctuation & Spelling	Maths
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School's average scaled score	107.14	104.5	104.5
National average scaled score	103	104	103
East Sussex average scaled score	102.6	102.8	102.1

Please note: All National and East Sussex County data given here is currently (Sept 2016) provisional. Any revised data will be updated when it becomes available to us.