



WESTDENE PRIMARY SCHOOL

PROSPECTUS 2018 - 2019

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Headteacher: Mrs Debbie Crossingham B Ed Hons MA Ed

Chair of Governors: Mr C Haywood

Westdene School is a co-educational primary school for children aged 3+ to 11. There are currently 700 pupils on roll.

INTRODUCTION

The information given below is intended for parents who are considering their child's entry to the school during the 2018/2019 school year. It is correct for the academic year, but it must not be assumed that there will be no change before the start of or during the school year beginning in September 2018, or in relation to subsequent school years. For further information on Admissions, see Appendix D.

Prospective parents are invited to attend one of the open meetings that have been arranged for **Tuesday 21 November 2017 at 1.30pm or 7.00pm, Tuesday 28 November 2017 at 10.30am and Thursday 4 January 2018 at 10.30am** (no appointment necessary). Parents are welcome to visit the school at other times and appointments can be made through the school office.

THE SCHOOL SETTING

Westdene Primary School is pleasantly situated on the northern outskirts of Brighton. It is located in the central valley of Westdene and serves the local community and other surrounding areas. Westdene is a popular school with 661 infant (excluding children of nursery age) and junior aged pupils on roll. The school also has nursery with a play area, offering fifteen hours provision over two and a half days at either end of the week or thirty hours provision over five days.

The school building has been considerably extended since it first opened in 1961 to accommodate the increase in pupil numbers. Our new building has provided additional classrooms, an ICT suite and a new school library and has been carefully designed to provide an exceptional environment to best meet the needs of its learners in this age of technological advances.

The school itself enjoys an open southerly aspect and is set within extensive grounds. In addition to the classrooms the school also has two halls, three study rooms, four shared areas, a medical room and office block. The school has its own kitchen and meals are cooked on the school premises.

The large outside area provides separate play space for our infant and junior aged pupils, adventure play apparatus, our own wildlife conservation area and pond and a large school field.

The school grounds are enclosed within an outer perimeter fence which is secured whilst the school is in session. There is a secure door entry system on all our main points of entry and exit. Whilst the school is in session, access to the school can only be gained via a secure lobby area in the Nursery for parents/carers of nursery children or via the main school office for all other visitors.

THE SCHOOL VISION

School Vision Statement

Westdene Primary is an inclusive school, which aims to provide the best possible education for its pupils. The school offers a secure, happy and stimulating environment which aims to combine excellence in teaching with enjoyment of learning. Children are encouraged to develop intellectually, physically, aesthetically, socially, emotionally and spiritually.

As a school we are committed to offering our children a rich, varied and exciting curriculum. In our pursuit of excellence, expectations are high and children have the chance to learn in a range of different ways. Good behaviour is encouraged through positive means, a sense of responsibility and commitment is fostered and successes are celebrated. Children are helped to become well-mannered, considerate and active members of the school community.

At Westdene we are committed to providing a supportive learning community that offers equal opportunities for all. The school values its partnership with parents and the local and wider communities. We constantly seek to ensure that all our children are enabled to achieve to their optimum ability by developing a love of learning and the skills they need to become successful learners.

At Westdene we are committed to ensuring that we:

- provide a safe and supportive environment that inspires children with a love of learning
- celebrate and value the uniqueness and individuality of all our children
- nurture kind, well-mannered children, who work hard and happily, who take pride in their work and who are 'stretched in order that they may grow';
- create a learning culture which promotes a 'Growth Mindset' in which attitudes such as creativity, perseverance, resilience, collaboration and independence are nurtured and encouraged.
- provide a purposeful and relevant context for learning in response to the present needs of our pupils and one that prepares them for the likely demands of the future.

More specifically we aim to ensure that our children:

- be recognised as young people with their own unique insights, strengths and contribution to make not only to the school in particular, but to society in general.
- develop lively, enquiring minds and a growth mindset, including the ability to question and argue rationally, to solve problems and to apply themselves to tasks.
- develop a wide range of communication skills and use language effectively and imaginatively.
- develop language concepts and skills and to enjoy and appreciate the beauty of written and spoken language.

- develop mathematical skills and extend mathematical understanding and its application within every day life.
- extend problem solving skills through the development of design and technology and scientific skills (including computer technology).
- become aware of their environment through careful observation, question, discovery and respect.
- develop inventiveness, expressiveness and appreciation through a variety of art forms, such as art, craft, music, dance and drama.
- acquire and develop a wide range of physical skills.
- acquire knowledge and understanding of Christianity and of other faiths.
- acquire a set of moral and social values on which to base their own behaviour.
- grow towards a sense of personal adequacy, self-reliance, self-respect, self-confidence and self-discipline; to help create a community in which they, as children, take the appropriate share of the responsibility for work and behaviour in a community which has, at its centre, a respect for the thoughts and feelings of others.
- prepare themselves for adulthood in the changing world of the twenty-first century.

EQUALITIES

Westdene Primary School is committed to eliminating discrimination so that all our children achieve their best and are able to access all the learning and social opportunities provided by the school. We recognise and celebrate the diversity we all bring to the school community.

Westdene Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence. We want all who attend our school to develop a positive sense of belonging and their own identity.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We believe that effective equality practice will contribute to raising aspirations and achievements, keeping children safe from bullying and prejudice and from the dangers of radicalisation and extremism.

We recognise and welcome our equality duties as set out in the Equality Act 2010 and have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,

- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it. We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:
- age (staff only),
- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity (staff only)

We link our work on equality to our duties under the Education Reform Act 1988 to provide a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Our Equalities Working Party has received advice from an Equalities Consultant who has scrutinised our systems. We welcome parent and carer involvement in our Equalities working party. Please contact the school office to express interest: schooloffice@westdene.brighton-hove.sch.uk . We have a home-school agreement to reinforce our strong stance in not tolerating any use of prejudiced language. Parents and children sign up to this and understand that prejudice and discrimination will not be tolerated.

SAFEGUARDING CHILDREN

Westdene Primary School is a safe place for children, where our responsibilities for safeguarding children are taken seriously.

Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked after children all comply with the recommendations for safeguarding children at school. Staff recruitment policies and practices are rigorous and comply with safe recruitment and selection requirements.

Through delivery of our curriculum and Personal, Social and Health education programme children learn about personal safety and how to keep themselves safe from harm. There is a strong anti-bullying ethos prevalent throughout the school and children are given opportunities to explore their own feelings and emotions and those of others. Westdene is a caring school and children are taught how to keep themselves and each other safe from bullying behaviour and how to report it. We have clear guidance to help children use the internet safely.

It is the responsibility of every adult working in our school to ensure that we maintain the highest level of awareness surrounding safe practices and to ensure that any issues are dealt with immediately and appropriately.

SECURITY

The access gates into the school are locked during the school day from 9.15am – 2.45pm; children are expected to understand that they may not leave the building or grounds during the day without an adult signing them out at the school office.

THE SCHOOL SESSION TIMES

<u>Nursery sessions</u>			
Option 1 Monday and Tuesday Wednesday	9.00 am 9.00 am	to to	3.00 pm 12.00 noon
Option 2 Wednesday Thursday and Friday	12.00 noon 9.00am	to to	3.00pm 3.00pm
Option 3 Monday – Friday (subject to eligibility)	9.00am	to	3.00pm

Key Stage 1 (4-7 years)

Morning session: 9.00 am - 11.55 am

Afternoon session: 1.00 pm - 3.05 pm

Key Stage 2 (8-11 years)

Morning session: 8.55 am - 12.15 pm

Afternoon session: 1.15 pm - 3.10 pm

There are 15 minute break intervals during the morning and afternoon sessions for infants and 15 minutes during the morning for juniors.

There is some form of collective worship every day, in departments, year groups and classes, and on Friday there is a whole-school assembly. This is often led by the children through class-based assemblies on themes.

The hours spent on teaching fulfil the Secretary of State requirements and are as follows:

<u>Age</u>	<u>Hours per week</u>
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5-7	21 hours
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8-11	23.5 hours
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LUNCH TIME ARRANGEMENTS

Children can go home for lunch, bring a packed lunch or stay for school meals. Currently, in line with government legislation, school meals are provided free for pupils in Reception, Year 1 and Year 2.

ADMISSION PROCEDURE

Before admission, children and their parents are encouraged to visit the school in the summer term before they begin. The children will be invited to a number of pre-school play sessions in this term. This gives young children an opportunity for social and educational activities that will prepare them for school. All children will be admitted into the Reception classes in the year in which they become five. Admission will begin in September on a 'staggered entry' basis so that each new child can be

welcomed carefully into the class by their teachers. All children will be offered a full time place from September. The Headteacher will be pleased to discuss with parents any special arrangements for children starting school.

ORGANISATION

Children are organised into classes; these are of single age and mixed ability.

Subject specialists and curriculum leaders work across the school to share their expertise and enthusiasm. Additional teaching hours are also provided to support focused teaching in literacy and mathematics.

Infants

This year (2018/2019) there will be three classes in Reception, three classes in Year 1, and three classes in Year 2. The children in the infant department enjoy the benefit of role-play areas, various outdoor play spaces, the library, ICT suite and Small Hall in addition to their classroom bases.

Juniors

This year (2018/2019) there will be four classes in Year 6 and three classes in Years 3, 4 and 5. The children have access to shared teaching areas and study rooms, as well as a well stocked, computerised library and ICT suite in addition to their classroom bases. The children also use the Small Hall for drama, role-play activities and music.

SCHOOL UNIFORM

The school has a uniform policy and all the children are expected to wear it. The garments are easily and inexpensively obtained at most large stores. Parents are required to agree to support the wearing of school uniform on their child's entry to the school. A variety of uniform items, including the school sweatshirt can be ordered from www.yourschooluniform.com.

For reasons of health and safety children change into trainers, shorts and T-shirts for physical education lessons.

The Local Authority does not permit the school to take any responsibility for valuable items brought to school and jewellery should not be worn for this reason and for reasons of health and safety.

CURRICULUM FOR 2018 - 2019

The curriculum we offer incorporates the National Curriculum. The core subjects of the National Curriculum are English, Science, Mathematics and ICT. The foundation subjects are history, geography, art, technology, music and physical education. In addition to these, religious education and personal, social and health education (PSHE) are also taught.

The curriculum is usually taught using a thematic or topic-based approach. This enables the children to study subjects in context in a structured and cohesive way. There is also discrete subject teaching, where necessary, to cover the requirements of the National Curriculum.

At Westdene the curriculum is carefully planned and differentiated to ensure that every child can be stretched and supported. We have high expectations and children are encouraged to develop their skills both as independent and collaborative learners.

English: At Westdene School we constantly strive to provide all our children with a varied, rich and stimulating experience of language. We place great emphasis on listening skills and confident self-

expression, both verbally and in writing. Our curriculum encompasses both fiction and non-fiction texts, poetry and drama. The children are taught the vital skills of planning, editing and constructive criticism. They learn the appropriate writing style for the purpose and can discuss the qualities of different genres. Grammar, punctuation, spelling and presentation are all taught in a structured and varied way. The curriculum fully supports the development of literacy as outlined in the National Curriculum.

Reading: Reading skills are introduced in the Early Years using a variety of stimulating texts, including the structured 'Oxford Reading Tree' scheme. Graded books are taken home on a regular basis and reading record books provide communication on progress between home and school. Free choice books are also available either from the classroom or from the school library. Guided reading takes place during the Literacy lessons, enabling the teacher to monitor each child's progress on a regular basis. However, reading naturally occurs throughout the whole school day and is fundamental to all areas of curriculum. We always aim to integrate reading skills into all subjects. A structured system is in place for pupils who need long or short term support. Our ultimate aim is always to encourage independent reading, enjoyment and personal choice.

Spelling & Phonics: Phonics and spelling are taught discretely, progressively and sequentially to all children, throughout the school, regularly during the week. In Nursery, children explore and compare environmental sounds through practical activities. In Reception, the children move onto sounding out the alphabetic code and in joining the sounds together to support their reading. They learn their phonics through the programmes Jolly Phonics and Letters and Sounds, where actions are linked to individual phonemes. Phonics here, mainly concentrate on reading with some writing. The Letters and Sounds programme is continued into year 1, where reading and writing activities are extended. At the end of the academic year, the children all sit the government's phonic test. These results then feed into the phonics teaching in year 2. The New Curriculum spellings, including high frequency words are heavily focused on during years 1 and 2, with children moving along through the phases.

Pupils in Key Stage 2 revisit phonics where needed and continue to build on the 'best bet' strategies for the New Curriculum spellings. Throughout the school, children learn their spellings through lessons in school, through taking them home to learn and in applying them to other parts of the curriculum. At Westdene School, we value the importance of improving spelling and in giving children the confidence to try new vocabulary in their written work.

Mathematics: Mathematics is a creative and highly inter-connected subject and at Westdene we encourage all pupils to make rich connections across mathematical ideas to develop their fluency, reasoning and competence in solving increasingly sophisticated problems. Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

Throughout the Early Years pupils explore and develop skills in a stimulating mathematical environment. Across the whole school pupils are encouraged to become logical and creative thinkers who demonstrate their understanding by using and applying their skills and knowledge in a wide range of problem solving situations. Pupils have opportunities to apply their mathematical skills through our regular opportunities to engage in real life and enterprise activities.

At Westdene we follow the National Curriculum. The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

(National Curriculum July 2014)

We aim to develop positive attitudes and foster a ‘growth mindset’ attitude to the subject so that every child feels that they have the confidence and ability to succeed. This ethos means that the teaching of mathematics at Westdene enables each pupil to develop their learning without labelling them by ability. We aim to not only develop the mathematics skills and understanding required for life, but also a fascination and enthusiasm about maths itself. We support and encourage children to express themselves and their ideas using the language of maths with confidence.

As a school who have adopted the ‘Teaching for Mastery’ approach, we recognise the importance of developing factual, procedural and conceptual knowledge. We are continually aiming to raise the standards of achievement of everyone at Westdene. This has been developed through our collaboration with the Sussex Maths Hub, which gives all staff access to cutting edge continuing professional development. In addition to this, we have been involved with the England – China Teacher Exchange Programme. Our maths lead and ‘Teaching for Mastery’ specialist visited Shanghai to gain an understanding of the teaching methods for maths which could be used and adapted in the English system. We continue to develop our practice through on going engagement with research and development and investment in our staff team and resources. Engagement with parents and carers is a key part of our approach and we offer workshops and access to on-line materials to support the home-school partnership to enable every child to reach their full potential.

Science: Science enables the acquisition of skills, concepts and attitudes that allow children the opportunity to make discoveries about the world around them. This is encouraged through observation, prediction and practical investigations based on first hand experiences. The children will be encouraged to work collaboratively and draw conclusions from their work. The school also makes good use of the school grounds and the environmental area. The children have the opportunity to gain first hand knowledge of their own environment which includes our landscaped playground, wild area and field. The school has gained recognition as an Eco-School and has its own Eco-School Council.

Modern Foreign Languages: All students learn French from Year 3 in line with the Primary Curriculum 2014. Language is taught in classes by a specialist teacher for around 45mins per week. Westdene is committed to teaching Languages in a creative and academically rigorous way, using a range of resources, materials and media to enhance learning for the pupils. Our Language provision recognises that learning a foreign language not only enhances general communication language skills across the curriculum, but also offers an opening to other cultures. Additionally, the well-established Languages curriculum aims to foster pupils’ curiosity and deepen their understanding of the world, providing a solid foundation for learning languages in the future. We are pleased to offer a residential trip to France for Year 6, and an exciting Japanese Club is also offered as an extra-curricular activity after school for those children who are interested.

Design Technology: The Technology National Curriculum is addressed by providing projects, usually connected with other areas of the curriculum, where children can investigate needs, design, plan, construct models and evaluate their work. Alongside this children are taught technology skills such as using materials and tools which are developed progressively throughout the seven years. Together these elements combine to give children skills in solving problems in a technological environment.

Computing: Computing at Westdene has strong links with mathematics, science and design technology. It prepares the children to use computational thinking and creativity to understand the world around them. A key element we teach is computer science, in which pupils are taught how to

use and program digital devices to create programs, systems and a range of digital content. Computing also ensures that pupils become digitally literate – able to use and express themselves through technology, safely and responsibly, which will enable them to be active users of technology in the future.

At Westdene, the children have access to a broad range of digital devices which are used to support teaching across the curriculum. We have interactive whiteboards in every classroom, two full class set of iPads, a computer suite with 32 computers, computers in each year group, data loggers, programmable toys and programmable computers. We also provide opportunities for children to develop their computing skills outside of lessons in computer clubs.

History: History at Westdene is a vibrant and exciting part of the curriculum. Through both discrete and cross curricular work children are inspired to engage with the past and develop their historical skills.

In the Foundation Stage children begin to use and understand language associated with the passing of time and learn about events in living memory. As children enter Key Stage 1 they begin to understand the importance of the past by learning about significant individuals and historical events that have contributed to national and international achievements. Children develop their understanding of how we find out about former times and the different ways these are represented. As children progress to Key Stage 2 they build upon this understanding through enquiry based learning. They engage with both primary and secondary sources of evidence and a variety of local enrichment opportunities. This active approach to learning enables children to think critically about fact and opinion, cause and effect and changes over time. Chronology is an essential element of historical learning at Westdene. Children are encouraged to make connections between the different eras and societies they study and develop a bigger picture of the past.

Geography: At Westdene we are aware of the vital significance of geography in our daily lives. To locate ourselves in our surroundings we spend time drawing and reading maps. We also investigate our locality in detail to discover the vital interaction between people and their environment. We also explore the wider world with curiosity and enthusiasm.

Art: As outlined in the National Curriculum, children have opportunities to record their observations from direct experience and to work from memory and imagination. They explore a wide range of tools, techniques and materials. Children will also develop an understanding of the history of art, craft and design and will learn how to relate what they have learnt to their own work.

Music: At Westdene we are passionate about music education and believe every child should have the opportunity to experience as many different styles and genres of music as possible during their time with us.

Music is taught by a specialist music teacher and all children from Reception to Year 6 receive a weekly music lesson. Lessons are very “hands on” and children are completely comfortable handling and playing all our instruments. Children are encouraged to explore sounds and ways of playing as well as being introduced to formal note reading in Reception, through to composition using Garageband on our Apple Macs and Ipads in Years 3-6.

As a school we regularly sing together and were proud to be the first school in Brighton & Hove to achieve both a Silver SingUp Award and a Gold SingUp award. We offer an extensive range of instrumental lessons, choirs and ensembles the children may join from year 2 upwards, providing many performance opportunities.

Drama: Drama is appreciated at Westdene as a creative art form, an effective way of developing speaking and listening skills and a valuable learning aid across the curriculum.

Every child is given the opportunity to make, perform and respond to drama each term. The range of drama activities provided include role-play, classroom improvisation, exploration of historical facts/artefacts through drama, playscript reading, whole class activities, performances of devised and scripted material as well as opportunities to watch and respond to visiting theatre companies.

The school has been awarded Artsmark Gold status by the Arts Council in recognition of the

opportunities we offer and our commitment to the Arts.

Religion: Assembly and Collective Worship are normally held every day. Religious education is given to all pupils in accordance with the Local Authority's Agreed Syllabus and the National Curriculum. The syllabus is non-denominational and aims to develop the children's knowledge and understanding of Christianity in comparison with Judaism, Hinduism and Islam.

The RE syllabus has been designed to promote the spiritual, moral and intellectual development of pupils and prepare them for opportunities, responsibilities and experiences as active citizens in a multi-cultural society.

The aim of the RE syllabus is to:

- Develop pupils' knowledge and understanding of the native religions, beliefs and practices.
- Understand the importance of religious beliefs in the lives of believers.
- Explore those aspects of human experience, which give rise to spiritual awareness and fundamental issues about beliefs and values.

Assemblies are non-denominational and, although they are of a broadly Christian nature, due consideration is given to the multi-cultural society in which we live.

Parents have the right to withdraw their children from religious education and collective worship should they wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship they should inform the school in writing so that suitable alternative arrangements can be made.

Personal, Social and Health Education: The process of personal and social development focuses on personal growth. At Westdene we provide opportunities for children to develop their self-confidence and self-esteem. Our aim is to help young people understand and value themselves as individuals and as responsible and caring members of society.

Health Education is taught through topics. Visitors from the wider community such as dentists, nurses, nutritionists etc assist us in the delivery of the curriculum.

Sex and Relationship Education: At Westdene Primary School, Sex and Relationship education (SRE) is underpinned by the ethos and values of our school and is considered as an entitlement for all our pupils. We aim to develop an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach SRE within the wider context of building self-esteem, emotional well-being, relationships and healthy living.

At Westdene, we recognize the need to work as a whole school community to ensure a shared understanding of SRE that meets the needs of our pupils. The programme is delivered by the school's teaching staff and the school nurse as part of the science national curriculum.

Sport and P.E: At Westdene, we believe that physical education and school sport, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Consequently, PE and school sport are highly valued at Westdene and are at the heart of the school.

The provision of PE within the school is designed to support, contribute to and complement the aims of the school, by providing equality of access for all students to a broad, balanced and relevant curriculum. PE at Westdene aims to provide an enjoyable, challenging and physically active programme with opportunities for every student to develop physically, socially, emotionally, morally and cognitively.

The importance that Westdene places on PE and school sport is evident in the employment of a PE specialist teacher who is responsible for the subject's continued development and improvement. Two main areas that we continue to benefit from are the targeted and bespoke developmental opportunities for staff members to improve their expertise in teaching PE and the extended range of activities, both curricular and extra-curricular, that all pupils can participate in.

We have a large hall and an additional small hall suitable for physical education. There are two large all weather surfaced playgrounds for outdoor work. The school also boasts a large field area which all children have access to both during PE and at lunch and break times when appropriate. This wonderful facility is made excellent use of throughout the year and allows us to run a superb

competitive sports day on the school grounds. Please see the 'Sports Gallery' on the school website for images of this great event.

Within the curriculum all pupils are offered two PE lessons per week. In the Early Years Foundation Stage and Key Stage 1, the primary focus is to develop children's fundamental movement skills. This is achieved through teaching the different activity areas of multi-skills, games activities, athletic activities, gymnastics and dance. At Key Stage 2, there is still a large focus on the development and refinement of children's fundamental movement skills, as well as a focus on tactical understanding, the qualities and attributes needed for sports leadership and the benefits of leading a healthy and active lifestyle. This is taught through the following areas: outdoor and adventurous activities, games activities, gymnastics, dance, indoor athletics, athletics and swimming. Within all of these areas competition is encouraged against self and others in a positive and friendly manner.

At Westdene, our PE curriculum is complemented by an outstanding range of traditional, new and alternative sporting activities before, during and after school. We aim to cater not only for the students interested in playing competitive sport but also for those who wish to participate on a recreational basis. The school offers an extensive range of activities for sport and PE, please see the Clubs page on our school website for a list of activities going on this term. In addition to these clubs we have a very full intra-school and inter-school competitive sporting calendar and regularly enjoy success in many of the competitions we enter. We also have close links with the Russell Martin Academy and the Outdoor Project.

Swimming: Swimming is taught to children in Years 3-6 throughout the year. Our aim is that no child should leave the school without being able to swim at least 25 metres. Swimming is taught at Surrenden swimming pool. In addition, the school has its own swimming club at Patcham High School swimming pool which is held weekly for Year 3 - 6 children from improvers through to advanced.

The school has been awarded the Youth Sport Trust Quality Mark Silver Award and Sainsbury's School Games Mark Gold Award in recognition of our commitment to promoting the benefits of physical activity and school sport.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Westdene is proud of our inclusive school and we work hard to support children with a range of needs including learning difficulties, physical disabilities and emotional or behavioural problems.

We recognise that the children with special educational needs require the greatest possible access to a broad and balanced curriculum and additional interventions are planned and delivered based on a child's needs. Special educational needs are identified and assessed as early as possible with class teachers carefully monitoring children's progress. Any concerns will be shared with parents at an early stage. Interventions are planned and monitored on an ongoing cycle.

For some children, advice may be sought from the support services working alongside our school; such as the Educational Psychologist. This is done in full consultation with the parents. Strategies and recommendations will be put into place through an individual action plan which is reviewed alongside parents.

ACCESS FOR THOSE WITH DISABILITIES

There is an open policy of admission to all pupils with any form of disability within the physical restriction of safety within the school. The school is accessible throughout.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We welcome and celebrate the diversity that children from different cultures and countries bring to the school. Those with English as an additional language may be supported by the Ethnic Minority Achievement Service, with whom we work closely.

HOME LEARNING

The school has a policy for homework for children both in the infants and juniors. This begins in the infants with phonics and simple spellings, Maths bonds and number work in addition to reading. Children in the juniors are usually set Maths, language-related activities and topic work.

The children should be encouraged to get into a routine of working at home. Parents and children need to respect the need for regular study, setting aside time and a quiet place to work.

SCHOOL VISITS

The children are given regular opportunities to go on educational visits to enhance their learning. These can range from visits within the local community to trips further afield to museums and other places of interest. A residential trip to the Chateau de Broutel in France is offered to pupils in Year 6 and a residential trip to Marchants Hill is also organised for pupils in Year 5. Comprehensive risk assessments are carried out before any visit is undertaken.

Pupils can derive much educational benefit from participating in school visits. In particular they have an opportunity to undergo experiences not available in the classroom. As a school we recognise that visits help to develop a pupil's investigative skills and residential visits, in particular, encourage greater independence.

EXTRA-CURRICULAR ACTIVITIES

At Westdene Primary School the children are given an opportunity to participate in a number of clubs both before and after school and at lunchtime. These clubs change termly according to season and interest and the school website will contain further information about clubs available. Most clubs are usually free, but please note there may be a small charge for some clubs run by specialist organisations.

Last year we were able to offer:

Basketball	Outdoor Project	Science	Orchestra
Netball	Cricket	Eco-schools	Senior Choir
Swimming	Frisbee	Junior Choir	Yoga
Cross country	Football	Game skills	Tag rugby
Japanese	Boys choir	Athletics	Fencing
Zumba	Golf	Rhythm Masters	Tribal Groove
Samba Band	Song Writing		

PUPIL VOICE

Pupils take an active role within the school and their contribution and suggestions are warmly welcomed. Two children are elected from each class every year to act as representatives on the School Council. The School Council meets regularly to discuss a range of different issues. Suggestions from the School Council have led to a number of improvements that have enhanced resources and opportunities for pupils.

Westdene is a Green Flag school with a strong Eco-code. Pupils can apply to join the Eco-council and meet regularly to promote conservation and environment protection issues. Our older pupils take on the role of Sports Captains and can apply for training as Playground Leaders, supporting younger pupils at playtimes. Pupils can also put themselves forward to take on other leadership roles and positions of responsibility within the school, these include:

Digital Leader,
Arts Ambassador
Language Leader
Literacy Ambassador
Charities Organizer
Junior Friend of Westdene
Westdene TV Reporter
Lunchtime Monitors

We listen to our pupils and actively seek out their views. Citizenship plays a very important role at Westdene. The school has its own bank, which is managed by junior pupils at their request.

BEHAVIOUR AND DISCIPLINE

The school has a positive behaviour policy. We expect good standards from all our pupils. There are a few school safety rules which are designed to ensure the safety and well being of the children. Care is taken to ensure that the children understand the school's code of behaviour and they see that it consistently and justly applied.

At Westdene we believe that:

- Considerate behaviour is vital to a good learning environment
- Every child has a right to learn, to be safe and secure
- Every teacher has a right and a duty to teach
- Everyone has a right to expect care and courtesy

At Westdene we recognise the importance of good behaviour. We try to achieve this by praise and encouragement. Good behaviour is rewarded in school in a number of ways: stickers, merits in assembly, a mention in the newsletter and certificates. This gives the parents the opportunity for further praise.

There may be occasions when children's behaviour is disappointing or unacceptable. There are clearly defined boundaries to acceptable behaviour and children who do not keep within these will be reprimanded. This ranges from a verbal warning to loss of play or a detention. If bad behaviour persists we contact parents so that we can work together to overcome the problem.

We believe in the need for an honest, trusting and supportive partnership between parents and teachers. We want to encourage all our pupils to do their best so that they can be proud of their achievements.

CHARGES AND REMISSION POLICY

The Local Authority Charging Policy is at Appendix B and the School's Policy at Appendix C.

ABSENCE STATISTICS

The number of registered pupils of compulsory school age on roll for at least one session 2016/2017 was 726.

The percentage of half-day sessions missed through absence was 2.7%.

The percentage of half-day sessions missed through unauthorized absence was 0.9%

WORKING IN PARTNERSHIP WITH PARENTS

At Westdene we recognise the importance of working in close partnership with our families for the benefit of all our children. The Friday Update is a weekly newsletter that is sent out electronically and keeps everyone informed about diary dates, news and pupils' achievements. Parents are also able to access general information and school policies on the school website. A curriculum plan and relevant information is sent out to every child at the start of each term. Teachers provide information on homework expectations, procedures and class routines. Letters are also sent out detailing information about special parents meetings, training and class visits. Parents/Carers have access to the school's virtual learning platform, which is password protected. The school also sends out emails and uses a text messaging service to make sure that parents are kept fully informed about matters relating to their child.

The school endorses an 'open door' policy and parents are welcome to discuss any issues, problems or concerns with us at any time. The end of the morning session or school day is always much easier for teachers as they have more time to talk. First thing in the mornings, staff are often busy preparing for the day and may only have time for a quick word. However the Headteacher, or a senior member of staff is available to speak with you at any time. We are always happy to return phone-calls if parents are not able to come into school. Remember, if your child has a problem or is concerned about something it is important to deal with it as soon as possible.

General 'Meet the Teacher' sessions are organised for every year group at the start of the autumn term. At these meetings the year team will share classroom routines and expectations with the parents. Later on in the term parents are invited to meet with their child's class teacher individually to discuss their child's progress and agree targets for learning.

In the spring the children are invited to accompany their parents to the individual consultation meeting with the teacher. At this meeting, progress and targets are agreed for future learning. Class teachers send out a written academic report towards the end of the summer term and this can be discussed with the class teacher by appointment. There are regular open days where parents are welcome to view their child's work and look around the school.

The school organises a number of general meetings for parents of infant and junior aged pupils throughout the year to explain and support developments in the curriculum. These may be related to supporting pupils with reading, writing or numeracy.

Parents are always welcome to join us for all sorts of special occasions such as class assemblies, concerts, and Sports Day.

We welcome help in the school and value support in the classroom. If you are able to help with reading, art and craft, cookery, curriculum talks or clubs please contact your child's class teacher.

HOME-SCHOOL AGREEMENT

From September 1999 all state schools have been required to have a written 'home-school agreement'. The governors adopted Westdene's agreement after consultation with parents/carers and all staff. We place great importance on the partnership between school and home. Children achieve more when school and parents/carers work together. It is hoped that the agreement will provide a framework for sharing expectations and developing this relationship.

FRIENDS OF WESTDENE

The Friends of Westdene is a group made up of pupil representatives, parents, grandparents, staff, old friends of the school, and the local community. Working together they aim to strengthen partnerships and raise vital funds for the school.

The committee, made up of class representatives and staff meet regularly to plan events. Information about the Friends of Westdene is featured regularly in the Friday Update. All parents are very welcome to attend Friends' meetings.

At Westdene we are always very grateful for the support given by our families and Friends. The funds generated have been used to fund workshops and enrichment opportunities for children and provided computer equipment, books, outdoor play equipment, playground apparatus, staging and supported the development of our school grounds, pond and wildlife area.

WESTDENE AFTER SCHOOL CLUB AND BREAKFAST CLUB

Westdene After School Club and Breakfast Club provide high quality pre and after school childcare to full-time pupils of Westdene School.

The After School Club operates from 3.05pm until 6.00pm each school day and children can be collected at any time up to 6.00pm. Fees for 2017/18 are £12.00 per session.

The fees for the Breakfast club 2017/18 are £3.50 per session to include a healthy breakfast. Children may be dropped at school from 8.00am onwards.

The school also offers an early bird session which commences at 7.40am, also to include a healthy breakfast. This incurs an additional cost of £1.50 per session.

Children may register for both clubs when a school place has been offered and accepted.

KEY STAGE 1 AND 2 ASSESSMENT

Key stage 1 Teacher assessments 2017

	No. of Pupils	% Achieving the Foundations for the Expected Standard	% Working Towards the Expected Standard	% Achieving the Expected Standard or Greater Depth	% Achieving Greater Depth
Reading	89	1.1	19.1	79.8	29.2
Writing	89	5.6	18.0	76.4	13.5
Mathematics	89	0.0	21.3	78.7	21.3
Science	89	-	3.4	96.6	-
Reading/Writing/Mathematics	89			69.7	4.5

Key stage 2 Teacher assessments 2017

	No. of Pupils	% Not meeting the Expected Standard	% Achieving the Expected Standard or above	% Achieving the Higher Standard
Reading TA	96	11.0	89.0	40.0
Writing TA	96	11.0	89.0	11.0
Mathematics TA	96	9.0	91.0	39.0
Science	96	10.4	89.6	-

Key stage 2 Test Results 2017

	No. of Pupils	% Not meeting the Expected Standard	% Achieving the Expected Standard or above	% Achieving the Higher Standard	Average Scaled Score
Reading	96	10.5	88.4	42.1	107.3
Writing	96	10.5	89.5	11.6	-
Mathematics	96	9.5	87.4	30.5	106.1
Spelling/Punctuation/Grammar	96	-	90.5	43.2	108.1
Reading/Writing/Mathematics	96	-	80.0	8.4	-

APPENDIX A

SCHOOL TERMS AND HOLIDAYS 2018/2019

Autumn Term 2018 School opens Tuesday 4 September
Half-term – two weeks Monday 22 October – Friday 2 November
Term ends Wednesday 19 December

Spring Term 2019 School opens Thursday 3 January
Half-term – one week Monday 18 February – Friday 22 February
Term ends Tuesday 9 April

Summer Term 2019 School opens Tuesday 23 April
May Day Holiday Monday 6 May
Half-term – one week Monday 27 May – Friday 31 May
Term ends Friday 26 July

The remaining four teacher training days when the school will be closed will be notified to parents as soon as they are arranged.

APPENDIX B

LA – EDUCATION COMMITTEE

CHARGING AND REMISSION POLICY FOR SCHOOL ACTIVITIES PROVIDED OR ARRANGED BY THE LOCAL AUTHORITY

1 This policy statement has been drawn up by the LA in accordance with the requirement of Section 110 of the Education Reform Act 1988. The policy has been effective since 1 April 1989, and applicable to all registered pupils in maintained schools and tutorial units in East Sussex.

2 In this policy statement:

- '1988 Act' means the Education Reform Act 1988;
- 'prescribed public examination' means any examination which is specified in Regulations made by the Secretary of State for Education and Science under the 1988 Act;
- 'outside school hours' means those times treated as outside school hours following the application of the calculations contained in Section 107 of the Education Reform Act 1988;
- 'statutory duties relating to the National Curriculum' are those imposed by Section 19(2) of the Education Reform Act 1988;
- 'statutory duties relating to religious education' are those imposed by Section 10(1)(b) of the Education Reform Act 1988.

3 Charges may be made by the Local Council to cover the cost of each of the following:

- a) Individual music tuition which takes place in or out of school hours and which is not provided as part of the syllabus for a prescribed public examination and are not required in order to fulfil statutory duties relating to the National Curriculum or to Religious Education.
- b) Activities which take place outside school hours and which are not provided as part of the syllabus for a prescribed public examination and are not required in order to fulfil statutory duties relating to the National Curriculum or to Religious Education.
- c) Board and lodging on all types of residential visits.
- d) Examination fees for entering pupils for public examinations which are not prescribed in Regulations made under the 1998 Act.
- e) Examination fees for entering pupils for prescribed public examinations which are not prescribed in Regulations made under the 1988 Act.
- f) Preparing pupils for non-prescribed public examinations where the preparation takes place outside school hours.
- g) Entering pupils for re-sits of prescribed public examinations where no further preparation has been provided by the educational establishment.
- h) Materials involved in producing 'a finished product' of a lesson where a parent of the pupils has indicated in advance a wish to own the product.

4 Remission of Charges

Remission of any charges levied by a school will normally be granted (except in the case of the finished products of practical lessons) where the trip takes place wholly, or mainly, during school hours. Pupils whose parents are in receipt of the following support payments will, in addition to having a free school lunch entitlement, be eligible for consideration for remission of these charges:

- Income Support

- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of State Pension Credit • Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income (as assessed by HMRC) that does not exceed £16,190
- Working Tax Credit 'run-on' – the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit.

APPENDIX C

WESTDENE PRIMARY SCHOOL

Additional Activities Organised for Pupils

CHARGING AND REMISSIONS POLICY

Introduction

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs and trips can make towards pupils' personal and social education.

The Governing Body aims to promote and provide such activities as part of a broad and balanced curriculum for the pupils of the school.

Governors will also encourage any additional activities for pupils.

CHARGES

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school:

a) **Individual Instrumental Tuition**

The actual cost to the pupils for providing individual instrumental tuition includes teaching staff costs, hire of equipment, sheet music and music books, and insurance of the instrument. This includes a master-class where pupils will receive an element of individual attention.

b) **Charging in Kind**

The cost of ingredients, materials, equipment (or provision of them by parents) for cooking, craft design and technology if the parents have indicated in advance that they wish to own the finished product.

c) **School Journeys in School Hours**

The board and lodging element of any residential activities deemed to take place in school hours.

d) **Activities outside School Hours**

Charges for transport and any associated costs of an activity which has been arranged out of school hours and not in order to fulfil requirements of the National Curriculum, religious education or a prescribed public examination.

e) **Breakage or Damage to School Premises or Equipment**

The Governing Body may ask parents to pay for damage to school property or equipment where this is the result of pupils' behaviour.

GENERAL

The Governing Body may, from time to time, amend the categories of activity for which a charge may be made.

VOLUNTARY CONTRIBUTIONS

Nothing in this policy statement precludes the Governing Body from inviting parents to make voluntary contributions towards the cost of providing education for pupils. Parents are under no obligation to contribute voluntarily and pupils will not be treated any differently if their parents do not make a contribution. However, if insufficient monies are received this may result in the cancellation of the planned activity.

The Governors feel it reasonable to point out to parents that if a sufficient amount is not received by a certain date, then a particular activity, such as an educational visit during school hours will not take place as other funding is not available.

REMISSIONS

Where the parents of a pupil are in receipt of the benefits listed in Appendix B, the Governing Body may consider supplementing an element of the total cost upon the receipt of a written request for:

- a) Board and lodging for any residential activity that it organises for the pupil if the activity is deemed to take place within school hours, or where it forms part of the syllabus for the National Curriculum.
- b) Individual Music Tuition.

The Governing Body recognises that there may be other circumstances where there are cases of family hardship which make it difficult for pupils to take part in particular activities for which a charge is made. Should this be the case parents are invited to apply, in confidence, to the Governors via the Headteacher for the remission of charges in part or in full. Authorisation of remission will be made by the Headteacher in consultation with the Chair of Governors.

APPENDIX D**TYPE OF SCHOOL – COMMUNITY****INFORMATION ABOUT ADMISSIONS TO WESTDENE PRIMARY SCHOOL**

The arrangements for the admission of children to this school at age 4+ are made by the Council. A detailed description of the arrangements is contained in the guidance 'Infant, Junior & Primary School Admissions in Brighton & Hove 2018/2019' which can be found at www.brighton-hove.gov.uk/schooladmissions. A hard copy can be obtained from the School Admissions Team, Hove Town Hall, Hove BN3 3BQ (tel: 01273 293653). A copy is also available for inspection in the school.

However, parents/carers may find it helpful to know that, if there are insufficient places available to meet demand, these will be allocated to children in accordance with the following list of priorities:

- i) Children in the care of the local authority; or who were previously in the care of the local authority;
- ii) Children with compelling medical or other exceptional reasons for attending the school;
- iii) Children who in September 2018 will have a brother or sister at the school or at a linked junior school;
- iv) Children transferring between a linked infant and junior school;
- v) Other children

If it should be necessary to decide between children within any of these priority groups, this will be done by giving the places to those children who live closest to the school. The following information, reflecting the outcome of the admission arrangements at 4+ for September 2017 may give parents/carers some idea of their chances of obtaining a place for their child at this school in September 2018.

These allocations were made using the equal preference system.

TABLE A

Published Admission Limit 2017/2018:	90
Number of preferences received by the closing date:	224

TABLE B

THE INITIAL ALLOCATION OF PLACES AFTER CLOSING DATE

Priority	1 st pref	2 nd pref	3 rd pref	Totals
SEN				
Priority 1				
Priority 2				
Priority 3	47			47
Priority 4	n/a	n/a	n/a	
Priority 5	39	4		43
Totals	86	4		90

TABLE C

APPEALS (as at 1/9/17)

Number of formal appeals considered:	1
Number of applications agreed on Appeal:	0
Number of applications conceded:	0

APPENDIX E

Complaints Procedure for Westdene School

These procedures have been drawn up by the Governing Body in accordance with the requirements of Section 29 of the Education Act 2002.

These formal procedures will need to be invoked when initial attempts to resolve the issue have been unsuccessful.

The school's complaints procedure aims to:

- Encourage resolution of problems by informal means wherever possible;
- Be easily accessible and publicised;
- Be simple to understand and use;
- Be impartial;
- Be non adversarial;
- Allow swift handling with established time limits for action and keeping people informed of the progress;
- Ensure a full and fair investigation be an independent person where necessary;
- Respect people's desire for confidentiality;
- Address all the points at issue and provide an effective response and appropriate redress, where necessary;
- Provide information to the school's senior management team so that services can be improved.

The procedures endeavour to ensure that complaints are considered and resolved, as quickly and efficiently as possible.

The Stages of Complaints

- Stage one: Complaint heard by staff member (though not the subject of the complaint);
- Stage two: Complaint heard by Headteacher;
- Stage three: Complaint heard by the Governing Body's Complaints Appeal Panel.

All issues that are unresolved will automatically progress to the next stage.

Recording Complaints

A complaint may be made in person, by telephone or in writing. The school will keep a record of any meetings and telephone calls in respect of a complaint.

Parents may prefer to issue their complaint using the suggested pro-forma (see Appendix F). Copies of these can be obtained from the school office.

Governing Body Review

The governing body will monitor the level and nature of complaints and review the outcomes on a regular basis to ensure the effectiveness of the procedure and make changes where necessary. Preferably complaints information that is shared with the whole governing body will not name individuals.

As well as addressing an individual's complaints, the process of listening to, and resolving complaints will contribute to school improvement. When individual complaints are heard the school can identify underlying issues that need to be addressed. The monitoring and review of complaints by the school and the governing body can be a useful tool in evaluating the schools performance.

Complaints Appeal Panel

Any issues that fail to be resolved at the earlier stages will automatically progress to stage three of the Complaints Procedure.

In this case the complainant needs to write to the Chair of Governors giving details of the complaint. The Chair, or a nominated governor, will convene a governing body complaints panel.

The governors' appeal hearing is the last school based stage of the complaints process and is not convened to merely rubber stamp previous decisions.

Individual complaints would not be heard by the whole governing body at any stage, as this could compromise the impartiality of any panel set up for a disciplinary hearing against a member of staff following a serious complaint.

The Remit of the Complaints Appeal Panel

The panel has the power to:

- Dismiss the complaint in whole or in part;
- Uphold the complaint in whole or in part;
- Decide on the appropriate action to be taken to resolve the complaint;
- Recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.

The chair of the appeals panel will ensure the complainant is notified of the panel's decision, in writing, with the panel's response within a set deadline.

APPENDIX F

Complaint Pro-forma

Please complete and return to the school office who will acknowledge receipt.

Your contact details			
Name:			
Address:			
Telephone	Home:	Mobile:	
Pupil name:			Class:
Complaint			
Please provide details of your complaint. Continue on a separate sheet if necessary.			
What action, if any, have you already taken to try and resolve your complaint? Who did you speak to? What was the response?			
What actions do you feel might resolve the problem at this stage?			
Are you attaching any information? If so please give details.			
Signed		Date	

****Persons making a complaint must register the complaint within 3 months of the incident***