



West Park CE Primary School School Information



WEST PARK CE PRIMARY SCHOOL

To the parents and carers of future pupils of
West Park Church of England
Primary School

Dear Parent/Carer,

May I first welcome you to West Park CE Primary School.

At West Park we value each and every member of our school family, and with the care and expertise of the staff we work to ensure that all children achieve their very best. We place a strong emphasis on achieving our core curriculum and also learning to be creative, independent, adaptable and resilient.

Our aim is to ensure that all children in our school experience success each day. We work closely with our families to ensure that your child enjoys their time as a pupil at our school, makes great progress and is well-prepared for an exciting future.

I look forward to welcoming you.

Yours sincerely,



Caitriona Bull
Headteacher

(Throughout this document the word 'parent' refers to parent/carer.)

OUR VISION

West Park C of E Primary School aims to provide each pupil with the opportunity to become a successful life-long learner by nurturing their creativity, supporting and challenging them to work independently and with others. Following our Christian foundation we will enable each pupil to develop a sense of their own spirituality. We achieve this through working closely with our school family of staff, parents and our wider community.

OUR VALUES

Teamwork
Faith
Independence
Creativity

OUR AIMS

To:-

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

THE HISTORY OF OUR SCHOOL

The school opened in 1953 as a County Primary School. West Park was originally built as two linked schools, each having its own site and its own headteacher.

With the re-organisation of education in the Worthing area in 1974, West Park became a Middle School catering for the needs of pupils between the ages of 8 and 12. A purpose-built unit for children with disabilities, The Willows, was also built.

West Park School attained Voluntary Controlled (Church of England) status in 1977.

In 1990 the role of the Willows was extended to include places for pupils with additional learning needs. These children, together with the physically disabled pupils, are fully integrated in the main school.

In 1995 further buildings were completed and infant-aged children (4 to 7 years) were admitted once again as West Park became a first and middle school.

In September 2015 the role of West Park School turned full circle when it became a primary school (4-11 years) again.

GENERAL INFORMATION

Postal Address

WEST PARK CHURCH OF ENGLAND PRIMARY SCHOOL
MARLBOROUGH ROAD
WORTHING
BN12 4HD

Telephone: Worthing (01903) 243099 (4 lines)
E-Mail: office@westparksch.co.uk
Website: www.westpark.w-sussex.sch.uk

Chairman of Governors:

The Chairman of the School Governors may be contacted through the school.

Office Hours:

The School Office is staffed from 8.00am to 4.30pm each day.

Education Office:

Admissions are the responsibility of the Local Authority and applications should be made through their offices at:

Education Office (South)
Pupils Admissions Office
Centenary House
Durrington Lane
Worthing
BN13 2QB
Tel: 03330 142 903
Email: admissions@westsussex.gov.uk

SCHOOL ROUTINE

Admission Arrangements

Year R Admissions

The Pupil Admissions Office on behalf of the Authority makes admissions to West Park CE Primary School from the designated area. All children are entitled to start school full-time at the beginning of the academic year in which they will be five. However, parents may opt for their child to attend part-time until the beginning of the term in which they are five.

For a child living outside the designated area, application must be made to the Education Office for the Area (at the address given on page 5) which will consult with the Headteacher over the number of places available before determining the result of the application. Parents are invited to make an appointment to see the school at any time whilst in session. During the Summer Term formal meetings are arranged with parents whose children will be joining the school so that general information can be made available and parents can have the opportunity to discuss matters of interest with the Headteacher and staff. Further details on the induction programme can be found in our 'Starting School' booklet.

Mid-Year Admissions

Parents who wish their child to join the school mid-year should contact Education Office (South), Pupils Admissions Office, Centenary House, Durrington Lane, Worthing, BN13 2QB. Tel: 03330 142 903

Email: admissions@westsussex.gov.uk

This information is also available on the West Sussex website and can be accessed through the following link: www.westsussex.gov.uk/admissions

Special Support Facilities

The admission of pupils to the Special Support Facilities is arranged through the Special Educational Needs Team, County Hall, Chichester on: 03330 142903

Notification of Absence

Parents are required to notify the school by telephone or by letter prior to 9.00a.m. on each morning of their child's absence, unless a leave of absence form has been completed in advance and the absence has been authorised. This enables the school to phone the emergency contact numbers of any absent pupil for whom no message has been received to ensure no incidents have occurred on his/her way to school.

Initial notification by telephone should be followed up by a letter on the child's return. Parents requesting absence for reasons other than illness are able to do so on a form for this purpose, which can be obtained from the school offices or downloaded from our school website. **The Headteacher is unable to grant leave of absence during term time unless there are exceptional circumstances.** In making this decision the child's past and present attendance will be considered. It is important that pupils miss as little school as possible. Authorisations for days out with parents, shopping trips, birthday treats etc. will not be given.

No absence will be authorised during the week when national curriculum testing is conducted for Year 6 pupils.

We ask all parents to take family holidays during school breaks.

Children's Welfare at School

If a child feels unwell or has a minor injury he/she is taken to the First Aid Office, situated at the entrance to Key Stage 1.

Simple first aid can be given and a decision made as to whether the child should be sent home. The decision may be referred to the Headteacher, or a Deputy and the parents/ carers contacted.

In the rare event of a serious accident the parents/carers are contacted immediately. Should such contact not be possible the school will contact the ambulance service. The child will always be accompanied by a member of staff and continued attempts made to contact either parent/carer. The member of staff will remain with the pupil until a parent arrives. The emergency contact numbers which parents have given to the school are therefore **VITAL** and **PARENTS MUST MAKE EVERY EFFORT TO ENSURE THAT THESE ARE UP TO DATE.**

The school has a system of walkie-talkies which allows immediate communication to occur between the teacher on playground duty and the first-aider. Walkie-talkies are also used by teachers who have pupils with special medical needs in their class groups to summon medical assistance if required. Medicines can only be administered if they have been prescribed by a Doctor and antibiotics for the individual pupil are to be taken 4 times a day. In this event a form needs to be completed by a parent with Mrs. Marchewka, the School's First Aider.

Personal Property/Valuables including mobile phones

All items of personal property brought into school should be **clearly labelled** with your child's name. Any money brought into school, for whatever purpose, should be in a sealed envelope, which has the child's name and class clearly printed on the front. The envelope should also clearly state the amount contained within it and the purpose for which it is being brought to school. **Money left in school all day must be given to the class teacher.**

Pupils in Years 4-6 are able to bring mobile phones to school, if parents think it is necessary for their child's safety to and from school. These should be handed in to the main school office as soon as the child arrives at school and be collected from outside the dining-hall at the end of the day. **Phones must not be left in the cloakroom or be kept with the child in the classroom. Phones should be given to the class teacher to keep safe and will be returned at the end of the day**

Children must not bring valuable items of property to school unless agreed by the class teacher in advance.

Whilst the school will make every effort to safeguard pupils' property, and will do its very best to trace lost items, the school cannot accept responsibility for loss or damage to items.

PE kit should be worn to school on the day of your child's PE lesson. **All items must be clearly labelled.**

Pencil Cases

Pens, pencils and all essential other equipment are provided by school. You may provide coloured pens/pencils if you wish to. At the end of the summer term, Year 6 are expected to bring their own stationery to prepare them for the transition to Secondary School. The school will be unable to take responsibility for any items of stationery that are lost.

Cycling to School

Children from Reception to Year 4 may cycle to school provided they are accompanied by a parent/carer at all times. Pupils in Year 5 and 6 may cycle unaccompanied if parents/carers feel their child is safe to do so. Parents/Carers are requested to ensure that children wear safety helmets when riding to school.

Scooting/Cycling - Wheel and Walk

At peak travel times, scooters and bikes must be wheeled or walked along the pavement directly outside school on Marlborough Road from the corner of Clive Avenue to the corner of Wellesley Avenue to prevent children riding into other pedestrians. Children should wheel their cycles/scooters whilst on school premises.

Parking

Parents are asked to be extremely careful when parking outside the school premises at the beginning and end of each school day. Parents are particularly asked not to park on the yellow safety areas outside the school entrances as this will block sight lines of pupils leaving the premises on foot. Parents are also requested not to park in the school car park or park across driveways of neighbouring properties.

West Park One Way

We operate a voluntary one way system to reduce the amount of traffic stopping outside school and ease the flow of traffic at the busiest times of the day. We suggest that cars travel east to west along Marlborough Road passing the school on your right hand side, left down Clive Avenue, left along Goring Road and left along Marlborough Way.

Snacks at Breaktimes

The school has a Healthy Food Policy which forms part of the school's development as an Investor in Health. We encourage the consumption of healthy snacks at break times. Reception to Year 2 children, are given free fresh fruit and vegetables and other children are permitted to consume healthy snacks, fruit or vegetables. (Chocolate, biscuits, crisps, cakes and sweets are not permitted at mid-morning break).

Packed Lunches

We would ask that parents do not include sweets, chocolate, hot food or drinks or nuts (including peanut butter) in packed lunches. As part of a balanced diet, we would support a treat being included on a Friday but this must not contain nuts.

Drinks

All pupils are required to have a named bottle containing water in the classroom to ensure the children are hydrated throughout the day. Squash, juice and fizzy drinks are not permitted in class in conjunction with our Healthy Schools Policy.

THE SCHOOL DAY

The school day officially begins at 8.35am. School gates are open and supervised from 8.25am to 8.35am. Reception, Year 1 and Year 2 pupils are met from the playground at 8.25am and are under the supervision of school staff. Children in years 3-6 are able to enter the building from 8.25am.

The school day then runs as follows:

	Reception	Year 1	Year 2	Year 3 and 4	Year 5	Year 6
Admission Registration	08.25 08.40	08.25 08.40	08.25 08.40	08.25 08.40	08.25 08.40	08.25 08.40
Break	10.00-10.20	10.25-10.45	10.45-11.05	10.20-10.40	10.45-11.05	11.05-11.25
Lunch	11.40-12.00	12.05-12.25	12.25-12.45	12.25 - 12.45	13.05-13.25	12.45-13.05
Break	11.15-11.35	12.25-12.55	12.05-12.25	12.05-12.25	12.45-13.05	13.05-13.25
End of Day	15.00	15.00	15.00	15.00	15.00	15.00

Total hours provided in a typical week: 32.5

St Mary's Parish Church

Since West Park School attained Voluntary Controlled Status (in 1977) St. Mary's Church, Goring Parish Church, has forged links with the school in various ways: the vicar or his/her curate takes assemblies on a regular basis; the children make visits to the Church as part of their Religious Education and to celebrate key festivals; Christingle, Christmas and Easter and a Leavers' Service is held in the Church. The Church is represented on the Governing Body by two Foundation Governors selected by the Parochial Church Council.

Special Educational Needs (SEN)

At West Park CE Primary we have an Inclusion Team comprising of our Deputy Head for Inclusion, two full-time Special Needs Co-ordinators (SENCo), SEN Teacher and a Pastoral Manager. They work very closely together with class teachers to identify and meet the needs of individual children.

In line with the government's 'SEND Code of Practice: 0-25 years' the social, emotional and educational progress of all pupils is monitored closely. At different stages in their school life children may receive additional 'school support' or a West Sussex 'Education, Health and Care Plan' if they have complex or specific needs.

We aim to identify children's needs as early as possible liaising closely with parents, pre-school practitioners and outside agencies (e.g. Speech & Language Therapists, Physiotherapists & Consultants in Community Child Health).

We have good wheelchair access and welcome pupils with disabilities. We have a Special Support Centre, 'The Willows SSC', which caters for children with physical disabilities and additional learning needs with EHCPs (Education, Health and Care Plans).

We recognise the very important part that parents play in the education of their children and school staff liaise with parents on a regular basis.

The school's Inclusion Policy, along with our 'local offer', is available to parents on the school website.

Home-School-Child Agreements

One way in which the teacher, the parent and the child can demonstrate their willingness to work closely together is through our Home-School-Child agreement.

For all pupils this agreement is sent home each Autumn Term when they join the school already signed by the Headteacher and Chairman of Governors. Parents are asked to discuss the document at home and sign it. It is requested that children also sign the agreement at home alongside the parent. It is also signed by the class teacher on its return to school.

Although this is not a legally binding document, it does offer a focus through which home, school and child declare their intention to do the best they can to ensure a positive educational experience for every child at West Park, and outlines a way in which school and home are working together in the best interests of each pupil.

School 'House' System

The school operates a 'House' system designed to further encourage a spirit of unity and belonging through an association with a grouping other than class or year group. Your child will be allocated a House to represent— Marlborough, Wellesley, Clive or Shaftesbury. Siblings are assigned the same House. Pupils earn house points for quality of their work, for being polite, for being helpful to staff and other adults or for taking on responsibilities as occasions arise. Points are totalled regularly and a termly winner announced every half term. Pupils from the winning house across the school will earn a reward for all their hard work and dedication.

Extra-Curricular Activities and Before and After-school Clubs

After-school clubs run from the close of the school day for an hour, after which pupils go home in the usual manner. The teachers voluntarily provide a wide range of clubs and details of the various activities are sent to parents at the beginning of each term. Parents will be given 24 hours' notice of the cancellation, of a club activity except in the event of sudden bad weather or the unexpected absence of a member of staff. As a result of such a cancellation, children are supervised until the normal club dismissal time. If the club should take place outside and the weather is inclement, the club will be relocated to a hall, if available, or a classroom.

If a child has signed up to attend a Club, it is expected that they will attend every session. If children are unable to attend a Club, parents/carers are required to contact the school office to advise of this. Staff are unable to accept messages of this nature from children. No child can attend an after-school activity until the parent/carer has registered the child to attend via our online "School Buddy" service.

Educational Visits

The school believes that an important part of its work is achieved through a carefully structured programme of educational day visit opportunities. Visits are planned well in advance and parents receive notice of any such activity. A policy for charging for such activities has been approved by the Governing Body and details of this are available in school. Details of how this policy affects a particular visit or trip will accompany the notice to parents. The notice giving details of each visit is accompanied by a permission slip, which **must** be filled in and requires emergency contacts for the day and any pertinent medical details of the child which may be relevant on the day.

Teachers provide the staffing and organise such trips **purely on a voluntary basis and there is no guarantee that a trip offered one year will be repeated the next.**

All visits require active support by parents as helpers and it is hoped that all parents will offer assistance whenever they can with these activities. **Generally, if support is not forthcoming, it is not possible for these activities to take place.**

Make Up

Children should not wear make up, including nail varnish, to school.

Hair

In the interests of safety we ask for the parents cooperation in ensuring that long hair is fastened back off the face and that the style is appropriate. We ask that no patterns or lines are shaved into the hair which is a similar policy to that in the high schools. Long hair must be tied back for practical and PE lessons following health and safety regulations.

Jewellery

Jewellery, other than watches, is not to be worn in school. National and County Regulations stress that jewellery of any kind (earrings, ear studs, watches etc.) **must not** be worn in physical education because of the danger of injury to the wearer and/or other pupils in the class. The school will, therefore, adopt such a policy in regard to all physical education lessons. In the past, parents have queried the necessity to remove ear studs as the removal of studs can cause discomfort to the pupil. The only exceptions are for religious or cultural jewellery or when it is justified on medical grounds e.g. when a pupil has only recently had an ear pierced. In this case plaster tape will be used to protect the ear.

The use of letters of indemnity either issued by schools or parents for the wearing of jewellery is no longer acceptable (WSCC ruling).

Parents/pupils must take responsibility for removing their own jewellery. It **is not** the responsibility of the class teacher or first aider to remove the jewellery of individual pupils.

Children wishing to have ears pierced are encouraged to do this **at the start of a holiday period** to minimise disruption to lessons.

It is not the school's responsibility to provide safe storage of removed items. We shall continue to do this but it should be for watches only.

Children are aware of the days on which they have their PE and games lessons. On these days they **should not wear jewellery including earrings/studs to school.**

Homework

A homework timetable is issued at the start of the school year for all pupils in years 1 to 6 inclusive. It is expected that all parents will help to support the learning activities designated for their child. These short, focused activities should be completed five times a week allowing flexibility against other activities. Communications between home and school take place through a home/school diary.

The school would also value the need for children to relax and have the time to develop their own interests and skills through membership of clubs and societies, including after-school clubs at West Park. These form an important part of social training as well as an opportunity to develop a hobby or interest that can be developed into adulthood. More detail is provided to each year group in the homework diary and in the individual year group information booklets. All parents are asked to support this practice by helping to monitor homework, through the homework diary/maths book, which will detail the work set. The diary will also enable the parent to make written comments to the class teacher and will be a useful tool of communication.

The support of **all** parents is requested in establishing a quiet routine, away from the distractions of television and music. Pupils should not be working for lengthy periods and any concerns or queries should be raised with the class teacher immediately.

Filmed inputs to explain and demonstrate maths learning will be shared each week on Class Dojo and Google Classroom to enable parents to support their children.

Home-School Reading

The good practice of home-school reading that has been established in the Early Years to Year 3 is continued in Years 4, 5 and 6.

Children are expected to read at home under different degrees of parental supervision to help ensure that progress is maintained.

Children are encouraged to take School Library books home and these must be brought into school with the current diary on each occasion the child attends school.

Reports

In the spring term all children receive a written report. This provides parents with information about their child's effort and attainment to date in the academic year in all national curriculum subjects as well as a general comment. Parents also have the opportunity to attend a consultation with the teacher to discuss the report.

Assessment

Throughout the year Reception children are observed and assessments made using 'The Early Years Foundation Stage Profile'. This ensures that every child leaves the foundation stage with his/her strengths acknowledged and celebrated and his/her needs and next steps in his/her learning clearly identified. Teacher assessments are entered onto the schools tracking system and progress maps created to show attainment and progress against targets. This data is analysed to show progress and attainment and to identify groups and individuals who may require further intervention and those who are making accelerated progress. Targets for pupils are set at the start of each half-term and discussed during Pupil Progress Meetings throughout the year. These targets are linked to performance management systems. The data analysis informs the School Development Plan and Self Evaluation Form documentation and drives forward staff training and support packages within school. Statutory tests are carried out at the end of Year 1, 2 and 6. Assessment Data is provided to parents and carers at Parent Consultation meetings and in written reports at the end of each year.

A range of academic testing is used at West Park enabling staff to monitor progress and consider further targets for pupils as required.

In school, pupils have regular testing for the learning of tables and spellings, differentiated in each year group to cater for the mixture of abilities.

At the end of Year 1, following Government guidelines, pupils are tested in phonics and the results are reported to parents.

Pupils in Year 2 are given teacher assessments in Speaking and Listening, Reading, Writing and Maths. These are reported to parents as part of a government programme of monitoring standards.

Pupils in Year 6 take Statutory Assessment Tests in May. The individual pupil results are reported to parent/carers when the school receives them at the end of the Summer Term.

West Park CE Primary Curriculum

INTENT

Our curriculum is designed to ensure all pupils leave West Park School at the end of Year 6 as:

Successful Learners

Who:

- Ask questions and find solutions
- Are skilled in English and Maths
- Have secure knowledge of foundation subjects and Science
- Can work independently and as part of a team

Fit for their future

Who:

- Are able to make healthy choices
- Are confident to seek help for all physical and mental health concerns
- Make safe choices, managing personal risks
- Have ambition, determination and resilience to succeed

Caring and responsible members of the wider community

Who:

- Have a secure sense of themselves, their beliefs, talents and principles
- Respect others, act with integrity and distinguish right from wrong
- Respect cultures, traditions and beliefs
- Challenge injustice and are committed to human rights
- Contribute positively to their local and wider community

Our Curriculum

We recognise the importance of retaining knowledge as vital in raising attainment for all pupils so we have designed a curriculum that identifies the knowledge pupils should acquire in each year, building on the learning of the previous years. Our intention is to have a 'sticky' curriculum and inquisitive learners.

"Knowledge builds on knowledge: the more you know, the more you are able to learn"

E.D. Hirsh

Our intention is that by enabling our pupils to be successful learners they will become confident and capable individuals resulting in them becoming successful and valued members of their community.

At West Park School, we recognise that every act, conversation and relationship shows the pupils and the wider community what we value and expect. Our values, rules and curriculum are our written and living plan for our pupils and their successful futures.

"For I know the plans I have for you," declares the Lord, "Plans to prosper you and not to harm you, plans to give you hope and a future."

Jeremiah 29:11

We have based our curriculum on thorough coverage of the National Curriculum. We value the benefits of hands on experiences and wider opportunities to enhance our provision and ensure our pupils understand and value their community and environment. Here are a few examples:

Before and After School clubs and activities (Sport, Cultural, Academic)	Visits and Visitors for each Year Group (e.g... emergency services, Theatre Companies, science dome)	Local Visits (St Marys Church, beach, local area)
Beach School curriculum	Whole school charity days	Swimming in years 5 and 6
Bikeability	Learning a musical instrument (All pupils learning the horn in Year 3, with opportunities to learn other instruments)	School Council, providing opportunities for pupils to have an active part in developing provision
Production , Concerts and Services	Residential trip in Year 6	Pupil leadership roles in every year group- House Captains, Mathmagicians, Digi-gurus, reading buddies, play leaders, prefects, deputy and head roles in year 6
Active 10	House Afternoons	Arts Week

Reading and Writing

We know that reading and writing are intrinsically linked and strongly believe that exposure to high quality and challenging texts support learners in both of these essential life skills as well as developing a child's understanding of vocabulary, style and formality in a wider context.

The teaching of Reading, resulting in pupils becoming confident readers who enjoy a wide range of texts, is a priority throughout the school. The pupils' journey to becoming fluent, proficient readers starts in our Early Years and Year 1 where we use the Read, Write Inc. programme to support our phonics teaching. We work closely with parents to ensure they understand their role in developing this essential skill with their child and so they understand our phonics provision, supporting and practicing this at home. Pupils then progress to more challenging texts and teachers use a wide range of teaching strategies to support all pupils to make progress, whilst retaining an enjoyment and love of books. Teachers use core class texts as the basis for much of their teaching to ensure all pupils are exposed to good quality texts and vocabulary. Each year we review the core texts with the staff and pupils and update these texts following feedback. We recognise the importance of developing good reading habits at home and encourage parents to take an active role in helping their child develop the knowledge and skills to become a competent reader.

As a school we recognise that the skill of reading is essential for pupils to access the wider curriculum and to prepare them for secondary education. In order to ensure that every child makes good progress from their own starting points we expect them to read 5 times a week and for parents to support this as an essential homework task. Reading and the teaching of Reading remains a strong priority across all subjects and in every year group. We provide pupils and parents with a list of recommended books and encourage the pupils to read from this list as it guarantees quality, progression and a wide range of genres. We promote a love of reading through weekly visits to the school library, book days, displays, quality book corners, assemblies, library challenges, reading awards and links with our local public library.

Mathematics

Our intention within the Mathematics curriculum is for all pupils to attain the knowledge, skills and understanding to be able to reason and problem solve both within Maths and across other subjects. We recognise that for pupils to be able to achieve this, they need to develop fluency and confidence across all aspects of mathematics, particularly with number, place value, and quick recall of number facts, (number bonds and times tables). We use TimesTables Rockstars to further support the learning of times tables in school and at home. We also focus on developing the pupils's abstract formal written methods for calculations alongside more practical exploration of maths through concrete and pictorial representations of their thinking. Maths is celebrated and shared through the work of the Mathmagicians and our shared Maths displays.

Implementation

We have carefully written unit plans for each foundation subject and Science. These include the key concepts, skills and vocabulary we expect all pupils to learn and understand. Prior learning is also included in each unit plan to ensure teachers know what was previously taught and how the new learning builds and links to this previous work. In this way the plans enable cumulative and 'sticky' learning to take place. We recognise the importance of revisiting concepts and knowledge regularly and use a range of strategies to accomplish this:

Vocabulary – identifying, using, and in many cases, pre-teaching key vocabulary supports understanding. Word-poor pupils are at a significant disadvantage to pupils who are word-rich. Therefore, we select class texts that provide pupils with more complex and challenging content to widen their vocabulary knowledge. Using subject specific vocabulary by teachers and pupils in all lessons is part of daily practice from Early Years to Year 6.

Reading – Reading quality texts is key in improving vocabulary learning. Our core texts offer a range of genres, styles and topics, but are all selected for the impact they will have on increasing a child's knowledge of literature and to aid them on the journey of becoming word-rich.

Curriculum Outlines – Available on the school website under the 'Curriculum' tab. They detail the key knowledge, vocabulary, etc. that pupils need to acquire to be a successful learner in a particular unit of work. Year groups build on previous units and outlines to further extend pupils' grasp of a subject. These are shared with parents to ensure they are kept fully informed of the learning objectives and to enable them to support this learning at home.

National Curriculum

As a school, we follow the National Curriculum 2014. The requirements for each subject within each Key Stage are grouped together, where applicable under a Topic heading. This topic is often underpinned by a core text and subjects that naturally link together are taught within the topic. Other subjects, that don't easily fit the topic, are taught discretely.

Planning

Planning starts at the whole school level. Each subject co-ordinator has an overview of skills and knowledge progression across our school from EYFS to Year 6 and unit titles, which are then expanded upon in the unit plans for each year group. Subject leaders have reviewed these unit plans to ensure they allow for thorough coverage of the curriculum and that expected elements are included in these plans.

These plans include:

National Curriculum requirements (Learning Objectives)

Prior Knowledge – What has been studied in previous years

Key Concepts, Vocabulary and Skills – using common language across the school.

Content and sequence of lessons

How learning is going to be checked

What evidence will be kept

Curriculum Outline – To assist both teachers and pupils in identifying the key knowledge etc. to be taught and learned.

Quality Assurance

Senior and Subject Leaders review the implementation of our curriculum through a wide range of monitoring activities. These include:

Monitoring planning

Looking at pupils' work

Interviews /surveys of pupils views

Subject reviews in staff meetings

Reports to Governing Body

Writing and updating Subject Action Plans

Lesson observations

Termly West Sussex School Improvement Partner Monitoring Visits

External Moderation Visits

CPD

To ensure all teachers are developing their subject knowledge, and understanding of pedagogy, we plan a carefully considered programme of training and support for all teachers. Support staff take part in MITA (Maximising Impact of Teaching Assistants) training, which is based on the SDP (School Development Plan) and their feedback on their needs.

IMPACT

The impact of our curriculum is measured in the following ways:

Quality of work produced including our celebration Best of Me books

Assessment Information

Feedback from parents

Feedback from local secondary schools

ASSESSMENT INFORMATION

We use assessment information to:

Monitor and record the attainment and progress of individuals, groups and cohorts.

Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention.

Inform parents and the Governing Body about progress and attainment.

Ensure a consistent approach to measure progress towards and against national standards.

Enable pupils to reflect on their own progress, understand their strengths and identify what they need to do to improve.

This enables us to measure the impact of our curriculum and to evaluate if we have achieved our goal of producing successful learners when they leave the school at the end of Key Stage 2.

Forms of Assessment

In-school Formative Assessment

This is the ongoing, day-to-day assessment carried out by teachers and support staff. It is key to effective classroom practice. Formative assessment is used to inform planning, allocate resources and target support to enable all pupils to progress.

Pupils learn best when:

They understand clearly what they are trying to learn, and what is expected of them.

They are given feedback (verbally and written) about the quality of their work. This is most beneficial when done in the lesson.

They are given advice about how to make improvements.

Teachers use 'learning objectives' and 'success criteria' in the classroom which are designed to allow the pupils to understand what they are learning and how they can achieve success in every task.

When providing feedback on pupils' work, the teacher will refer back to the Learning Objective of the lesson, the success criteria and sometimes to a specific target a child is working on. Engaging pupils in their own learning process is also a key factor in raising pupils' attainment. The pupils are increasingly encouraged to assess their own work against the success criteria.

In-School Summative Assessment

Pupils are assessed periodically and attainment data is recorded and analysed. A range of materials are used to support teachers with accurate teacher assessment judgements. These assessments are carried out throughout the year and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Materials we use:

White Rose Assessments (Maths)

Rising Stars Comprehensions, Twinkl (Reading) tests each term

Previous SAT papers

Read Write Inc Phonic Assessments each term

Topic or unit quizzes

Times Tables Rockstars

Nationally Standardised Summative Assessment

At key points, pupils are assessed against national expectations. These are:

End of EYFS

End of Year 1 (Phonics Screening)

End of KS1 (Year 2 SATs & Phonics Re-Screening)

Y4 Multiplication Tables check

End of KS2 (Year 6 SATs)

Our pupils' outcomes at these national assessments demonstrates that academically pupils are reaching expectations in line with their peers, and at the end of Key Stage 2, they are reaching higher standards than their peers nationally.

Our Life-Long Impact on Pupils

This is measured through monitoring the following areas and identifies the impact our wider curriculum is having on pupils:

Behaviour and relationships- CPOMS, Year Leader and WILO monitoring

Presentation in books- Year Leader, moderation, WILO, learning walks

Wearing of uniform- monitoring by all staff

Attendance- termly report

Attitudes towards our Values-Values Ambassadors, Values Curriculum

Through this monitoring we evaluate if our curriculum is resulting in pupils becoming:

Successful Learners

Fit for their future

Caring and responsible members of the wider community

Feedback from Parents

Our annual survey provides us with essential information about the impact our curriculum is having in developing pupils holistically, including their academic success.

Secondary schools

Each year we receive extremely positive feedback from staff at the local secondary schools about our pupils, their readiness for secondary education, behaviour, attitude to learning and academic success. This shows that pupils leaving West Park School at the end of Year 6 truly have become successful learners who are fit for their future and are caring and responsible members of the wider community. This demonstrating through their conduct, that our values and wider curricular provision have had a significantly positive impact on them as learners and young people.

SCHOOL UNIFORM

A school uniform is beneficial in creating a school identity and in maintaining high standards of dress and behaviour. Parents currently support the wearing of a school uniform and the school would welcome such continued support. **It is important that all items of clothing are named**, and that every effort is made to adhere strictly to the lists provided below. Parents are particularly requested to support the school by ensuring that pupils wear a strong pair of school shoes and **not allow the wearing of trainers or boots as a substitute**. Trainers form part of the P.E. wear and are also used when pupils wish to play football on the playground or field at break times.

In the Autumn and Spring terms pupils are expected to wear a white shirt (with long or short sleeves) and tie. In the **Summer term only** pupils may prefer to wear a plain white Aertex (polo) shirt or summer dress (yellow and white check) in which case it is no longer necessary to wear a school tie.

Pupils are not expected to wear ties in Years R and 1 but may do so if they are able to put these on themselves. Small ties on elastic are most suitable for younger children.

Uniform - General - Boys and Girls

White shirt (Long or short sleeves and polo shirt in Summer if desired)

Navy/gold tie

Grey jumper

Tailored trousers or knee-length shorts (boys and girls) in charcoal grey (not stretch please)

Charcoal grey knee-length skirt/culottes

Black or navy school skirts, trousers and shorts are not part of our uniform and must not be worn.

Grey, black or white socks

Grey or black tights

Black shoes

Old shirt for Art activities

P.E./Games - Boys and Girls

1 pair navy shorts

1 House T-shirt

Tracksuit

Change of socks

Strong trainers - suitable for playground and field, Years R to 6

Suitable bag for P.E. kit

There is also an option to purchase a skirt and hooded sweatshirt.

If the weather is wet, games is changed to indoor PE when hall time is available. Football boots are only necessary for pupils engaged in club activities or matches.

N.B. Trainers do not include the expensive and brand named basketball boots which are not suitable for athletics or indoor games.

Children should wear PE kit on days they have PE or are going to after school sports clubs.

School jumpers and school ties can be purchased from:

Broadwater Sports
37 Broadwater Street West
Worthing
West Sussex
BN14 9BY
Tel: 01903 234589

ALL PE kit must be purchased from:-

Broadwater Sports
37 Broadwater Street West
Worthing
West Sussex
BN14 9BY
Tel: 01903 234589

There is also an option to have your child's surname embroidered on the front of the T-shirt above the badge. Whilst we do not insist on this, we encourage this as it makes it more likely any mislaid items are successfully returned.

House colours:-

Clive House - Blue
Wellesley House - Yellow
Shaftesbury House - Red
Marlborough House - Green

PARENTAL INVOLVEMENT

We welcome parental involvement in many ways across our school.

Support At Home

This is the most important, particularly if you spend quality time discussing with your child what he/she is doing at school. Time to hear him/her read, time to discuss projects or assist with homework tasks.

It is important that the child always views home and school as working for his/her best interests in a mutually agreed and supportive partnership.

Visiting The School

If you have a concern or wish to see your child's class teacher then **please telephone the school or write to the relevant member of staff** who will arrange a mutually convenient appointment. You are always welcome in school **but in the interests of school security parents may only gain access to staff or pupils through the school office. You will need to sign in and wear the Visitors Badge you will be given.**

Parent consultations are held twice a year in the Autumn and Summer terms.

Actively Involving Yourself In The Work Of The School

You can be of real assistance by volunteering your time. Such support enables us to provide a rich variety of experiences for the children, and increased opportunity to converse with adults. A form is shared early in the school year to ask for voluntary parental assistance in the classroom including help with reading and going on trips. We do hope that all parents who have time will complete and return this form.

Supporting The Friends of West Park

All parents are automatically members of the Friends of West Park, which is a well organised and very active body within the school, providing assistance in practical as well as fund-raising events. Major projects are funded by the FOWP and these add an important dimension to school life. At this point it is worth repeating the twofold aim of the FOWP.

- (i) to foster a good relationship between the school, the home and the community at large.
- (ii) to engage in activities which support the school and advance the education of the pupils attending it.

Parents are warmly invited to the FOWP Annual General Meeting which occurs in the first half of the Autumn term.

Becoming a Parent Governor

Governors have a four-year term of office. West Park School has three parent governors. All parents are informed when the term of office of a parent governor finishes and nominations are invited.

An election with a secret ballot of all parents is carried out when more than one nomination is received.

Parent Consultation Evenings

We welcome parents as partners in the education of their children. Throughout the year we give parents the opportunity to visit school, to talk to staff and find out more about school organisation, the curriculum and how they can support their children. We invite parents to social occasions including concerts, themed weeks and sporting events.

Each year during the spring term you will be sent a written report. This will outline your child's progress in all the National Curriculum areas and in Religious Education.

Consultations are held twice a year enabling parents to discuss the progress of their children. We encourage you to bring your child to the consultation.

We are always willing to meet with parents to discuss any concerns they may have. Our school front office staff will always be pleased to help you contact your child's teacher for a meeting at a convenient time to suit yourself and the teacher. Alternatively you can email the office in order to arrange an appointment via office@westparksch.co.uk, directly on class Dojo or through individual staff emails.

CHARGING FOR ACTIVITIES

Optional Extras

An activity is deemed to take place out of school hours if 50% or more of the whole time spent on the activity occurs out of school hours. In this case, and for a residential trip, this will be considered as an 'optional extra' and a charge will be levied which includes an appropriate element for travel costs, board and lodging costs, materials and other equipment, non teaching costs and teaching staff costs. This charge will not exceed the actual cost of the provision.

Voluntary Contributions

The school is not restricted from seeking voluntary contributions from parents for the benefit of the school or in support of any school activity, including outside visits. However, parents must be made aware that they are under no obligation to make contributions and no pupil in the school will be treated differently as a result of parents not making a voluntary contribution. Equally, if the level of voluntary contribution is insufficient to cover the cost of the activity then the school may have to cancel that activity as no funds exist within the school to top up any shortfall.

Financial support is currently available for any child who is entitled to a free school meal. This is not to be confused with Key Stage 1 children from Reception to Year 2 who are all currently entitled to a free school meal. Any parents are entitled to more support if they earn less than £16,190 per year and are entitled to Pupil Premium support. This enables the school to pay towards school trips. Please contact the school office or Business Manager in confidence for more information.

POLICIES

Public Access to Documents

Freedom of Information Act 2000

Parents have a right to access a range of school policies and other information. Parents who are interested to find out more details can contact the school to view our Publication Scheme. Details are also contained on the School Website in the section regarding to Data Protection.

School Policies can be found on the school website under the Policies tab.



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