



## Bersted Green Primary School

Laburnum Grove

Bognor Regis

West Sussex

PO22 9HT

Telephone 01243 822885

Email: [office@berstedgreen.school](mailto:office@berstedgreen.school)

Website: [www.berstedgreenprimary.co.uk](http://www.berstedgreenprimary.co.uk)

# School Prospectus



## What the Children say

Every single person is considerate - Y5

There is so much to do - YR

I get more clever so I can be a  
teacher when I grow up as I  
know lots of stuff already -  
Y4

The school helps  
you read - Y3

I like learning and playing  
football - Y4

The teachers do have a laugh with us  
sometimes but boundaries are clear - teachers  
are fair - Y5

I like my classroom, it is big and my writing is  
on the wall - Y3

Everyone has fun learning inside and outside -  
Y2

We get fresh air at playtime - Y3

I am good and happy - Y1

I love the fun subjects like  
times tables, handwriting,  
spelling and everything - Y5

I like playing, there is lots to  
do at breaktime and lunchtime  
- Y4

Everyone has lots of friends - even new  
children - Y6

There are lots of activities you can do and  
clubs. There is the equipment to do it - Y6

We need to make progress jumps and we do if  
we do what we are asked - Y4

I like learning - it's fun - Y6

We do maths to get a  
job - Y3

I love singing  
assembly - Y1

I like the teaching -  
Y2

I like the food. I like  
Lego. I like learning -  
YR

I am learning everything - Y1

Teachers are good, they help you - Y5

I like playing with my friends and learning new stuff  
especially stories. You have to try hard  
to go in the Golden Book - try your best - Y2

I like maths and counting numbers to more  
than 100 - Y3

I like reading books - Y1

Year 6 Leavers:

I have learned to be the best I can

I have learned to persevere + try

I have to be more responsible and organised. I have enjoyed all the trips to help my learning like  
Chichester Festival Theatre, Blacklands Activity Centre, swimming

I like all the things we can do at school - so many sports, outside classroom, orienteering, bikes,  
allotment





Achievement  
Courage  
Respect  
Compassion  
Flexibility  
Collaboration

Values: Rich curriculum age 2 - 11

After School Clubs  
Cooking, Clay, Football, Homework

Communicative  
Resilience  
Perseverance  
Honesty  
Responsibility  
Creativity



Affordable trips



Learn to play musical instruments

Beach Hut

Forest and Beach School sessions

Good links with  
Secondary Schools

FAB sports events



Inclusive

Gold PE Award

Excellent EAL resources  
and support

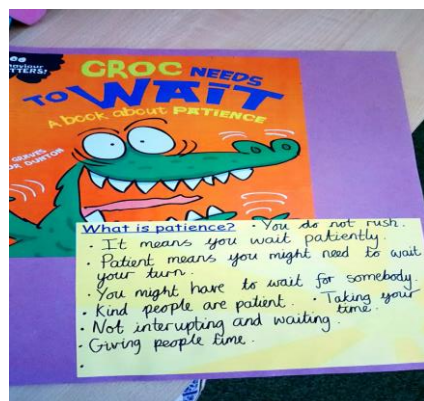
Therapies - dogs, art, music



Healthy Eating Gold Award



Nurturing and caring



Fabulous staff

# Information relating to BERSTED GREEN PRIMARY SCHOOL published for the academic year 2023/2024

## General information:

Name: BERSTED GREEN PRIMARY SCHOOL

Address: LABURNUM GROVE  
BOGNOR REGIS  
PO22 9HT

Telephone: 01243 822885

Fax: 01243 841586

Website: [www.berstedgreenprimary.co.uk](http://www.berstedgreenprimary.co.uk)

E-mail: [office@berstedgreen.school](mailto:office@berstedgreen.school)

Headteacher: [head@berstedgreen.school](mailto:head@berstedgreen.school)

Chair of Governors: Michael Pearce

No. on roll: 300

Age Range: 4 - 11

And Little Acorns Pre-school on site from age 2

Bersted Green Primary School is maintained by West Sussex Local Education Authority whose address is:

Education Department  
County Hall  
Chichester  
West Sussex  
PO19 1RF  
Telephone: 01243 777100

## Little Acorns, Bersted Green Pre-School

Contact	Telephone	01243 869312
	E-mail	<a href="mailto:managerlittleacorns@berstedgreen.school">managerlittleacorns@berstedgreen.school</a>

## Bersted Green After School Club (3.15-4.15 or 3.15 - 5.45)

Contact	Telephone	01243 822885 / 07739793942
	E-mail	<a href="mailto:office@berstedgreen.school">office@berstedgreen.school</a>

# BERSTED GREEN PRIMARY SCHOOL

Dear Parents

Welcome to Bersted Green. We hope this prospectus will help to introduce the school to you and answer some of the questions that you may have.

We trust that everyone at Bersted Green finds the school a challenging, exciting and happy place where they will feel secure and confident. All who come to our school are expected to work hard, care for each other, listen to each other, to show respect for others and their environment, and to do their best. Through the tasks they do in their day to day work the children will be able to gain an understanding of their own world and the importance of their place in it. Our aim is to challenge, support and interest all children to develop into well-rounded, resilient and happy learners who are proud of their successes.

We see each child as an individual with their own identity and strive to help children to get along together, to take responsibility for themselves and for their learning.

We realise that in order to achieve success it is vital to work in partnership with you. You know your children best of all and because of this we make parents welcome and are keen for you to be involved in the many aspects of school life. Ofsted visited in March 2019 and evidenced Bersted Green as a good school.

We would like you to see our provision including our pond, allotment area, outside classroom, orienteering course. Our school is really well resourced.

We would like you to meet our staff who the school invest in to train to support children and learning.

As a Wild Beach School we also have a beach hut and visit the beach in Bognor to start to understand tides, weather, lunar cycles, classification, walking on even ground, aspects of pollution and the history of the local fishing boat fleet. We also have a wonderful outside classroom and outside learning environment.

A booklet such as this can only provide you with an outline of what the school believes in, what it does and how it works. We would be happy, therefore, to show you around when the occasion arises, in order for you to gain a better idea of how the school operates.

Yours sincerely

Katie Jarvis  
Headteacher



**STAFF NAMES AND KEY ROLES 2023/24    -**

Bersted Green Primary School is committed to safeguarding children and promoting their welfare and expects all staff and volunteers to share this commitment.

**Senior Leaders**

<b>Name</b>	<b>Role</b>	<b>Key Responsibility</b>
Katie Jarvis	Headteacher	Strategic direction + Quality of Teaching Lead (+ PE) Safeguarding DSL
Kim Kalpakiotis	Deputy Head	INCo, well-being, DSL

**Teaching Staff**

<b>Name</b>	<b>Year Group</b>	<b>Name of Class</b>	<b>Area of responsibility</b>
Claire Hutt/ Kim Kalpakiotis	Year 6	Foxes	SENDCo Deputy Head / Inclusion
Rebecca Turner	Year 6	Badgers	Basic skills lead
Annette Rogers/ Hannah Mensah	Year 5	Owls	History and geography/ RE/P4C
Shannon Blatcher/ Chloe Charman	Year 5	Peregrines	PSHCE/RSE
Claire Middleton	Year 4	Hares	Pupil Premium/performing arts
Jade Young	Year 4	Rabbits	
Kris James	Year 3	Squirrels	Art and MFL/French - IT rotations
David Galpin	Year 3	Hedgehogs	Y3/4 interventions and Outside classroom
James Chant	Year 2	Frogs	Maths, stealth maths and Y2-3 transition
Sarah Mead	Year 2	Dormice	Design technology
Katrina Jones	Year 1	Butterflies	Reading and phonics
Emily White	Year 1	Dragonflies	Science
Tim Pygott	Year R	Ladybirds	Music
Amanda Barham	Year R	Ladybirds	Curriculum lead
Amy O'Connor	Year R/1	Ladybirds	Computing/Little Acorns qualified teacher link
Andrea Muscaliuc	All	All	EAL

Each class has an attached teaching assistant to support learning and to lead a whole school area or intervention eg. Dyslexia, accelerated reading etc. We also have additional support for children who don't speak English at home for pupil premium and Children Looked after (CLA) children.

At least one member of staff in every class is first aid trained. All Early Years and pre-school staff have a paediatric first aid qualification.

#### **Non-teaching/Office Team**

<b>Name</b>	<b>Position</b>	<b>Responsibilities</b>	<b>Email</b>
Sandra Chapman	School Business Manager	Financial Management Staffing, Premises	<a href="mailto:sbm@berstedgreen.school">sbm@berstedgreen.school</a>
Leanne Farr	Office manager	Office Capacity Admissions, Pupil Data, School Fund Web site	<a href="mailto:office@berstedgreen.school">office@berstedgreen.school</a>
Hazel Baker	Receptionist/	Reception Attendance overview Pupil Punctuality Free School Meals Uniform	Staff can all be contacted via <a href="mailto:office@berstedgreen.school">office@berstedgreen.school</a>  <a href="mailto:Clerk@berstedgreen.school">Clerk@berstedgreen.school</a>
Donna Thompson	Clerk to governors		
Anthony Whiffin	Premises Manager  07739793942	Premises Health and Safety Fire Safety General maintenance Grounds maintenance	
Paul Dixon  Deborah Kariminik  Natalie Hill	Midday meals team		



**Cleaning team - ensure the school is spick and span every school day.**

**Catering Team - Chartwells**

We also really value the support from our volunteer team - especially members of the Rotary Club who listen to children read - thank you

**School Governors - see Governors page**

Governors can be contacted via the School Office or at [governors@berstedgreen.school](mailto:governors@berstedgreen.school)



## AIMS

Our fundamental aim is to try to provide the best possible education for all of our children.

We will challenge, support and interest all children to develop into well-rounded, resilient and happy learners who are proud of their successes.

We see each child as an individual with their own identity and strive to help children to get along together, to take responsibility for themselves and for their learning.

We believe that our school should be a challenging, stimulating and happy place where learning is the core purpose. We will provide opportunity for pupils to develop intellectually, socially, creatively, physically, morally and spiritually. Through the tasks children do in their day to day work they will be able to gain further understanding of their own world and the significance of their place in it. They will develop skills, knowledge and attitudes which will provide them with a foundation for future learning and life. They will have the opportunity to achieve success whilst seeking to fulfil their potential as independent learners.

Adults, too, will have the chance to further their own knowledge and understanding of the work they do in order to support the core purpose of the school.

Everyone will be expected to work hard and to show consideration for others and the school environment. Great value is placed upon the partnership between home and school and every effort will be made to promote an understanding of the responsibilities shared by parents and professionals. We want everyone associated with the school to feel welcome and appreciated.

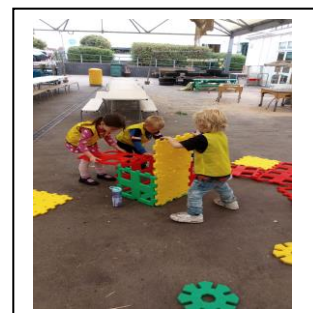
Our Ethos centres around:

### "ACE"

- **A**cademic progress
- **C**are, well-being, social and emotional aspects of learning
- **E**nrichment, life skills and enterprise

Our curriculum is carefully mapped year group by year group.

- Meet the:
- EYFS Curriculum
  - National Curriculum
  - Agreed syllabus for RE



Our learning priorities this year are around helping children to fill any gaps developed through covid lockdowns, to catch up and accelerate progress.

## ORGANISATION

The school is expanding and this year has twelve classes for children aged from 4 to 11 years old. For the academic year 2021-2022 classes will be organised as follows:

EY team:	Ladybirds
Y1 team:	Butterflies and Dragonflies
Y2 team:	Dormice and Frogs
Y3 team:	Squirrels and Hedgehogs
Y4 team:	Rabbits and Hares
Y5 team:	Owls and Peregrines
Y6 team:	Foxes and Badgers



Sea Hawkes class supports emotional first aid and learning.

Along with 14 classrooms the building includes a Hall that is used as a dining room, for assemblies, P.E., and Drama; as well as two new libraries, a meeting room and resource area. The school grounds are constantly being developed with hard-surfaced play areas and a large field which is used for learning as well as a variety of sporting and recreational activities and clubs throughout the year. There is also an outdoor classroom. Canopies enable access to the outside in all weathers. This year we are setting up an outside kitchen.

## PARENTAL INVOLVEMENT

We realise that in order to achieve success it is vital that we work in partnership with you, the parents. This may mean that we ask you to help with reading at home, invite you into school to help make something or request your attendance at a meeting about your child or new projects. This will happen because we want to involve you in providing the best possible education for your child.

Parents are involved in the work of the school community in various ways. We ask that parents consider themselves as important role models when on site. Parents who are available are welcome to help in classes, perhaps with art/craft activities, or in hearing children read, or maybe accompanying the teacher in taking groups of children on a local visit. (We usually say that regular help is best not in your own child's class)

Parents interested in coming into school to help are invited to discuss the matter with their child's class teacher. Parents are also encouraged to come to the school on an informal basis whenever they have any difficulties or concerns.

Parents may also wish to join Aspire (adult education) groups e.g. 'Helping your Child' or 'First Aid'.

We do our best to keep parents informed about general school matters through our regular newsletters (sent via ParentMail), information evenings and ParentMail. Please ensure you are getting this information.

## EARLY MORNING CLUB

We do have a small morning club that runs before school that aims to develop social skills, help children into the classroom with a positive attitude and support parents back to work. We have run a survey each year and to date parents have not requested extended day provision before or after school. This costs £1 per session. (8.00-8.45)

## AFTER SCHOOL CHILDCARE CLUB

We have an after school childcare club with sessions until 4.30 and 5.45pm.

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After school club - INVOICE dates covered:

Please pay by Monday morning

Time to:	Cost	Monday	Tuesday	Wednesday	Thursday	Friday
4.30pm	£6					
5.45pm	£12					

Please pay:

to the office or by bank transfer

Bank details: Lloyds bank Sort code: 30-00-02 Account: 01435642

Put your child's name as the reference

As we staff according to demand we are not able to offer refunds and need a weeks notice of any changes. Please contact the office with any queries.

Many thanks

## AFTER SCHOOL ACTIVITIES CLUB

Staff run different activity clubs throughout the year - a letter is sent out at the beginning of each term with details - spaces are limited.

There is a Friends' Association - Friends who organise a range of events over the school year and such as film evenings and discos.



## SCHOOL UNIFORM

We believe school uniform encourages a sense of identity and pride. There is also a link between wearing a uniform and pupil attitude. For these reasons it is expected that all parents support the tradition that all children wear the Bersted Green school uniform which is:

- Grey/black trousers or skirt. (Trousers can be long or short).
- White polo shirt, bottle green school polo shirt, white school shirt or white blouse (Shirts/blouses can be long or short sleeved).
- Bottle green sweatshirt or cardigan with school logo (available from the school office) or bottle green sweatshirt or cardigan (available from supermarkets).
- White/grey/black socks or plain white/grey/black tights.
- A sensible pair of **black school shoes** are required for all pupils. (No trainers or boots, as these are not good for children's feet).

## PE Kit

A school light blue T-shirt or white T-shirt (no football or fashion logos).

- Black or dark shorts.
- P.E. Tracksuits may be worn in cold weather for outdoor games.
- Plimsolls or trainers are required.

Please ensure that P.E. Kits are in school each day to minimize disruption to lessons and to avoid children becoming upset. Children are active daily and do at least 2 hours PE each week.

**ALL ITEMS OF UNIFORM AND P.E. KIT MUST BE NAMED.**

We have samples of the school sweatshirt, cardigan, polo shirt, PE t-shirt, book bag and gym bag here in the main reception. For further information on sizes and current prices of our uniform please visit the school website on [www.berstedgreenprimary.co.uk](http://www.berstedgreenprimary.co.uk) and click on the Information page.

## HAIR

It is helpful if long hair is tied back at school.

'Whacky' hairstyles will not be tolerated if there is an impact on the child's behaviour or attitude.

## COATS

Children need a warm coat. School coats may be purchased from the school office - optional.

## Optional Items:

Grey pinafore dress / Summer check dress  
Sun hat/sun cream if hot

## JEWELLERY

Children are allowed to wear a watch and one pair of ear studs. For health and safety reasons no other jewellery is allowed in school. If children wear rings, necklaces, nose or other piercings they will be asked to remove them, they will then be placed in an envelope and sent home. Stud earrings will need to be taped for P.E. lessons. Please include micropore tape in PE kit.





## **DISCIPLINE**

The general behaviour of pupils is a matter of great importance in the running of the school and to the well-being of our community. Qualities of honesty, kindness and fair dealing are constantly encouraged whilst politeness and thought for others are regarded as the basis of relationships between pupils, staff and visitors. Children are expected to be responsive to discipline and to observe school principles and parents are consulted at an early stage when a pupil's behaviour causes concern.

The following thoughts and principles were drawn up in consultation with the children. These apply just as much to the adults in the school as to the children.

- a) We believe that behaviour in our school should be based upon care, consideration and thought for other people.
- b) We believe we should always try to do our best to listen to each other and to look after our school environment.

## **PRINCIPLES OF BEHAVIOUR**

We will:

- Work hard;
- Present work neatly and complete work;
- Speak to each other appropriately;
- Be where they should be;
- Use equipment as it's meant to be used;
- Be safe around school.



A detailed Code of Conduct is available for all parents.

Parents sign on the admission form to behave as a role model on site

## **CYCLING TO SCHOOL**

Pupils may cycle to school providing they wear a helmet, especially after completing Bikeability. Please ensure you lock your bikes/scooters in the bike sheds.

## **PERSONAL PROPERTY** (including prohibited items)

Please do not allow your child to wear make-up or to bring to school mobile phones, tablets or I-pods (we hold contact numbers centrally). A large variety of play equipment is provided by the school to make playtimes as enjoyable as possible so there is no need to bring equipment such as footballs from home. Sweets including bubble gum are not allowed. Whilst it would take up too much space to list every item of personal property that is or isn't allowed we do rely on parents to exercise their own good sense over personal property brought to school. It is also necessary to state that all personal property brought into school, including watches and 'show and tell' items are brought at the owner's risk, and though we shall do our best to minimise loss or breakage we cannot be held responsible for such occurrences. These items should be named. Children using social media at home should be monitored as most of them are not old enough to have access to these accounts.

## **LOST PROPERTY - PLEASE PUT CHILDS NAME ON UNIFORM**

## ABSENCES

If your child is away from school for any reason you should telephone the school, before 9.30am, on their first day of absence. Other than sickness, medical or dental appointments, absence from school will only be authorised for Pre and Post Operation, Tour Leave (max 5 days/period) and when visiting a new school. We cannot authorise holidays in term time. The school may involve the Pupil Entitlement: Investigation Officer for any child whose attendance falls below 90% and a Fixed Penalty Notice may be issued when a child has a minimum of 10 school sessions (5 days) recorded as unauthorised (a school day is divided into 2 sessions, am and pm).

## MEDICINES

If your child is ill they should be kept at home. If your child requires on-going prescribed medicines, please bring them to the office where they will be kept in a locked cabinet/fridge. You will be asked to complete a Consent Form giving details of the dosage and when the medicine is to be taken/administered. If your child has Asthma and needs to use an inhaler, we will require two blue (Ventolin/salbutamol) inhalers, one will be kept in their classroom and one in the medical room for ease of access in an emergency.

All medicines should be in their original packaging as dispensed by a pharmacist. Following County guidelines, the school will only administer prescribed medication and medicine if it is required 4 times a day. 3 times a day to be given

- 1) morning
- 2) when collecting child
- 3) bed time

If your child requires any non-prescribed medicine, i.e. Calpol, cough mixture, creams etc. parents must arrange to come into school to administer the medicine themselves.

## LUNCHTIMES

Parents /carers order hot school meals in advance for their children, using Chartwells school lunch ordering system, (ParenPay). Lunches are free for all reception, Y1 and Y2 children as well as children who entitled to free school meals (but these must still be ordered by the parent/carer via ParentPay). Children also have the option of bringing in their own packed lunch, if this is their preferred choice. For information on hot lunches please refer to the ParentPay website or speak to staff in the school office. Fizzy drinks or flasks containing hot food, e.g. soup, should not be brought into school. Water for drinking is available at lunchtime and throughout the day. Mealtimes are supervised by school staff. If your child is eligible for free school meals, please let us know - all information is treated in confidence.

## PLAYTIMES

We aim to make playtimes as enjoyable as possible. Sainsbury's vouchers have paid for equipment and our School Council have designed new games for the children to play. This year Aldi are supporting an equipment scheme so please, if you spend over £30, could you bring in a sticker.



## THE CURRICULUM

### CURRICULUM PRINCIPLES

The curriculum aims to help pupils to acquire knowledge and skills and develop positive attitudes in preparation for future learning, a fulfilling adult life and employment. It is designed to provide progression and continuity.

For our youngest children the Early Years Foundation Stage curriculum is followed.

The KS1 National Curriculum guides Year 1 and 2.

The KS2 National Curriculum guides Year 3, 4, 5 and 6.

Religious Education is taught in line with WSCC agreed syllabus. The modern language we timetable is French although we may introduce sessions with other languages. Homework or take home tasks as well as daily reading and spellings are an element of the curriculum and are set for all children. We believe it is absolutely vital that you are able to support your child in this work as it helps to establish the partnership between home and school and it reinforces the fact that the learning process is continuous. You are, after all, the first and most effective teacher of your child. Homework club is available on Tuesday evenings too.

### HOMEWORK

All children will have tasks to undertake at home. These will grow as the children can do more independently and also later to prepare them for secondary school.

We feel and research supports that hearing children read regularly impacts on the best progress.

We ask children to be heard to read at home 4 times a week.

All children inc YR will have take home tasks linked to topics

Y1 upwards will have spellings

Y2 upwards will have 'My maths'

Y3 upwards will have times tables and Grammar learning to consolidate.

The school's Teaching and Learning Policy details the key principles behind the school's approach to teaching and learning.



### SUBJECT INFORMATION

Schools are expected to teach a broad and balanced curriculum. We aim to make learning meaningful and fun.

## **ENGLISH AND MATHS - The Basic Skills**

It is essential pupils become increasingly numerate and literate – skills which are fundamental to future learning. We aim to help children to learn to read and write fluently, to listen attentively and with understanding and to speak clearly and confidently for various purposes. We aim, also, to develop their mathematical skills, knowledge and understanding so that they can apply these aspects of learning in real situations. These subjects are the building blocks for many other areas of the curriculum.

## **INFORMATION COMMUNICATION TECHNOLOGY - Computing**

We strongly believe that ICT should be used to support the full range of the curriculum, wherever it is beneficial, using ICT tools to find, explore, analyse, exchange and present information responsibly and creatively.

Children learn how to employ ICT to enable rapid access to ideas and experiences from the internet. We subscribe to a variety of learning platforms that enables individual teachers to personalise the learning in their class and which act as a resource bank for games, homework assignments particularly 'my-on' reading and 'my maths' and quizzes all of which support learning in school.

Each class is equipped with a minimum of an interactive whiteboard and a digital camera. Banks of laptop computers and tablets are also available to use by the children across the school when needed. These are used to support and evaluate a range of learning including speaking and listening, P.E. and drama.

Parents have access to a copy of the Acceptable Use Policy and are required to sign an agreement confirming their acceptance of the policy and giving permission for their child to make use of the internet in school.

Children become skilled and safe.

## **SCIENCE, HISTORY AND GEOGRAPHY**

The children will gradually gain knowledge of themselves, their environment, and of their place in the wider world through a planned study of these subjects often linked to half termly topics. Plans for each subject are designed to ensure continuity and progression for each child at his or her own level of skill and understanding. For the youngest children learning will start from first-hand experience and plans will include a programme of local visits. As the children progress through the school visits will continue to form part of their study and the pupils will begin to use other sources of information to develop their learning. For trips further afield requiring transport or entry fees to be paid for a contribution will be requested. We do work as hard as we can to minimise these costs.

Much of the learning will involve investigation and enquiry and is designed to stimulate children's ability to think through a problem and anticipate outcomes, both individually and in co-operation with others in a group. A good supply of books, audio-visual and ICT resources are available and all pupils will be taught to use these essential tools in their learning.

Children become explorers, scientists, archaeologists.

## MUSIC

In music the emphasis is on children enjoying music. A practical approach involving the use of tuned and un-tuned percussion instruments is adopted to compose songs, tunes and accompaniments. Children listen to music and learn a wide range of songs, including traditional and modern arrangements. The use of new technologies is also being developed to promote both skills in composition as well as the children's ability to read music. Ukulele tuition is available for children as they move through the school. Year 2 visit Chichester Theatre for the Children's Concert. Year 4 have a term to learn cornets. For Y2 and Y5/6 this year. If your child does wish to learn to play an instrument other than the Ukulele you will need to contact West Sussex music service who do make a charge.

Children become composers and musicians.



## ART, DESIGN AND TECHNOLOGY

Opportunities to draw, paint and model are fundamental to children's artistic and personal development. Art is important in its own right as well as in the contribution it makes to other areas of the curriculum. A range of materials are available to encourage and extend the children's creative talents. As they mature children are introduced to more sophisticated techniques in drawing, painting, printing, dyeing, sculpture, textile and clay work.

Design and Technology encourages children to think creatively applying learning from elsewhere and to develop as independent problem solvers. It requires them to work both individually and as members of a team in identifying needs, to respond to them by developing a range of ideas and making products and systems. They learn to combine practical skills with an understanding of how a product or system looks, social and environmental issues, it's function and industrial practices.

Children become artists and inventors.



## PHYSICAL EDUCATION

The school offers a varied programme of P.E. activities. Educational Dance and Drama is recognised as an important tool for children's personal development, affording opportunities for self-expression and control, and establishing confidence and co-operation within a group. Co-operation is fostered further by participating in team games such as football, netball, cricket or hockey. Opportunities to participate in athletics and gymnastics aim to extend the range of children's physical control and skill. As a result of the programme they are helped to become more skilful and encouraged to enjoy that element of competition where they match their skills and competence against others (in school or against local schools) or against their own levels of performance.



We work with all the local schools to develop sport, Ambassadors, Future flyers as well as to compete. Staff also benefit from CPD.

Lunchtimes are also a time when our Playground Activity Leaders (P.A.L's) or House Captains have an opportunity to set up and run games for the younger children. This develops the leadership skills of



the older children and the physical skills of the younger children. We also enjoy a traditional, yet fun, Sports Day.

## **PERSONAL DEVELOPMENT AND RELIGIOUS EDUCATION**

The personal development of pupils and the establishment of healthy attitudes of mind are important features of the primary years, and the aim of the school is to foster caring relationships between the adults and the children, and among the children themselves. The aims of Religious Education and the Programme of Study are those set out in the West Sussex Agreed Syllabus for Religious Education. School Assemblies and Religious Education lessons provide excellent opportunities to think together about worthwhile values and the spiritual and cultural heritage within which the children are growing up. They help to develop in the children a sense of personal responsibility, understanding and tolerance of others and a positive attitude towards playing a full part in the life of the school community. If parents wish to withdraw their child from Religious Education they should contact the Headteacher.

## **PSHE + RSE**

In Personal, Social and Health Education and Relationships and Sex Education children are helped to gain an understanding of school values as well as their own physical and emotional development, to reflect on the benefits of positive relationships and to appreciate the importance of a healthy life-style. Sex Education is taught in line with the School Policy which has been agreed by parents and school governors. If any formal aspect of human reproduction is to be covered, parents will be informed. NHS staff support planning for such sessions. We learn about reproduction from flowers, trees, frogs, etc.

## **MODERN FOREIGN LANGUAGES**

Pupils will begin to learn French as they move through the school. The emphasis is on having the confidence and ability to communicate in a foreign language. As they increase their understanding of the language they will have opportunities to apply their skills to read, enjoy and make use of a widening range of texts. Through this study and other geographical topics, the children will be given an insight into the people and traditions of other cultures.

## **CROSS CURRICULAR THEMES**

There are many situations within the curriculum where the children are able to pursue themes that cross subject boundaries. Much of the work done in Science, History, Geography, Religious Education PSHE as well as literacy is through the medium of topics. It is this kind of study which provides the children with learning opportunities that do cross the subject boundaries and helps broaden their understanding of themselves and their world. Many of the topics lend themselves to links with Maths, Art, Music and Drama and, of course. Details of topics each half term on the website. We have special days each half term where children work in houses. We have planned no pens and pencils day, a European languages day, a festival of art and music etc.

## **THE FOUNDATION STAGE**

Our Foundation Stage promotes self-initiated learning and encourages children to become confident, independent learners who can identify what they need to advance their own learning. Whole class, small group and individual teaching are used to ensure that every child achieves their full potential.

Before children come into school it is our aim for them to meet their Key Worker for us to talk to their pre-school setting and to invite children into school for taster sessions. Parents too, will be given opportunities to meet the Early Years Foundation Stage staff as well as the Headteacher and other key people they may come into contact with at school. We find that children are then happy to come into school and the transition process is a smooth and positive experience for all.

## **EXTRA CURRICULAR ACTIVITIES INCLUDING CLUBS**

The school offers a wide range of extra-curricular activities for all children. These normally take place after school, usually under the supervision of a teacher, teaching assistant, coach or qualified parent. The activities offered in a particular term will be notified at the beginning of each term. They may include football, athletics, table tennis, construction, ukulele, creative, homework, ball games, cooking, cross stitch, outdoor classroom, football, dance, ICT or rounders to mention but a few. We are very grateful to staff who give up time to run clubs and also to parents.

An external provider or coach may ask for a fee.

Educational visits (including residential visits) incur extra expenditure which the school is not always able to subsidise. Therefore, parents are requested to make a voluntary contribution towards the cost of the activity. A copy of the school's charging policy is available at the school or its website for inspection. We will always work hard to keep costs to a minimum.

## **PUPIL PROGRESS**

The progress made by pupils in all areas of the curriculum is a matter of concern to parents and teachers. All parents are encouraged to take an active interest in their children's progress by attending the termly consultation evenings. Annual Reports, including results of any formal assessment at the end of National Curriculum Key Stages, are distributed in the Summer Term with an Autumn Term and Spring Term Open Evening. Parents are welcome to discuss their children's progress at other times if the need arises and should telephone to arrange an appointment with the teacher. On occasions the school may contact parents if there is a particular concern. A Celebration Assembly each week recognises pupils' achievements both in terms of behaviour, academic progress and talents outside school.

## **SPECIAL NEEDS AND DISABILITY**

It may be anticipated that most pupils will make steady progress. Teachers test pupils' levels of competence and understanding regularly, particularly in Maths and English and also against the National Curriculum. Where children are identified as having special needs (and it is recognised that nationally 20% of all children will have a special need of some kind during their school life) arrangements are made within the resources available to address these needs.

These arrangements include:

- a) Additional differentiation of tasks within the planned daily work in class;
- b) Working together to develop an Individual Learning Plan or Early Help Plan;
- c) Individual support provided by a Teacher, Teaching Assistant or the school's SENCo;
- d) The support and advice of the Educational Psychology service or other agency;
- e) The provision of information regarding the process of acquiring an Educational Health and Care Plan (i.e. what used to be referred to as statementing leading to a formal Statement of Special Needs.)

The school supports the principle of inclusion and believes that disabled pupils should have the same opportunities as non-disabled pupils in their access to education, in line with the Special Educational Needs and Disability Act 2002 and our school Special Educational Needs Regulations.

Parents are notified as soon as possible when children appear to be experiencing any major difficulties with learning and /or behaviour and are always consulted with regard to what action should be taken.

## **PROCEDURES AND STATUTORY INFORMATION**

Parents and the general public have access via the school or its website to the following documents and information:

- 1. School Policies on the Curriculum, Behaviour, SEN, Accessibility, etc.;
- 2. Any statutory instruments (including statutory orders for National Curriculum subjects), circulars and administrative memoranda relating to powers and duties under Chapter One of the Education Act (The Curriculum) which are sent to schools by the DFE;
- 3. OFSTED reports which refer expressly to the school;
- 4. Any syllabuses followed, whether for public examinations or otherwise;
- 5. Publication Scheme under the Freedom of Information Act 2000.

Any parent wishing to make a complaint should, in the first instance, contact their child's class teacher or keyworker. Full details of the complaints procedure are available from the school.

## ATTENDANCE

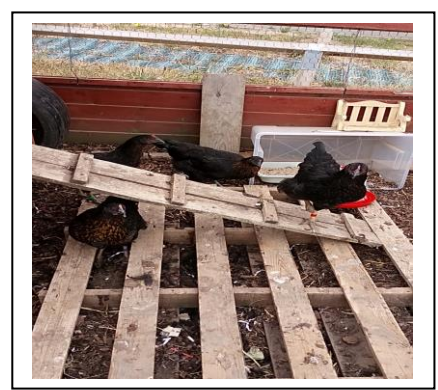
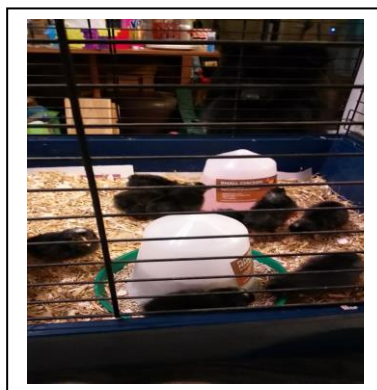
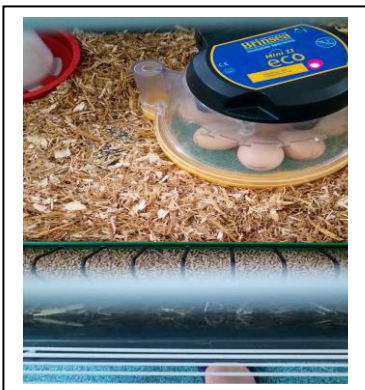
Statistics for children of compulsory school age in the year ending July 2022 were as follows:

5.1% of half days missed through authorised absence:

1.3% of half days missed through unauthorised absence:

93.6% attendance: (impact from covid and children who had not had the usual contact with other children /catching childhood illnesses)

(5 fines were issued by WSCC where 10 sessions were unauthorised).



## NATIONAL CURRICULUM ASSESSMENT RESULTS

The school works very hard to ensure the children make the progress that is at least expected. Catch up this year expects accelerated progress.

We publish our assessment results on the school website but please note there were no tests in 2020 or 2021 due to Covid

Statutory data				Comments			
YR	GLD	40.46%	Progress evident from baseline. 6 new children joined. Strong progress from low 'typical' baseline scores.				
Y1	Phonics	86%	Very pleased - strong impact from leader overseeing and HUB challenging Target 82% exceeded. Strong progress from start of YR.				
Y2	Phonics	91%					Small cohort children target was 92% so met
	Reading TA informed by SATS	62.5					3 children on the cusp but not secure would add 10% - one dyslexia contributes too. These children have worked really hard this year. Strong impact from interventions.
	Writing	56.25					
	Maths TA informed by SATS	59.375					
	Combined RWM	46.875					
	Science	72					
Y4	Times tables	47%	23+/25 = 63%			6 seconds per question, need full marks 25/25 no errors	
				ARE	GD	Nat	Inclusive 3 late joining EAL children + 3 EHCPs
Y6	Reading TA	75	SATS	62	8	74	Less sustained reading for meaning in covid
	Writing TA	69.1				69	Strong progress
	Maths TA	67	SATS	75	12	71	Very pleased - positive impact White Rose+
	RWM TA combined		SATS	46	4	59	Impact from not speaking in English through covid
			GPS SATS	60	10	72	Children did not have 2 years of reminders to form habits through covid
	Science	75				79	



## ADMISSION ARRANGEMENTS

All enquiries regarding admissions to Bersted Green Primary School should be made via the West Sussex Admissions Office in Worthing, email [admissions.south@westsussex.gov.uk](mailto:admissions.south@westsussex.gov.uk), telephone 03330 142903. However, please feel free to contact the school if you have any concerns or questions. We welcome and encourage all prospective pupils and parents to visit our school.

From September 2011, parents were given the right to choose when their child starts full time at school during an academic year. Legally, children only have to start school the term following their fifth birthday. Adult to pupil ratios are generally 15:1 in reception classes so children do need to have a reasonable level of independence if they are to enjoy and succeed at school.

The school's standard admission number is now 60 pupils for each year group and the school will fill up to this over the next few years. The school will grow towards 14 classes.

Meetings with parents of children who will be joining the Early Years Foundation Stage Class at the beginning of the school year are held in advance of the date of admission so that general information about the school can be made available. Parents can then have the opportunity to look around the school and discuss any questions they have with the Headteacher, while their children are invited to meet the teacher and to join in various activities. The school is open to all children from the local area, both able-bodied and disabled and, as the building is of a single storey design, access for the physically disabled is not a significant problem.

A separate document is available setting out the Authority's policy and arrangements for admission to its schools, including transfer between schools, and general provision of primary and secondary education. This document may be obtained, free of charge, from the Education Department, County all for schools maintained by the Authority. It is also available for reference in public libraries throughout the county.

Dates to visit school if your child is due to start school in September 2022:

Tuesday 4<sup>th</sup> October and

Tuesday 8<sup>th</sup> November between 9.15 - 11.30.

If these dates are not convenient please contact the school



## COMPLAINTS PROCEDURE

The Complaints policy is on the school's website [www.berstedgreenprimary.co.uk](http://www.berstedgreenprimary.co.uk) and a copy of the policy may be obtained from the school office.

## GENERAL DATA PROTECTION REGULATION (GDPR)

The school's Privacy Notice, Data Protection Policy, Freedom of Information Policy and Model Publication Scheme are available on the school's website [www.berstedgreenprimary.co.uk](http://www.berstedgreenprimary.co.uk) and inform you as to what information is kept by the school and why the information is kept. Your child's Data Collection Sheet will be sent out annually in order that you may check the data we hold. If you would like further information regarding this, please contact the school office.

## SCHOOL TIMES

School begins promptly at 8.45 for all pupils – doors open at 8.40am

Lunch for YR/1: 11.45am – 12.45pm; for Y2: 12.05pm – 1.15pm and for KS2: 12.15pm – 1.15pm

Lunch is staggered to ensure children are given the time they need to eat their meal and to minimise a queue to be served.

(Little Acorns sessions run from 9.00-12.00, 12.00-1.00 – lunch, 12.00-3.00)

School ends at 3.15pm for YR/KS1 and 3.20pm for KS2

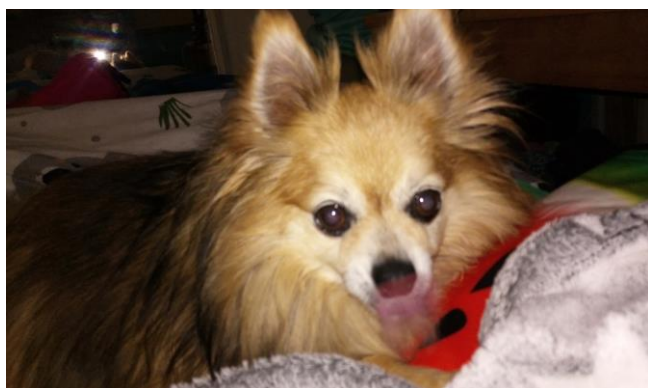
## TEACHING HOURS

Our teaching hours match the *Government Guidelines*.

1. KS1 – 25 hours 25 minutes
2. KS2 – 27 hours 30 minutes



Little Acorns, Bersted Green pre school



## **We Educate the Whole Person**

**B**e the Best that we can be

**E**ducate the whole person

**R**ealise their full potential

**S**tand for what you believe

**T**each the skills for real life

**E**xcel in their strengths

**D**evelop the resilience to succeed

**G**row in courage, be bold and strong

**R**espect yourselves and others

**E**xcite the imagination

**E**njoy every day; have fun learning

**N**othing is impossible

Above all have fun!!



