

GORING CHURCH OF ENGLAND (AIDED) PRIMARY SCHOOL

Mulberry Lane, Goring-by-Sea, West Sussex, BN12 4RN

Telephone: 01903 241175

Fax: 01903 505698

Email: office@goring.w-sussex.sch.uk

Website: www.goring.w-sussex.sch.uk



SCHOOL PROSPECTUS



Goring C E Primary School
Faith, Love and Learning

2018/2019

Headteacher: **Mrs C Jee**
Chair of Governors: **Mr D Rogers**



Goring C E Primary School
Faith, Love and Learning

2018/2019

Dear Parents

Welcome to Goring Church of England (Aided) Primary School. We sincerely hope that the years spent with us will be both happy and successful.

The transition from home to school is an important one and we aim to provide a happy and secure environment, where children can develop independence and grow in confidence and self-esteem.

We endeavour to provide a broad, balanced and creative curriculum through which all children will develop intellectually, spiritually, socially, emotionally and physically.

Learning is a lifelong process and we aim to inspire children to want to learn and to continue learning in the future, through enjoyable, creative and enriched experiences that excite and motivate them.

Children are encouraged to respect each other and their environment and to develop tolerance and understanding of the cultural diversity of the world in which we live. We have strong links with St. Mary's Church and the local community. Children learn Christian values that lay the foundation for becoming caring and responsible adults in society.

The school has a caring, professional and approachable team of staff and governors who work together to provide a high standard of education and pastoral care for your child in an environment where every individual is valued.

We value the partnership and support of parents and the staff and we look forward to getting to know you and your child well over the coming months and years.

Yours sincerely

Mrs C Jee
Headteacher



"This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment".

ETHOS STATEMENT

“Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.”

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

There has been a Church school in the Parish of St Mary's Goring since 1844. The present school building was opened in 1961. We are a Church of England “Aided” school and enjoy strong links with St Mary's Church. The school has 14 Governors, eight of whom are Foundation Governors chosen by the Parochial Church Council of St Mary's Church, Goring and the Diocese of Chichester. The children organise services in the Church every term to celebrate the main Christian Festivals in a Christian atmosphere within the family of the Church and the Community.



The Christian ethos of the school is promoted through all its policies and especially those for Worship, Religious Education and Spiritual, Moral, Social and Cultural Development.

“There is a very strong Christian Ethos that underpins all areas of school life. This is based on Christian values where learners feel valued and safe.” Statutory Inspection of Anglican Schools Inspection Report

Equality

Neither children nor members of the school community will be discriminated against on the grounds of religion or belief. The school welcomes families of other faiths and children learn about other religions. They develop understanding and respect for other cultures so that we can all live together in a happy community.

In relation to disability and gender, we take seriously our responsibility to promote equality of opportunity, to eliminate discrimination and to meet the needs of all pupils and members of the school community.

Mission – what is our reason for being?

- To educate
- To nurture
- To serve the community
- To develop children's faith and spirituality
- To be inclusive
- To improve life outcomes
- To develop children's life and learning skills
- To develop morals and principles

Our Values

- ✓ Love
- ✓ Faith
- ✓ Self –worth
- ✓ Respect
- ✓ Aspiration
- ✓ Equality
- ✓ Fun

Our School Vision for 2020

To be a Church of England Primary School that:-

- Secures outstanding outcomes for all children throughout the primary age range.
- Establish positive, recognisable 'hallmarks' for children that reflect our ethos and values.
- Reflects God's love in the community and beyond.

TEACHING AND NON TEACHING STAFF

From September 2018

Teaching Staff

Area of Responsibility

Mrs C Jee	Headteacher	Leadership & Management Collective Worship Professional Development
Mrs F Whittaker	Assistant Head	English, Attendance & Assessment
Miss C Hancocks	Assistant Head	Curriculum development and Maths
Miss R Allaway	Leader of Learning	Foundation Stage Leader Environment Learning
Mrs N Bateson		Religious Education
Mr J Daniel		Science
Mr R Ireland		P.E.
Mrs S Frayne		English
Mrs M Grigg		History and Geography
Mrs L Allen		PHSCE/SMSC Healthy
Miss E Giles		Maths
Mrs A Smith		Art and DT
Mr T Wilkins		ICT & Computing
Mr R Fauvel		Music
Miss J Ash		English
Mr A Mizler		Modern Foreign Languages
Miss N Senior	Leader of Learning (Inclusion)	Special Educational Needs and Difficulties Most able
Mrs N Finlay	Intervention Teacher	

Support Staff

Teaching Assistants

Mrs C Bien
Mrs S Christodoulou
Mrs L Hearn
Mrs B Vachhani
Mrs G Goater
Mrs K Watteau
Mrs F Harman
Mrs Z Macara
Mrs R Richards
Ms T Stockdale
Mrs T Taylor
Mrs N Shaw
Mrs J Smith

Midday Meal Supervisors

Mrs T Crook
Mrs C Dale
Mrs G Stringer
Mrs J Smith
Mrs R French
Mrs B Brockwell
Mrs V Laverty
Mrs K Watteau
Mrs R Richards
Ms T Stockdale
Mrs Christodoulou
Mrs L Hearn
Mrs N Shaw
Mrs C Bien

Learning Support Assistants

Mrs V Plassing
Mrs B Crowter
Ms M Hobbs
Mrs H Britten
Mrs Crook

Miss E Blandford
Mrs J Jackson
Mrs L Goodall
Mrs K Foord

HLTA:

Mrs K Porter
Mrs G Goater

Business Manager:

Mrs N Hayes-Farmer

Secretary:

Mrs A Coe

Welfare and Admin Assistant:

Mrs J Francis

ICT Support Assistant:

Miss D Sharp

Premises Officer:

Mr Farin

School Governors

Mr D Rogers	Chair of Governors & Local Authority Governor
Mrs A Bryan	Vice Chair of Governors Parent Governor
Mrs C Jee	Headteacher
Miss C Hancocks	Staff Governor
Mrs S Scott	Parent Governor
Mrs G Vickers	Foundation Governor
Dr S Nelson	Foundation Governor
Mr D Sumpter	Foundation Governor
Mr T Ransley	Foundation Governor
Mrs R Stanley	Foundation Governor

All Governors may be contacted through the school: Tel: 01903 241175

The Role of the School Governors

The Education Act 2002 states that.....

“The conduct of a maintained school shall be under the direction of the school’s governing body....The governing body shall conduct the school with a view to promoting high standards of educational achievement at the school.”

As a statutory duty this means that the overall purpose of our governing body is to help our school provide the best possible education for our pupils. This involves in particular:

- setting the school’s vision, aims and strategic plans, agreeing policies and making creative use of available resources
- monitoring and evaluating performance and acting as a critical friend to the headteacher to support and challenge her in managing the school
- ensuring that the school is accountable to the children and parents it serves, to its local community and to those who fund and maintain it, as well as to the staff it employs.

In order to fulfil our role we hold full governing body meetings at least once a term. We also have the following committees which meet regularly.

- Finance and Staffing Committee
- Pupil Welfare Committee
- Curriculum Committee
- Premises and Health and Safety Committee
- Ethos Committee
- Pay Review Committee
- Admissions Committee
- Performance Management Committee

If you would like to find out more about the role of the Governor please visit www.education.gov.uk.

ADMISSIONS ARRANGEMENTS – 2019/2020

- Starting School September 2019 + 2019/2020 In-Year Admissions

Arrangements for entering Reception class in September 2019 ('normal round' admissions) or joining a Year Group 'in-year' during 2019/20

Introduction

Part 1 – General Information

- 1.1 About our School
- 1.2 The Published Admission Number
- 1.3 Relevant Documents

Part 2 – Entry to Reception Class

- 2.1 Coordination
- 2.2 Application Deadline
- 2.3 Supplementary Information Form (SIF)
- 2.4 Ranking
- 2.5 Notification

Part 3 – Admission to any year group during the academic year

- 3.1 Application
- 3.2 Notification of an offer of a place
- 3.3 Oversubscription
- 3.4 Acceptance of Place
- 3.5 Fair Access Protocol

Part 4 – Oversubscription Criteria

- 4.1 Introduction
- 4.2 The Oversubscription Criteria
- 4.3 Notes related to Oversubscription
- 4.4 Distance Measurement and Tiebreaker

Part 5 – Appeals Procedure

- 5.1 Right to Appeal
- 5.2 Timetable
- 5.3 Appeal Form
- 5.4 School Holidays

Part 6 – Definitions and Important Information

- 6.1 Waiting lists
- 6.2 Applications for Deferred, Delayed Admissions/Summer Born
- 6.3 Multiple birth Applications
- 6.4 Children from Overseas
- 6.5 Definition of Parent
- 6.6 Definition of Home Address
- 6.7 Withdrawing the Offer of a Place

Introduction

If you are a parent or carer considering sending your child to Goring Church of England Voluntary Aided Primary School you should first contact the school office to find out about visits and the school's admission arrangements.

Each autumn term the school holds 'open days' where you will be able to meet the Head or Assistant Headteachers. You will be given a tour of the school and its facilities and be able to see classes taking place.

Before children start school at Goring they are invited to participate in transition sessions with their parent or carer. You and your child will have opportunity to become familiar with the school building layout and meet your child's teacher and teaching assistant as well as other families joining the school.

To apply for a place at the school you will need to contact the Local Authority Admissions Office.

For West Sussex (South) residents this office deals with admissions for all schools in the area:

Pupil Admissions Office

Centenary House

Durrington Lane

Worthing

BN13 2QB

Phone: 03330 142903

Fax: 01903 839214

Email: admissions.south@westsussex.gov.uk

Alternatively go to the following link which contains all current admission arrangements and information for parents on how to apply online

www.westsussex.gov.uk/admissions

These Admission Arrangements reflect the statutory requirements of the Department for Education 2014 School Admissions Code and the 2012 School Admissions Appeals Code www.education.gov.uk

The Admission Arrangements were compiled by the Governors and published on the school website following a public consultation.

The administrative practices described in these arrangements are designed to be fair and reasonable and the information provided is intended to explain:

- How to apply for a place at Goring Church Of England Voluntary Aided Primary School
- How the Admissions Authority administers admission applications
- How to appeal against a decision to refuse admission

Please contact the school office if you would like to discuss these admission arrangements or your particular circumstances in more detail:

School website: www.goring.w-sussex.sch.uk

Admissions contact: School secretary

Telephone: 01903 241175 Email: office@goring.w-sussex.sch.uk

Part 1 - General information

1.1 About our School

Goring Church of England Voluntary Aided Primary School is a church school which West Sussex County Council volunteers to aid. In a voluntary aided school the Governors form the Admissions Authority.

Goring School became a primary school in September 2015. The school capacity is 436 pupils, with each Reception/Key stage 1 year accommodating 60 children. Governors have decided that each Key stage 2 year will generally not exceed a maximum of 64 children. For further information see the school website.

1.2 The Published Admission Number (PAN)

A statutory Published Admission Number applies for the year of entry (Reception). This indicates the number of places that will be offered if sufficient applications are received. The Governors' Admissions Committee will consider all applications for Reception in accordance with these admission arrangements and places will be offered until the Published Admission Number is reached. If more applications are received than the PAN then the Admissions Committee will apply the Oversubscription Criteria (See Part 4 of this document).

The PAN set for the 2019/20 academic year is 60.

1.3 Relevant Documents: Please read this information before applying for a school place

Important documents published by every Local Authority are relevant to some areas of school admissions procedure. Applicants are strongly advised to contact their 'home' Local Authority (the area in which your child lives) or access the Local Authority website and ensure that they read and understand this information before proceeding with an application for a school place.

Related documents of particular importance are:

- The Composite Prospectus known locally as "Information for Parents Booklet"
https://www.westsussex.gov.uk/media/11923/info_for_parents_starting_school_sept19.pdf
- The Local Authority Fair Access Protocol
- The Local Authority School Transport policy

For West Sussex:

www.westsussex.gov.uk/admissions

Part 2 – Entry to Reception in September 2019 (normal admission round)

2.1 The application process for a child to enter Reception in September 2019 must be coordinated by the Local Authority (the Local Authority responsible for the area in which the child subject to the application lives).

Before applying for a school place, applicants should refer to the 'Information for Parents Booklet' published by the Local Authority and relevant other information set out in section 1.3 of these arrangements.

2.2 The application form to be used is the 'Common Application Form and is available from the Local Authority.

Link to common application form: www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/moving-school/#moving-to-or-within-west-sussex

This must be submitted to the Local Authority no later than 23.59 hours on 15th January 2019 (the Closing Date).

2.3 A Supplementary Information form (SIF) is available on the school website or from the school office to be completed and returned to the school no later than 23.59 hours on 15th January 2019. This gives the opportunity for parents to submit additional supporting information which the Governors will consider when determining which criterion is applicable.

2.4 The Local Authority (where this is not West Sussex) will forward details of applications submitted for West Sussex schools to West Sussex County Council. The Admissions Committee at Goring Primary School will consider all applications that indicate a preference for the school and where necessary to do so, the committee will apply the oversubscription criteria in order to rank applications and determine a priority for admission.

Late applications: Applications received after the closing date will be considered after other applications. Places will be offered in accordance with the Governors' admissions criteria.

2.5 The Admissions Committee will notify West Sussex County Council of their provisional application decisions in accordance with the timetable set out in this authority's published 'Information for Parents Booklet'. Final decisions will be notified to applicants by letter, post or email, to be sent out on 16th April 2019 by the Local Authority.

Part 3 - Admission to any year group during the 2019/20 academic year (in-year admission)

3.1 The application form to be used is 'the Common Application Form') and is available from and must be submitted to the Local Authority. The governors will not consider any applications received during school holiday periods until school resumes. The application form is available to download from the Local Authority website, or a copy can be provided upon request at the school office. The Supplementary Information Form (SIF) may also be completed and submitted in support of the application (see section 2.3). This gives the opportunity to submit additional supporting information which the Governors consider when determining which oversubscription criterion is applicable.

Link to common application form: www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/moving-school/#moving-to-or-within-west-sussex_tab

3.2 Where the request is for the child's chronological age year group and there is a place available, the decision made by the Governors Admissions Committee will be to admit the child concerned and applicants will be notified in writing by the Local Authority.

3.3 Where the governors have more than one application to consider at any one time for the same year group, they may need to apply the published oversubscription criteria in order to determine a priority for admission (see Part 4 – Oversubscription Criteria).

3.4 In-year decision letters are sent out from the Local Authority Admissions Office, following the decision being taken by the Admissions Committee. Applicants will be expected to make contact with school to confirm their individual admission arrangements and should be placed on roll within 10 days (2 school weeks) of the offer letter.

3.5 The Governors support fair access to school for all children. Therefore, subject to the information provided on the application form and the circumstances at the school, the Admissions Committee may decide to refer an application that has been refused to West Sussex Local Authority where one or more of the criteria set out in this authority's Fair Access Protocol is satisfied. A referral would be made where a child is deemed to require a higher level of support than can reasonably be provided at the school. The Fair Access Protocol enables the local authority to engage directly with a family and so help identify a suitable educational placement as soon as possible. Applicants are advised to refer to the Local Authority Fair Access Protocol before submitting an in-year application form.

Part 4 - Oversubscription Criteria

4.1 Introduction

Where there are more applications than there are places available within the requested year group, the Admissions Committee will apply the following oversubscription criteria in order to rank every application received. This will identify a priority for admission within the admission number or limit set at that time.

Before applying the oversubscription criteria, a place will always be allocated for any child with an Education Health and Care Plan or a Statement of Special Educational Needs that names Goring Church of England Voluntary Aided Primary School as the school the child must attend. That child will count toward the total admission number of 60.

Children with an Education Health and Care Plan or a Statement of Special Educational Needs are admitted to school in accordance with a separate process administered by the Local Authority in whose area the child lives.

4.2 The Oversubscription Criteria

1. A child looked after or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (section 22(1) of the Children Act 1989 applies). Evidence must be provided. (Note a)

2. Children who need a place at the school on exceptional and compelling social, psychological, or medical grounds. Evidence must be provided (Note b)
3. Children from Church families who regularly worship at St Mary's Church or St Laurence's Church, Goring-By-Sea. (Note c)
4. Children from Church families who worship at another Church that is affiliated to Churches Together in Britain and Ireland or to the Evangelical Alliance and who will have a sibling at the school at the time of admission. (Note c & d)
5. All other children who will have a sibling at the school at the time of admission (Note d)
6. Children from Church families who worship at another Church that is affiliated to Churches Together in Britain and Ireland or to the Evangelical Alliance. (Note c)
7. Children living within the school's catchment area as designated by the Local Authority. (Note e)
8. All other children

4.3 Notes related to Oversubscription

a) Evidence is required to support applications for children looked after or children who were previously looked after and who ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

Applications for children looked after should be made by the relevant social worker.

Applications for children who are adopted should be supported by a copy of the adoption order – made under the terms of the Adoption and Children Act 2002 (which came into force on 30 December 2005) –and the new birth certificate.

Applications for children who are subject to a residence order – made under Section 8 of the Children Act 1989 should be supported by a letter from social services confirming the details of the arrangements for the child.

Applications for children who are subject to a special guardianship order – made under Section 14A of the Children Act 1989 (as amended by the Adoption and Children Act 2002) should be supported by a letter from social services confirming the details of the arrangements for the child.

b) Exceptional and compelling social, psychological, or medical grounds
 Parents wishing to apply under this category must submit independent professional evidence with their application which explains clearly why it is essential for the child to attend the school named as their first preference. (This evidence should be posted to the Pupil Admissions Office by Recorded Delivery, to arrive no later than the County deadline for Starting school applications).

The supporting evidence from the qualified professional (i.e. medical consultant, psychologist or social worker) must detail fully the child's needs and address the reason why these needs can only be met at the preferred school. Letters from parents alone are not sufficient nor are letters that do not address the question of which school the child must attend. Letters from teachers at the child's current

school will not be taken into account. It is a parents' responsibility to send any evidence relating to the child to support the application. The application will not be considered under this category if you do not provide the supporting evidence.

The Governing Body will consider the supporting evidence and make a decision.

c) A Church family is defined as parent(s)/guardian(s) who attend(s) a Church Service at least once a month over a period of at least one year immediately preceding the closing date for applications and whose application is supported by the appropriate minister. If the parent has moved churches in that period, confirmation will be required from all relevant ministers. Parent(s)/guardian(s) applying under criteria 3, 4 or 5 will need to complete the Church Support Form available on the school's website or from the school office in addition to the WSCC form. They will also need to ensure that their Minister (and where relevant, their former Minister) completes, and submits to the School Governors, the Church Support Form confirming that these criteria are met.

d) Siblings may be half or step siblings living permanently at the same address as their older brother or sister.

Additional note: Children who have a sibling in the school at the time they begin to attend and whose residence is in the local authority catchment area prior to September 2015 and who are still living in the same residence shall be treated as though they are in the post September 2015 Local Authority Catchment area.

e) For your Local Authority Catchment Area use <https://www.westsussex.gov.uk/education-children-andfamilies/schools-and-colleges/school-places/school-catchment-areas/>

f) For the definition of Home Address see paragraph 6.6

4.4 Distance Measurement and Tiebreaker

Where the Published Admission Number is reached part way through any criterion, a straight-line measurement between home and the school will be calculated for every child satisfying that criterion.

All distances are measured by a straight line from the school to the child's home address, using Ordnance Survey address point data from a central point in each building. Places will be offered for those children living nearest to the school until all available places have been allocated.

Random allocation will be used as a tie-break to decide who has the highest priority for admission if the distance between two or more children's homes and the school are exactly the same. This process will involve the drawing of lots, which will be supervised by a person independent of the Admissions Authority.

Part 5 - Appeals Procedure

5.1 Whenever an application for a school place is refused, the legal right to appeal the decision will be offered to the applicant.

5.2 An appeal timetable is published annually on the school website by 28th February. This sets out the timeframe for the various stages in the appeal process and includes statutory dates by which appeals must be heard.

Appeal forms relating to joining Reception at the beginning of September must be submitted in line with the instructions set out in the Composite Prospectus known locally as "Information for Parents Booklet".

Appeal forms must be submitted to the Appeal Administrator, Legal Services, County Hall, Chichester, West Sussex PO19 1RQ.

5.3 The Appeal Form is available to download from the school website, Local Authority or can be collected from the School Office. This form must be used for all appeals in connection with decisions issued by the Governing Body.

5.4 The Admissions Committee does not administer appeal hearings during school holidays. Appeal forms received when the school is closed will not be processed until the school resumes. If you appeal, you will receive advance notice of the hearing date. You will be invited to attend the Appeal. The Appeal will be heard by an Independent Panel and conducted as informally as possible. You will have the opportunity to put forward your case and ask questions. You will be informed of the panel's decision by the Legal Services Clerk the next school day, and in writing thereafter.

Part 6 – Definitions and Important Information

6.1 Waiting Lists

In accordance with statutory requirement the Governors will maintain a waiting list for Reception, and will do so until the last school day of the academic year 2019-20. This will hold the names of all children refused admission to this year group, ranked according to the published oversubscription criteria. Each child added to the waiting list will require the waiting list to be re-ranked. Waiting lists are also held for all other year groups.

6.2 Deferred, Delayed + Summer Born Admissions

Since September 2011 parents of Reception aged children have the right to choose whether they wish their child to start school full-time or part-time. However, children must receive full-time education in the term following their fifth birthday. Parents have the right to defer entry to later in the academic year and, in such cases, a place offered in Reception will be held open for the child for that intake year. If your child is offered a place in Reception at this school, and you think you may want to defer, we will discuss your child's transition into school with you.

6.2a Deferred Admission

The child's parents can defer the date their child is admitted to the school until later in the school year, but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which the arrangement was made; and, where the parents wish, the child can attend part-time until later in the school year, but not beyond the point at which they reach compulsory school age.

6.2b Delayed Admission/Summer born

The parents of a summer born child (all children born from 1st April to 31st August) may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted outside of their normal age group – to Reception rather than Year 1.

Parents should be aware that although the admission may be agreed, a place will not be held in a Reception class and there is no guarantee of a place being available at the school for the following year.

□ School admission authorities are required to provide for the admission of all children in the September following their fourth birthday, but flexibilities exist for children whose parents do not feel they are ready to begin school before they reach compulsory school age.

□ Where a parent requests their child is admitted out of their normal age group, the school admission authority is responsible for making the decision on which year group a child should be admitted to. They are required to make a decision on the basis of the circumstances of the case and in the best interests of the child concerned.

□ There is no statutory barrier to children being admitted outside their normal age group, but parents do not have the right to insist that their child is admitted to a particular age group.

The School Admissions Code December 2014 states "It is uncommon for children to be educated outside of their chronological year group. Most parents are happy for their child to start school in September following their fourth birthday." Goring would consider the challenge of educating summer born children to be best addressed within the child's normal age group through personalised learning.

Decisions on delayed admissions will be taken by the governing body, which is the admission authority for the school. The decisions will be made in line with the non-statutory advice from the Department for Education.

6.3 Multiple birth Applications (for example twins)

In the case of multiple birth applications, the Published Admission Number or admission limit will be exceeded or increased at the point of allocation in order to ensure that multiple birth siblings can be allocated places at the same school (the sibling definition still applies).

6.4 Children from Overseas

The Governors will process admission applications for children living overseas who have European Economic Area (EEA) citizenship, are United Kingdom (UK) citizens living abroad, or who hold an appropriate Home Office Visa at the time of application. All overseas applications will be considered according to the child's home address at the time of submission unless proof of the child's future UK address is provided with the application (see 6.6

Home Address). The only exceptions are children of UK Service personnel and other Crown Servants (including Diplomats) returning to the UK with a confirmed posting within the area.

6.5 Parent

A 'parent' in education law includes natural parents, whether they are married or not and a person other than the natural parent(s) who has parental responsibility or care of a child or young person. Having 'care' of a child or young person means that person who looks after the child and with whom the child lives, irrespective of what their relationship is with the child.

6.6 Home Address

For the purposes of school admission, the Governors' definition of a child's home address is considered to be where the child spends the majority of his/her time with the person(s) who legally have care of the child. Documentary evidence of house ownership or a minimum six-month rental agreement may be required, together with proof of the child's residence at the property concerned. Places will not be allocated on the basis of a future house move unless this can be confirmed through the exchange of contract or a signed formal lease agreement in place at the time of application. An address used for childcare arrangements cannot be used as a home address for the purpose of applying for a school place.

The Governors may withdraw the offer of a school place if the child's home address is subsequently found to be fraudulent.

6.7 Withdrawing the Offer of a Place

The Governors will expect parents to confirm their acceptance of any place offered at the school. In the case of an in-year offer, the child must then be attending school within 10 days (2 school weeks) of the date of the offer letter. The Governors reserve the right to withdraw the offer of a place if these conditions are not met.

Goring-by-Sea CE (Aided) Primary School Catchment Area

Aldsworth Avenue / Court / Parade
Alinora Avenue / Close / Drive
Alinora Crescent (even 72+ / odd 83+)
Amberley Drive
Ardingly Drive
Arlington Avenue / Close
Ashurst Close / Drive

Banstead Close
Barrington Close / Road
(even 150+ / odd 109+)
Bodiam Avenue
Bury Drive

Chatsmore Crescent
Chelwood Avenue
Compton Avenue
Crowborough Drive

Denton Close

Eastergate Close

Fairview Avenue
Falmer Avenue / Close
Fernhurst Drive

Glynde Avenue
Goring Road
(even 220-360/odd 177-341 /Mulberry Pub)
Goring Street – south of railway
Goring Way

Ilex Way

Jefferies Lane, incl Sea Court
Jupps Lane

Keymer Crescent / Way

Marine Crescent (even 88+)
Marine Drive
Martlets Way
Mersham Gardens
Midhurst Drive (even 4-28 / odd 3-45)
Montrose Close
Mulberry Close / Gardens / Lane

Nutley Avenue / Close / Crescent / Drive

Palmerston Avenue
Petworth Avenue

Rudgwick Avenue
Ryecroft Close / Gardens

Sandown Avenue / Close
Sea Lane
Singleton Crescent
(even 46-118 / odd 77-177)
St Johns Avenue / Close / Parade

Thakeham Close / Drive

Wadhurst Drive
Withdean Avenue
Woods Way

HOME/SCHOOL AGREEMENT

All schools are legally required to have in place a Home/School Agreement. When a child starts school, parents are given the Agreement to read and share with their child. It is hoped that all parents will feel able to sign and agree to the partnership with us as we assume our important role in your child's future welfare and education.

The Agreement will be re-issued on an annual basis.

LEARNING

Exciting topics motivate and inspire boys and girls to learn and foster creativity.

We believe that children learn best by Primary-hand experience:



Children will have a broad range of first hand experiences, enriched by educational visits both locally and further afield. They will be encouraged to question, to listen, to think and to reflect, developing greater understanding of the world around them.

It is important that learning is enjoyable, relevant and meaningful. Children learn vital basic skills through daily literacy and maths lessons and are encouraged to use these skills in connection with other subjects and in daily life.

EARLY YEARS FOUNDATION STAGE

This sets the standards for Learning Development and Care for children from birth to five. It finishes at the end of the Reception year. Children work towards "Early Learning Goals" which most children are expected to be working within by the end of the Reception Year. Many will achieve them and some, exceed. There are seven areas of learning and development:

Prime Areas

- * Personal, social and emotional development
- * Communication and language
- * Physical development

Specific Areas

- * Literacy
- * Mathematics
- * Understanding the world
- * Expressive arts and design

Pre-school settings will provide us with learning journals that provide a record of the children's progress and achievement through the Early Years Foundation Stage towards Early Learning Goals. We will continue to use these to record progress throughout the Reception Year through on-going assessments of children's development and learning.

Baseline Assessment will be completed in the Autumn Term in accordance with National guidelines.

THE CURRICULUM

The National Curriculum (followed by all state schools from Y1 onwards) is a framework followed by teachers, to ensure that all children are taught in a way that is balanced and manageable.

Cross-curricular links will be made between subjects through a thematic approach.

Areas for study are planned by each year group for the year. This ensures coverage of the National Curriculum and continuity and progression in the acquisition of skills, knowledge and understanding.

Children's learning from Year 1 incorporates 11 subjects:

Core subjects

English
Maths
Science
Religious Education
Computing

Foundation subjects

History
Geography
Design and Technology
Art and Design
Music
P.E.

In addition to these subjects, we incorporate Spiritual, Moral, Social and Cultural Development (SMSC) and Personal, Social, Health and Citizenship Education (PSHCE) and Global Citizenship.

Children's learning is assessed continuously and they are set targets in Mathematics and English to move their learning forward in these key subjects. These targets will be shared with you so that you can support your child at home.

In Year 1, children undertake a Phonics Check to assess their learning (introduced by the Government in 2012).

Children are statutorily assessed at the end of a Key Stage. During Year 2 the teacher assesses children's attainment in English, Mathematics and Science. Year 2 and year 6 children also undertake National Curriculum Tests and Tasks in English and Mathematics to support teacher assessments.

All parents have the opportunity to discuss their child's progress at Parent Consultation Evenings during the Autumn and Spring terms. During the Summer term parents will receive a full written report of their child's progress. Year 1 parents will be notified on the outcome of the Phonics Check. Year 2 parents will be notified and advised by National guidelines.

An Open Evening is held during the Summer Term for parents and children to visit all classrooms to view and celebrate the broad range of work undertaken during the year.

ENGLISH

English is a vital way of communicating in school and public life. In studying English children develop skills in the following areas:

- * Speaking
- * Listening
- * Reading
- * Writing (including handwriting, grammar, punctuation and spelling)

These skills enable children to express themselves creatively and imaginatively and to communicate with others effectively – in many different situations.

They will have experience of stories, poetry and drama, as well as non-fiction and computer generated texts and will learn to become enthusiastic and critical readers.

The study of English helps children to understand how language works. Using this knowledge, they can choose and adapt what they say and write in different situations.

The skills are taught through Literacy lessons and these often link with other subjects. Literacy unites the skills of reading, writing, speaking and listening.

READING AND WRITING

Children will be taught as a class, in smaller groups or as individuals. They will often work in ability groups. They will regularly bring books home to read with or to you, in order to practise their skills. Parents are expected to write a comment in the Home/School Diary, establishing an effective link between home and school.



HANDWRITING

From year one, children have handwriting lessons, during which they are taught to join their letters.

SPELLING

From Reception onwards, children are taught how to read and spell letter patterns, regular and irregular words. They may bring them home to practise with you.

EARLY YEARS FOUNDATION STAGE

Children in their first year at school follow the EY Foundation Stage curriculum and have daily Literacy activities. They will learn to read and write letter sounds, whole words and sentences. During reading activities they will have opportunities to respond to what they have read. They will learn how to form letters correctly.

LITERATURE

Children will have regular opportunities to read, listen to and appraise stories and poems written by well-known authors and each other. They will use non-fiction books and the computer to find information.

LINKS WITH OTHER SUBJECTS

Literacy skills are applied and linked to every other subject. For example, in Design & Technology, children may learn to write a set of instructions or work with others to plan and carry out an investigation in Science.

MATHEMATICS

Teachers build on skills and knowledge gained at the Foundation Stage (Reception). They use the National Curriculum to plan daily mathematics lessons that cover the following aspects.



- * Using and applying mathematics
- * Number: Number place, value, addition, subtraction, multiply, divide and fractions
- * Geometry
- * Measurements
- * Statistics

Teachers plan differentiated tasks to provide challenges appropriate to children's ability and skills. They will have the opportunity to learn as a class, within a group and as individuals, through a range of practical tasks.

There is an emphasis on mental calculation skills which children will be encouraged to use to solve problems. In this way, children will see the relevance of mathematics to everyday life.

Parents are encouraged to help their child at home. Teachers will suggest activities in the curriculum information booklets. These are sent home before the start of each new term. Children will bring home a weekly maths activity in their homework books.

SCIENCE

Our programme for teaching science follows the National Curriculum guidelines and includes:

Working scientifically
Living things and their habitats
Everyday materials
Plants
Animals
Rocks
Light
Forces and magnets
States of matter
Sound
Electricity



Through practical experiences, children learn to observe, investigate and ask questions. They work together to collect evidence to help them answer questions. They investigate problems and suggest solutions through child led enquiry.

Children develop skills in communication and share ideas verbally or in the form of drawings, charts and tables.

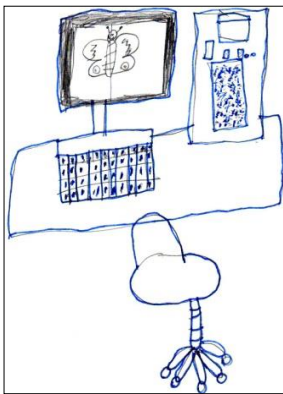
Our aim is to provide a range of practical experiences which stimulate children's curiosity and foster the desire to experiment and suggest ideas.

ICT and COMPUTING

ICT and Computing prepares children to participate in a rapidly changing world in which many work and leisure activities are transformed by access to varied and developing technology.

ICT is used to extend and enhance learning in all areas of the curriculum. All classes have computers and children use them from Reception onwards.

All children use our banks of laptops and ipads to further develop their skills.



Children learn to gather information from a range of sources, including the internet, databases and DVDs. They learn to enter information, save their work and retrieve it. Children develop ideas and present information in a variety of ways using text, tables and images. They explore tools such as the floor turtle, word processing packages and adventure games. Children develop coding skills.

Computing is taught throughout key stages. The National Curriculum for computing aims to ensure that all pupils:-

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programmes in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

All classes have an e-mail address and children who use e-mail and the Internet are taught to do so in a safe and responsible way. Access to the Internet is restricted through the use of a filter.

Adults in the school also use ICT to develop learning resources, to access information via Internet web sites. All classrooms currently have interactive whiteboards/T.V.'s and these are found to be highly motivating for both children and adults.

E-Safety and Staying Safe

We educate pupils about the benefits and risks of using technology.

Through the Schools E-Safety Policy and parent information evenings we raise awareness of the safety issues associated with electronic communications as a whole. Further information regarding child safety on the internet can be found at www.childnet.com.

RELIGIOUS EDUCATION AND WORSHIP SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

As a Church school, Religious Education and Collective Worship (Assembly) are very important to the curriculum and to the life and ethos of the school. All parents have a right to withdraw their children from Religious Education and/or Collective Worship. Governors hope that, in choosing to send their children to a Church school, parents will encourage them to take part in Religious Education and Collective Worship.

Children of other faiths, who do not attend Collective Worship, will be supervised during this time.

R.E. is a core subject in the Curriculum for all schools and children have weekly RE lessons when they learn about -

- The Life of Jesus
- Christian Worship and Celebrations
- Beliefs, Faith and Values
- The Bible

Children also learn about Islam and Judaism.

We value our close links with St. Mary's Church and a strong partnership exists between the two communities, working together to secure a learning environment where Christian values matter and are reflected in day to day life.

Children's spiritual, moral, social and cultural development is important and is taught or reinforced through daily living and through the curriculum.

A School Eucharist/Agape meal is held every term. The Vicar of St Mary's Church leads a special service in school in which children, staff, governors and parents can take communion together. Parents of Key Stage 2 children (years 3-6) will be offered the opportunity for their children to prepare for First Holy Communion.

Children and teachers plan and organise services for the whole school in St Mary's Church, to celebrate major Christian festivals and school events, such as:

- ✚ Harvest
- ✚ Christmas
- ✚ Easter
- ✚ End of Year Service

Parents are warmly invited to attend our popular Church services. These are often followed by a coffee morning in school so do come along.

Every Wednesday, a member of the clergy or visiting speaker leads Collective. The Assistant Headteacher runs an after school Young Voices Club and from time to time, groups of children from the school will sing during services in Church and at other local/national events

HISTORY

History stimulates curiosity and the need and desire to ask questions and find the answers. Members of the local community are regularly invited to school to share memories and eyewitness accounts and to answer the children's questions.

Through History, children learn more about themselves, their families and about other people's lives and lifestyles. They find out about significant men, women and children from the recent and more distant past, both from Britain and the wider world.

Children have the opportunity to gain Primary-hand experience in finding out about the past from a range of sources of information, including visiting theatre groups, stories, pictures and photographs, artefacts, ICT based sources and educational visits to museums or historic sites.

In learning about History, children develop skills that are useful in later life-research, weighing up the evidence, forming opinions and drawing conclusions.

GEOGRAPHY

Children learn about their immediate environment – the school and school grounds, and then their locality and further afield. They go for walks in Goring, to investigate and find out about the local area, including the use of land, buildings and the people who work and live there. They also begin to learn about the wider world, asking questions and finding out about people, places and environments.



Fieldwork skills are developed through the understanding and use of plans, routes and maps, which they use both in and out of school. They are asked to draw their own simple routes and maps, such as a pictorial map of a place in a story or the route from home to school.

Children learn about environmental issues and about their responsibilities to other people and the environment. These aspects of learning will contribute to children's understanding of the interdependence of people and cultures and of

their responsibilities as future citizens. The school has links with a primary school in Sierra Leone and this supports learning in Geography, Global Citizenship and other subjects.

ART AND DESIGN (including craft)

Art and Design is an important area of the curriculum. It stimulates creativity and imagination and a unique way of understanding and responding to the world.



Children are encouraged to observe closely and to express what they see, feel and think through the use of colour, form and space, texture and pattern.

They will use and experiment with a range of materials and processes such as painting, drawing, collage, print making, ICT (art packages and digital media), textiles and sculpture.

Children will be taught about differences and similarities in the work of artists, craftspeople and designers in different times and from different cultures.

It is our aim to enrich children's lives through the understanding, appreciation and enjoyment of the visual arts. The school was awarded the Arts Mark in 2008.

DESIGN AND TECHNOLOGY

Design and Technology enables children to understand and participate in changing technologies. Through a balance of 'focused' tasks and 'design and make' tasks, children learn to measure and work with a range of tools to make products and to think imaginatively when designing them.

Children are encouraged to talk about their ideas, saying what they like and dislike, identifying what they could have done differently and how their work could improve in the future.



Through Design and Technology, all children can become inventors and discerning and informed users of products.

MUSIC

Music has a significant place in the curriculum and in the life and community of the school. Singing brings pleasure and enjoyment to children and they join together to sing and play instruments in Collective Worship, at Church, in Christmas and Harvest celebrations or in the classrooms.



There will be many opportunities for children to listen and respond to a variety of music from the past and present and from a range of cultures. They will be able to explore and develop creative talents as they explore how sounds are made and make music using tuned and un-tuned percussion instruments or those they have made themselves.

Through musical activities, children learn to listen, to sustain concentration, to develop aural memory and to think and express opinions and ideas.

Year 3 currently have a weekly music lesson with a specialist teacher from the West Sussex Music Service, learning about all aspects of music through drumming.

Peripatetic music lessons are also available (violin, guitar and flute)

Rocksteady provide opportunities for children to form mini-bands and to learn to play electric guitar, keyboards and drums as well as develop vocal abilities.

PE (Physical Education) and SPORT

Through a comprehensive PE curriculum, children develop physical competence and confidence in relation to gymnastics, games and dance. They have the opportunity to be both creative and competitive and to meet challenges as individuals or working together as part of a team.

Children also learn more about themselves – their preferences, strengths or limitations. They learn about how exercise affects the body and the importance of developing a healthy and active lifestyle.

Sports days are held in the summer term. The emphasis for the younger children is on joining in and having fun with an element of

competition and teamwork for the older children. Football, netball, running and karate club help children to continue this enjoyment after school.



The School is represented and maintains a high success rate in a range of local sporting events and tournaments.

PSHCE (Personal, Social, Health and Citizenship Education)

Through this area of the curriculum, we will encourage children to develop confidence, self-esteem and responsibility. They will be asked to think and to express opinions about things that matter to them, to develop skills that will help them to equip them for adult life and to contribute to the community in which they live.

They will learn about the importance of a healthy life style and develop personal and social skills that will help to form happy, positive relationships with other people.

Through other curriculum subjects and by meeting and talking with people such as the school nurse or police liaison officer, children will learn to make choices which improve health and rules that will help keep them safe. They will consider simple moral and social issues – the question of fairness, right and wrong.

We provide opportunities for children to voice an opinion and to have a say in matters that affect them.

AFTER SCHOOL CLUBS

Book
Karate
Football
Athletics
Boys Football
Girls Football
Cross Country
Young Voices
Board Games
Art
French
Italian
Gymnastics
Dance Fusion
JAM (Jesus and Me)
Netball Years

SEX AND RELATIONSHIP EDUCATION

The Governors agree that the role of sex education for the children of Goring Church of England Primary School should be to help children to understand themselves and others and to help them to develop positive relationships.

Sex Education will not be taught as a separate programme but through the Foundation Stage Curriculum and National Curriculum and will link with a number of other school policies. It is suited to the ages of the children and their stages of development, laying the foundation for future learning. Sex Education is provided in a way that reflects the Christian values of the school, encourages children to have regard to moral considerations and to the value of family life.

We are aware that children may ask questions of an enquiring nature and they will always be answered honestly, with due regard to moral considerations and the value of Christian family life. We respect the wishes of parents to be made aware of questions requiring further explanation and will keep parents informed.

Parents of children in years 4 – 6 will be given the opportunity to view and discuss resources used in lessons relating to puberty and reproduction.

(Parents have the right to withdraw their child from a programme of sex education unless, as at this school, it is taught as part of the National Curriculum.)

HOMEWORK

Children are encouraged to develop their interests, both academic and leisure, outside the school. Reading books are sent home regularly and we ask that parents spend time each day sharing books with children and hearing them read or reading to them.

In the Reception classes, children will bring home letters to learn the sounds they make, along with actions to help remember them. This is part of the “Jolly Phonics” programme and is continued, as needed, in Years 1 - 6, progressively becoming more challenging. Older children will bring home spellings to learn.

Children will be given maths homework and they will also be asked to learn multiplication tables.

Children may also be asked to research work in connection with a topic. Many choose to do this on their own initiative and their efforts are valued and celebrated.

Suggestions for other home activities are given in the termly curriculum information booklets sent home to parents.

Teachers will also place activities on the school website that are relevant to current learning.

ADDITIONAL EDUCATIONAL NEEDS

At Goring Church of England Primary School we aim to help children achieve their full potential in a happy and secure learning environment.

All pupils have full access to a broad, balanced and creative curriculum that is differentiated to meet their individual needs. The curriculum will be adapted to ensure equal access for all children, regardless of disabilities or other special educational needs.



and foster independence in pupils.

We have a staged process of intervention, following the Government's Code of Practice, for working with children who have additional educational needs or disabilities. Children are helped either in class or through withdrawal groups by friendly, supportive staff who will encourage them to try their best. Praise and encouragement is used to develop confidence

We believe in working closely with parents, sharing knowledge and information as much as possible.

The School's Inclusion Leader (INCL) is responsible for monitoring the progress and provision for pupils with additional educational needs. She works in partnership with the Headteacher and class teachers in developing strategies to support children.

Some children may require a shorter term boost to their learning and we have experienced teaching assistants to give additional group support.

At Goring we work in close collaboration with outside agencies that support our special needs provision. These include the Psychological Service, Inclusion Support Team, Speech and Language Therapy Service and the Occupational Therapy

Service. A Family Link Worker is also on hand to offer support to families experiencing difficulties.

We have access for pupils with physical disabilities at ground floor level throughout the school and will adapt the curriculum where necessary to ensure that all children are involved in all aspects of school life.

"The earlier young children and young people begin to learn about disability, the more likely they are to just accept it as a normal part of the world they live in."
Jacqueline Wilson, children's author

The school's Accessibility Plan enables us to increase/improve access to the school for pupils with disabilities. The main targets are to: 1] Improve access to the curriculum and to the physical environment. 2] Improve information and communication.

MOST ABLE PUPILS

Children may demonstrate exceptional ability in subjects such as English or Maths or a particular talent for Dance, Art or Music, for example. The individual needs of these children are recognised and teachers provide differentiated activities to motivate and challenge them. Children may be invited to participate in enrichment activities organised by the local authority, by Goring Primary School or by the family group of schools, which includes other local Primary schools.

PUPIL WELFARE

SAFEGUARDING AND CHILD PROTECTION

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, parents and volunteers to share this commitment.

The school has a Child Protection Policy that is reviewed every year and we will be swift to act if we consider that a child is at risk.

ABSENCE FROM SCHOOL

Authorised Absence

Headteachers may not grant leave of absence during term time unless there are exceptional circumstances.

The Durrington Headteachers have agreed that all absence from school, other than for medical reasons, will be recorded as unauthorised unless the parents/carers can demonstrate that the request for a child to be absent from school is exceptional. The Headteachers will consider the reasons given by parents and make the decision as to whether or not the circumstances are 'exceptional'. It is therefore, essential that parents/carers provide detailed information about the reason for a request for absence. It is unlikely that an absence will be authorised if attendance drops below 95%

Unauthorised Absence

If your child has frequent absences there are a number of measures which will be taken in order to ensure regular attendance at school. In West Sussex, penalty notices may be used as one measure to address absence, especially in cases when too many unauthorised absences have been recorded.

The absence request form is available to download from the school website and also from the school office.

EMERGENCY CONTACT

It is very important that we have emergency numbers so that we may contact you if your child is unwell or has an accident at school. Parents will be asked to provide the telephone number of a friend or relative who may be contacted in an emergency if we are unable to contact you at home or work.

The school must be notified of any changes to home/work/emergency contact telephone numbers.

MEDICAL MATTERS

The Education Authority does not allow us to keep medicines in school or to administer them, unless in exceptional circumstances, but parents are welcome to call into school for this purpose.

It is essential that parents inform the school if their child has an allergy, asthma or other medical condition. Inhalers and epipens may be kept in school (in their original boxes and clearly named).

If your child has any medical need, parents are asked to meet with the Headteacher or Inclusion Leader to complete a Personal Health Plan (PHP), so that the school is well informed and equipped to deal with any situation.

Please exercise caution in sending children back to school if they have been ill the previous night. It is recommended that children do not return to school for 48 hours following sickness and/or diarrhoea.

Teaching assistants hold First Aid Certificates.

The school nurse can be contacted by the school and is happy to meet with parents concerning medical matters for any advice needed.

Staff receive regular training in the use of epipens/asthma.

DISCIPLINE

We encourage and expect high standards of behaviour. Honesty, kindness and thought for others are important qualities in developing self-discipline and are reinforced in daily life. We believe in positive reinforcement, recognising and rewarding good behaviour and effort. A 'choices and consequences' approach is consistently used throughout the school to encourage children to develop a sense of personal responsibility for their behaviour. Parents are consulted at an early stage when a child's behaviour gives cause for concern. The school has a Behaviour Policy and an Anti-Bullying Policy, to ensure that discipline matters are dealt with effectively and consistently. These are available on request.

HEALTHY SCHOOLS

The school encourages you to provide a healthy lunch box, and to include crisps and/or a biscuit only as a treat perhaps at the end of the week. Through the curriculum, children will learn about healthy eating and keeping fit and we hope that you will support this at home. The school has achieved Healthy Schools Status.

JEWELLERY

For health and safety reasons, jewellery **should not** be worn to school but if your child has pierced ears – small studs only please. Please note that these must be removed or covered in micro-pore tape (supplied by parents) for all PE lessons. Parents will be informed when children have PE as most parents find it easier for children to leave earrings out on these days. Members of staff are not allowed to remove them for the children or to supply the tape to cover them.

TOYS

Please discourage your child from bringing toys to school as no responsibility can be accepted for loss or breakage. It may also be a cause for distress for your child if a toy is lost or damaged. Small and large toys are supplied for playtimes.

DOGS

Owing to the very real danger to the children of Toxocara the Governors do not allow dogs on the premises. We ask that you do not tie up your dog to the school fence (or to neighbours fences) as this a cause of distress for children who are nervous of dogs.

NO SMOKING

The school is a no smoking zone. Parents are requested not to smoke on any part of the school grounds.

PARKING

Parents are asked to park responsibly and to have respect and consideration for our neighbours by not parking on yellow lines, mounting the pavement or blocking driveways. Approach roads become very congested at the beginning and end of the school day. For your children's safety, please abide by these rules.

SCHOOL UNIFORM

It is the Governors' policy for children to wear school uniform.

The smart uniform worn by the children creates a school identity and helps to maintain an appropriate standard of dress. We would welcome your support in obtaining the correct uniform as stated below. The school colours are navy-blue and red.

UNIFORM FOR RECEPTION CHILDREN

Winter:

Girls

Navy blue tunic, skirt or trousers/culottes
School cardigan or pullover (navy blue with red stripe)
White blouse
School tie
White socks or navy tights
Sensible black shoes (not trainers or high heeled shoes please)

Boys

Grey trousers
School pullover (navy blue with red stripe)
White shirt
School tie
Grey socks
Sensible black shoes (not trainers)

Summer:

Girls

Red and white check summer dress
Or navy culottes for Years 3-6
White socks
Sensible black shoes (not trainers or high heeled shoes please)

Boys

Grey shorts
Red polo shirt with school logo
Grey socks
Sensible black shoes (not trainers)

PE CLOTHING Year R-3

(Boys and Girls)

Navy-blue shorts (without pockets)
House Team P .E. shirt
Plimsolls

Year 4 onwards

(Boys and Girls)

Navy-blue shorts (without pockets)
House Team P.E. shirt
Trainers for outside
Navy Blue Tracksuit for cold weather

Parents may purchase the following items from school:

School pullover or cardigan (Navy blue with red stripes)	
House Team P.E. shirt and PE Shorts	School tie
Red polo shirt with school logo	Bookbag
Drinking Bottle	Sunhat

Other items can be obtained from many chain stores and outfitters in Worthing.
IT IS ESSENTIAL THAT ALL ITEMS OF CLOTHING ARE NAMED.

SCHOOL ORGANISATION

There are 2 classes in each year group. Classes are named after birds:

Reception	Finch Class Robin Class	Year 1	Starling Class Woodpecker Class
Year 2	Owl Class Magpie Class	Year 3	Kingfisher Class Swallow Class
Year 4	Seagull Class Puffin Class	Year 5	Osprey Class Kestrel Class
Year 6	Eagle Class Hawk Class		

In accordance with government legislation, classes for 4 – 7 year olds will not rise above 30.

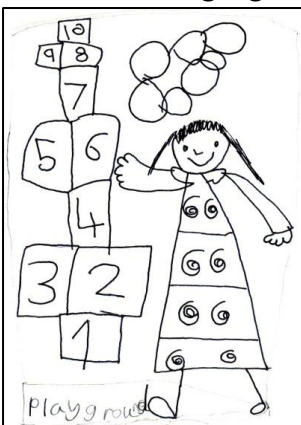
Key Stage 2 class numbers rise to 32.

At the present time, all classes have a Teaching Assistant every morning. Year 1 have a Teaching Assistant for a further 2 or 3 afternoons a week. Reception classes have a full time Teaching Assistant.

THE SCHOOL DAY

School commences at **8.45am**.

The gates are unlocked at 8.35am and children are asked to come directly to the classrooms on arrival. Please allow your child to be independent in managing his or her belongings. An adult will be at hand to help them if necessary.



There is a break during the morning. Children may have milk, paid for in advance (free to 4 year old Reception children), and we encourage all children to take regular drinks of water during the day from a water bottle purchased from the school. This may be kept on the work tables, readily to hand. If your child does not drink milk he/she will be able to have a drink of water. No other drinks should be brought into school.

The school participates in the government's Free Fruit and Vegetables Scheme. All children in Reception and years 1 & 2 are given a piece of fruit or vegetable for snack time. The scheme does not extend to KS2 and so parents are asked to provide fruit or vegetables for their children.

Playtimes are staggered throughout the year groups between 10.15am and 10.45am. Reception (and occasionally Year 1) children will have an additional playtime during the afternoon. Playtimes are supervised by the Teaching Assistants.

Lunchtime is from **11.50pm** until **12.50pm** (12.05pm – 12.50pm for Year 3 -6 children). Children from Reception to Year 2 have a free hot school meal prepared by Chartwells on the school premise. If you have a child in KS2 who would like a hot meal you can purchase these online from Chartwells, alternatively they can bring a packed lunch (no fizzy drinks or bottles please).

Before the introduction of free school meals, children of parents in receipt of Income Support, Jobseekers' Allowance, support under Part V1 of the Immigration & Asylum Act 1999, Pension Credit, Income-Related Employment and Support Allowance and Child Tax Credit only with an assessed income below £16,190 were eligible for a free school lunch. **It is important that, if this is applicable to you, you register for this whichever year your child is in as the school receives funding which is used to support your child e.g. school visits, after school clubs, the purchase of uniform etc. Further details of how this Pupil Premium funding is used is outlined on the school website.**

School finishes at **2.50pm**. Children are asked to wait with their teachers at a designated place until they see the parent or carer who is collecting them. Parents must not ask their child to meet them elsewhere. If someone other than the recognised person is to collect your child, it is important to let the school know.

Years 5 and 6 children may walk home independently, meet parents at an agreed location and bring a mobile phone to school once a permission form has been completed by parents.

If your child needs to leave early for a dental or medical appointment, please report to the school office to collect your child. Prior notification must be given to the school.

Children are expected to be punctual but if your child is late, please ensure that you take him/her to the office to record the arrival at school in our 'Late Arrivals' book. Please do not ask your child to come in on his/her own.

COMPLAINTS PROCEDURE

If a parent has a complaint, we hope that it can be dealt with amicably and professionally through discussion with teachers or the Headteacher and Governors. Local Authority officers are available for further advice or consultation if required.

The school has a Complaints Policy and further information regarding the Complaints Procedure is available on the school website.

INSURANCE

W.S.C.C. carries insurance against accidents to pupils where it or its employees are negligent. The school arranges insurance through the LA for children and accompanying adults on educational visits. The Governors wish to point out that in all other circumstances, pupils are not covered for personal accident or loss of property while at school, or travelling to and from school. Parents may wish to consider taking out their own insurance on behalf of their children to cover accidental injury.

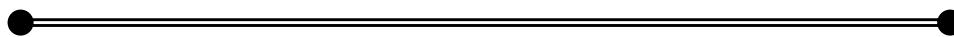
CHARGING POLICY

Throughout the time that your child is at Goring Primary School, there will be opportunities to participate in a range of activities that support learning. These may include educational visits, cookery or model making. There may be visitors to school, such as theatre groups or authors. In accordance with government legislation you may be invited to make a contribution towards the cost of these activities.

These contributions are voluntary. Parents who do not wish to contribute should contact the class teacher or Headteacher, in confidence, so that alternative arrangements can be made for their child's participation. No child will be excluded from taking part in an activity during school hours.

Whilst the school makes every effort to continue to enrich the curriculum by arranging these activities, it would not be possible to sustain them without the valued support from parents.

A charge may be made to replace reading books that are lost or damaged.



PARENT PARTNERSHIP

Home-School Partnership

Parents are encouraged to be involved in their child's education and we welcome your assistance within the classroom. Parents are also encouraged to discuss any concerns with the class teacher at an early stage. Teachers are happy to meet with parents after school (except on Mondays when we have our staff meetings).

Please note: Parents (and all other adults) wishing to help in school must have clearance from the DBS. Please see Mrs Hayes-Farmer (Business Manager) if you wish to obtain clearance.

Each term the school provides curriculum information and suggestions for parents to support children's learning at home. Towards the end of the school year, you will also receive information about the next class that your child will be going into, to ensure a smooth transition from one year to another. An information evening is held during the Summer term about transition from Reception to Year 1.

From time to time, the School will ask for your comments, or send home a questionnaire to find out what you think about various activities and aspects of the school. Your feedback is appreciated and helps us to make decisions about areas for improvement.

Parents' Support Association

Goring Primary School has a very active Parents' Support Association (PSA). It plays a considerable role in the life of the school, organising events for the enjoyment and interest of everyone, and providing funding for extra items that benefit our children.

PSA events include

Coffee mornings
Summer Fayre
Christmas Fayre
Summer Party
Discos
Theatre visits
Quiz Evenings

PSA purchases have included

Outdoor classroom
Books
Computers & Laptops
Playhouse
Playtime equipment
Reception and Year 1 play equipment
Adventure Play Trail
Digital cameras
Construction Kits
Story phones
Headphones

We need your help! Parental support in organising and running events is always welcome and appreciated. If this is not possible, then everyone is welcome and encouraged to attend the events. They are great fun and provide an opportunity for children and adults to meet others, as well as helping the school.

CHARITY FUND RAISING

We encourage children to appreciate what they have – health, family, homes etc and to recognise that there are many people in the local or worldwide communities who, for whatever reason, are less fortunate.

We have developed a relationship with Dambala Road Primary School, Sierra Leone and regularly raises funds to complete various projects.

The children and families of Goring Primary School have raised funds for various local and national charities, including Save the Children, Dr. Barnardos, Red Nose Day Appeal, NSPCC, Oxfam, Children's Hospice Chestnut Tree Appeal, Seeds for Africa, Worthing Churches Homeless Project, Macmillan Cancer Charity, Children in Need and Jeans for Genes Day.

We support children's initiatives in wanting to organise their own fundraising events in response to a specific need.

ATTENDANCE AND UNAUTHORISED ABSENCE

Attendance at the school is generally very good and unauthorised absences constitute a small percentage of total possible attendances. Parents will be telephoned on the day a child is absent requesting a reason for their child's absence if they have not notified the school in advance or on each day of sickness. This will then be noted in the register. If we are unable to contact you a letter will be sent, requesting a reason for absence. Parents should send a letter on children's return to school confirming the reason for their absence. The school strongly discourages parents from taking children out of school during term time.

The school will notify parents where absence is a cause for concern. Parents should be aware that our Attendance Policy states: "In cases where a child's accumulated absence, at any point in the year, reaches 15% (regardless of whether or not any of it is authorised), the Headteacher will write to parents/carers promoting a strong message about the importance of their child's good attendance. If there is no improvement, the Headteacher will seek the support of the Education Welfare Services."

All schools are required to inform the Local Authority about unauthorised absences and to publish information about rates of unauthorised absences in the school prospectus. The information contained in the table below relates to children in each year group.

Attendance Analysis 2017/2018

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Year R	60	55	91.7	3.4	19	31.7	0.9
Year 1	62	58	93.5	2.9	22	35.5	1.1
Year 2	61	54	88.5	2.4	27	44.3	0.7
Year 3	65	57	87.7	2.9	27	41.5	0.7
Year 4	64	59	92.2	3.0	28	43.8	0.7
Year 5	64	58	90.6	3.3	20	31.3	0.6
Year 6	54	43	79.6	3.0	15	27.8	0.5
Totals	430	384	89.3	3.0	158	36.7	0.8

HISTORY OF THE SCHOOL

In 1886 the new Headmaster, James Benwell, started at the school assisted by his wife. He had problems with a boy called Harry Moss who continually played truant and received one stripe on each hand initially, then was put across the Head's knee!

At the end of the century Mr Benwell wrote in the school log –

"I am resigning; I have reached the end of my tether".

Having now 100 children, with only his wife to help, one sympathises with him.

Up to the Primary World War illness took its' toll at the school, with outbreaks of Scarletina and Diphtheria. Mr Cartwright was now headmaster and being keen on music helped the boys to sing in the Church Choir, swelling its numbers. The school now had two large rooms and a gallery for the infants, who used slates and pencils. When Mr Cartwright moved to a new house, the schoolhouse became part of the school.



In the early 1950's Catherine Newby, a Manager of the school started the Prayer Group known as "Friends of Goring School". The following year the school was granted aided status, and its' name changed from Goring by Sea Endowed School to Goring by Sea Church of England School. Using the new church hall the Friends made plans to build a new school building.

In 1957 the new Headmaster, Mr Fred Cole, was appointed. The 100 year old school was now in a shocking state of repair and the Education Authorities wanted to close the school completely. Fortunately, a totally new school was planned, built and in operation by 1961. It was designed to take 200 pupils in 7 classrooms, with space for

another 80 children in external classrooms if needed. The old school was demolished and became the site of a Rose Garden. The most outstanding feature of the new school was the excellent hall named the "Catherine Newby Hall" to commemorate Miss Newby's hard work with the Friends of Goring to raise funds.

In 1974, Marjorie Vowles became Headteacher and was in this appointment for four years before Miss M Clifton-Everest became the next Headteacher from

1979 to 1988. Miss Fletcher was Acting Headteacher until Mrs Goodman was appointed Headteacher in 1990. When Mrs Goodman retired at the end of the Summer Term 2000 Miss Fletcher became Acting Headteacher for one term, until Mrs D Kearney was appointed as Headteacher in January 2001 until she retired in December 2014. Mrs C Jee was appointed by Governors as Headteacher in January 2015.



The school building has fourteen classrooms, a hall, a studio, a group room, library, cloakrooms, toilet facilities, a kitchen and administration accommodation. Six classrooms are at first floor level. There are two hard surfaced playgrounds, a secure play area for Reception children and a large field. A environmental area is being

developed on the field, an outdoor classroom, with seating and trees to provide shade. It will have many features such as a science table and living willow for the children to investigate and enjoy. Children will use the area to support areas of the curriculum, particularly science. Attractive gardens surround the school with many beautiful trees, shrubs and flowers. A multi-sensory garden is being planned for children's and adults' enjoyment and learning.

The Bishop of Chichester, Roger Wilson opened the school with the Mayor, Councillor M J Daly being present. The Mayor said in his speech –

“I am old fashioned enough to believe that Church Schools have something extra to give in the field of education.”

We feel that this is very true.

SCHOOL TERM AND HOLIDAY DATES 2019/2020

AUTUMN TERM 2019

Term commences on Tuesday 3 September and ends on Friday 20 December 2019

Half Term: Monday 28 October 2019 – Friday 31 October 2019 (inclusive).

SPRING TERM 2020

Term commences on Thursday 6 January 2020 and ends on Friday 3 April 2020.

Half Term: Monday 17 February 2020 – Friday 21 February 2020 (inclusive).

SUMMER TERM 2020

Term commences on Tuesday 20 April 2020 and ends on Monday 20 July 2020 (All schools will be closed for the Bank Holiday on Monday 4 May 2020).

Half Term: Monday 25 May 2020 – Friday 29 May 2020 (inclusive).

The particulars contained in this Prospectus were correct in relation to the academic year 2019/2020 at the time of printing. However it should not be assumed that there will be no change affecting arrangements or matters contained herein.

INDEX

Welcome letter	1
Ethos Statement	2
Mission, Vision and Values	3
Teaching/Support Staff	4 - 5
School Governors	6
Education Act	7
Admissions Policy	8 – 18
Home School Agreement	19
Learning	19
Early Years Foundation Stage	19
The Curriculum	20 - 21
English	21
Reading and Writing	21
Mathematics	22
Science	22
ICT and Computing	23 - 24
Religious Education and Worship	24
History	25
Geography	25
Art and Design	26
Design and Technology	26
Music	26
P.E. (Physical Education) and Sport	27
Personal, Social, Health & Citizenship Education	27
After Schools Clubs	28
Sex and Relationship Education	28
Homework	28 - 29
Additional Educational Needs	29 - 30
Most Able Pupils	30
Pupil Welfare: Safeguarding and Child Protection	30
Absence from school	30 - 31
Emergency Contact	31
Medical Matters	31
Discipline	32
Healthy Schools	32
Jewellery	32
Toys	32
Dogs	32
No Smoking	32
Parking	32
School Uniform	33
School Organisation	34
The School Day	34 - 35
Complaints Procedure	35
Insurance	35
Charging Policy	36
Parent Partnership/Home School Partnership	36
Parents Support Association	36 - 37
Charity Fund Raising	37
Attendance and Unauthorised Absence	38
History of the School	39 - 40
School Term, In-service closure & Holiday Dates 2018/2019	41