

# **Wivelsfield Primary School**



## **Prospectus 2020-2021**

Wivelsfield Primary School  
South Road  
Wivelsfield Green  
East Sussex  
RH17 7QN  
01444 471393  
office@wivelsfield.e-sussex.sch.uk

Headteacher - Mrs Helen Smith BA Hons NPQH  
head@wivelsfield.e-sussex.sch.uk

Chair of Governors – Rob Milton  
clerk@wivelsfield.e-sussex.sch.uk

Website: [www.wivelsfieldschool.org](http://www.wivelsfieldschool.org)

## **Vision**

**Believe      Achieve      Succeed**

At the heart of the community, inspiring our children to be the best they can be in an ever-changing and diverse world.

## **Values**

### **Wivelsfield Primary School values:**

- A love of discovery and learning
- Respect and consideration for self, others and our environment
- A positive and reflective approach
- Confidence and independence
- Working happily together

### **At Wivelsfield Primary School we are:**

- Considerate
- Honest
- Proud
- Helpful
- Confident
- Happy
- Respectful

**This prospectus shows typical life at Wivelsfield Primary School. Throughout Covid-19 restrictions, children continue to experience a rich and exciting education, but at the moment, some clubs, music and enrichment activities are not able to take place.**

**We are committed to offering all the activities again as soon as we are able to.**

## **Welcome to Wivelsfield School**

In common with most villages, Wivelsfield has had a school for many years, but unlike many village schools we are housed in wonderful, modern premises with extensive grounds. In 2007, Wivelsfield School was relocated to its current spacious setting at the heart of the village and in 2016, benefited from the addition of two further classrooms, group rooms and hall extension. This means we are now a single form entry school dedicated to serving our local community, with excellent teaching and facilities worthy of the 21<sup>st</sup> Century. We have consistently good academic results across the school and, moreover, provide a caring environment where we take time to develop close relationships with our families. We are proud of the progress that all our children make and of the happy, confident, articulate children that leave us well-prepared for the next stage of their life.

All schools are very different and choosing the right one for your child is an important task. I hope this prospectus will give you a flavour of what Wivelsfield School has to offer you and your child and answer some of the questions you may have. There is also a wealth of information on our website.

Please contact the school office if you have any further queries or call us to arrange a visit so that you can see the school at work.

I look forward to meeting you soon.

With every good wish

Helen Smith  
Headteacher

# School Structure

We currently have 213 children on roll who are taught in 7 classes:

## Early Years Foundation Stage

Robins            Reception

## Key Stage 1

Hedgehogs    Year 1

Rabbits        Year 2

## Key Stage 2

Foxes           Year 3

Otters           Year 4

Badgers        Year 5

Owls            Year 6

## Staff List 2020 - 2021

### Teachers

Headteacher

Acting Deputy Headteacher

Senior Leadership Team

Inclusion Manager

Early Years Leader

Key Stage 1 Co-ordinator

Key Stage 2 Co-ordinator

Robins Class Teacher

Hedgehogs Class Teacher

Rabbits Class Teacher

Foxes Class Teacher

Otters Class Teacher

Badgers Class Teacher

Owls Class Teacher

Mrs Helen Smith

Ms Amy Meade

Mrs Helen Smith, Ms Amy Meade

Ms Tracy Reilly, Miss Hayley Glassock,

Mrs Ann Hill

Ms Tracy Reilly

Miss Emma Hughes

Mr Craig Pickup

Ms Amy Meade/Miss Hayley Glassock

Miss Emma Hughes

Mrs Charlotte Griffith

Mr Craig Pickup

Miss Jessica Messam

Miss Jade Kelly

Miss Kirsty Green

Ms Amy Meade

Miss Hayley Glassock

### Support Staff

Business Manager

School Secretary

Finance Assistant

Clerical Assistant

Clerk to the Governors

Mrs Ann Hill

Mrs Sarah Milton

Mrs Corrine Yates

Mrs Lena Waterhouse

Miss Sarah Thompson

Teaching Assistants and Individual Needs Assistants	Mrs Sue Martin Mrs Sarah Cole Mrs Sandra Wakelen Mrs Louise Ferguson Mrs Melanie James Mrs Lisa Shorter Mrs Geraldine Murtagh Miss Andee Mason Mrs Jo Hunter Mrs Annette Truss Miss Toni Brennan Mrs Zoe Hilton Mrs Juliet Maslin Miss Terisa Tuffin
Mid – day Supervisors	Mrs Sue Martin (lead) Miss Toni Brennan Mrs Sandra Wakelen Mrs Louise Ferguson Miss Andee Mason Mrs Sarah Cole Mrs Jo Hunter Mrs Sheila Thomas Mrs Tara Line
Larks Breakfast Club Leaders	Mrs Sandra Wakelen Mrs Andee Mason
Kingfishers After School Club Leaders	Miss Toni Brennan Miss Terisa Tuffin
Caretaker	Mr Matthew Houghton-Stevens
Assistant Caretakers	Mr Kevin Payne Miss Lisa Walker
First Aiders	Mrs Sue Martin Mrs Sarah Cole Mrs Sarah Milton Miss Toni Brennan Mrs Jo Hunter Mrs Lena Waterhouse
Paediatric First Aiders	Miss Andee Mason Mrs Geraldine Murtagh
First Aiders (one day training)	Mrs Helen Smith Mrs Lisa Shorter Mrs Ann Hill Mrs Louise Ferguson Ms Tracy Reilly Miss Lisa Walker
Curriculum Specialists (contract and staff)	
Music	Mrs Melanie James   Mr Ashley Hards
PE Coach	Mrs Bryony Sinclair
Speech and Drama	Mrs Wendy Murray
Forest School	Mrs Jo Hunter

# Learning at Wivelsfield School



As a primary school we educate children aged from 4 to 11, covering the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

## Early Years Foundation Stage Reception Class (4 – 5 year olds)

The Early Years Foundation Stage classroom is an exciting learning environment, where children can choose their own activities, both indoors and outdoors. Throughout the day the children come together, initially to listen to stories, begin learning phonics and count together but as the year progresses, as a fun and interactive start to a range of different lessons.

Children follow the Early Years Foundation Stage curriculum which covers three prime areas: Personal, Social and Emotional Development; Physical Development and Communication and Language. Learning is also planned for four other areas of: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Much of the early years' curriculum is very creative and imaginative, and follows the children's own interests, with exciting topics such as pirates and dinosaurs.

We are very proud of the outstanding learning environment our Early Years team creates and of the progress the children make in their first year with us, whatever their starting point.



Reception were keen to show me their work. I was particularly interested to see how boys engage in learning, especially in the early years and key stage 1. You were able to show me how the curriculum enthuses boys. (Ofsted 2017)

## Key Stage 1: Years 1 and 2 and Key Stage 2: Years 3 – 6



As a school committed to creative learning, we teach many subjects through topics. This means the children become immersed in an area of learning for several weeks and really enjoy the exciting lessons, visits and experiences which are carefully planned by teachers to make learning as meaningful as possible, whilst ensuring year on year progress. Learning is often based around an enquiry question such as: 'Is deforestation ever justified?'; 'What is the legacy of Greek culture?'; 'What impact did WW2 have on children across Europe?'

### **An Engaging and Enriched Curriculum with clear Intent, Implementation and Impact**

We are proud of our curriculum:

At Wivelsfield Primary School, we believe all children are entitled to a rich and relevant curriculum. As a result, they will develop a love of discovery and learning to ensure they are prepared for the next stage in their life. Through carefully structured teaching of skills and knowledge, along with contextualised experiences, children can deliberately practise and embed their learning. We value and encourage a resilient, risk taking and reflective approach; teaching the children to work together and respect each others' views, equipping them to succeed in an ever changing and diverse world.

Much of our learning is linked through a termly topic approach and we plan a 'Stunning Start', 'Marvellous Middle' and 'Fantastic Finish' for each one. Typical activities include visits from theatre companies, who work with the children to make a period of history come alive; a field trip to Cuckmere Haven to study rivers and coasts; a visiting author to inspire our young writers, and outdoor learning to bring to life The Smashing Stone Age.

Pupils enjoy coming to school at Wivelsfield. They told me that teachers help them with their work, 'but don't give us the answers'. They enjoy the school's curriculum and were eager to tell me about the educational visits they make, including to Windsor Castle and the Royal Pavilion, Brighton  
(Ofsted 2017)



## English

English skills begin with speaking and listening, and therefore we have a strong emphasis on this in our English lessons. Children enjoy drama games, which give a deeper engagement with texts, as well as building confidence. Our approach to reading begins in Reception, with regular phonics lessons, which continue through Key Stage One years. Throughout the school, children are encouraged to become confident, independent readers who read for pleasure, and class teachers use a variety of quality texts in their English lessons. Beyond this, we encourage reading high quality books of a suitable challenge at home. In their writing, children are taught a range of styles, for different audiences, with a strong emphasis on spelling, grammar, punctuation and handwriting skills.



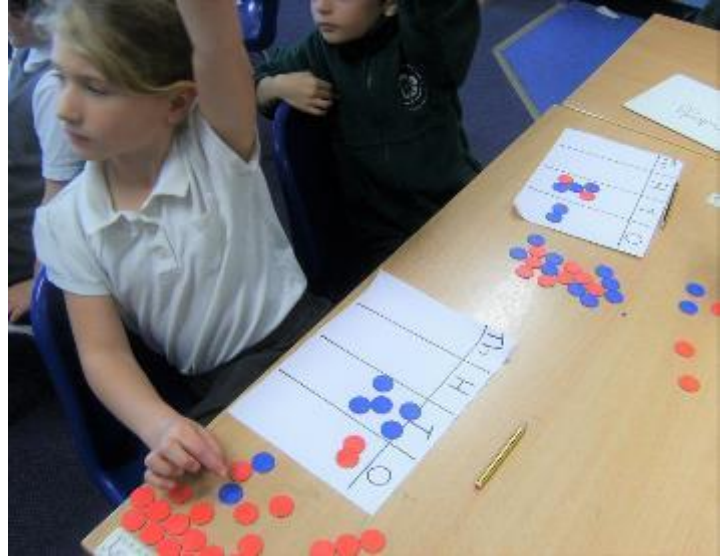
Dressing up as well-loved story characters on World Book Day inspires both reading and writing

## Mathematics

At Wivelsfield, we believe that through Mathematics children learn how to make sense of the world around them by developing their ability to calculate, reason and solve problems. Therefore, we are passionate about delivering a high-quality mathematics education to equip our learners with the necessary tools to understand the world and provide a solid platform from which to build upon when they leave our school and take the next step in their educational journey.

Mathematics is taught daily for an hour each morning, but links are also made throughout the curriculum enabling skills to be applied in real life contexts. The skills outlined in the National Curriculum are delivered through the use of concrete resources, visual representations and abstract activities which are varied and fun to challenge each pupil. Reasoning and problem solving permeate all lessons and enables our learners to develop key life skills: resilience, independence, communication, resourcefulness and creativity.





## Science

Science is taught throughout the school weekly, focusing on a full and rich scheme of work which develops scientific knowledge and understanding of the world we live in. Pupils enjoy active sessions where they are encouraged to be scientists to deepen their understanding of scientific concepts. A long-term plan can be seen on the website.



## Computing

Classes have tablets and there are three mobile laptop banks to ensure access for all children. There are central interactive whiteboards in each of the 7 classes which support our whole class teaching and learning. In addition to an hour of computing for all KS1 and KS2 children per week, our excellent computing facilities are used to support learning throughout the curriculum. We use an efficient security screening system on all our computers and children are taught how to access and use the internet safely and responsibly. Our computing curriculum provides children with the opportunity to develop not only the technical abilities needed for a range of software but also the skills required to debug, program and create.

## Art and Design

Through Art and Design, the children learn a range of skills, concepts, and techniques to develop understanding of colour, form, texture, pattern and an ability to use materials and processes to communicate ideas, feelings and meanings.

From a variety of starting points linked to termly topic work children are introduced to different artists and techniques to stimulate creativity and imagination by providing visual, tactile and sensory experiences. They are encouraged to express their own ideas and thoughts.

Through each topic we aim to enable all children to have access to a varied range of high-quality art experiences. This will begin to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.



## Design Technology

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' need wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Design and Technology involves applying knowledge and skills when designing and making products. The activities undertaken will enable the children to consider the needs of others within a caring community. Undertaking design and technology activities in school will give the children opportunities to use a range of materials and processes, and to work independently or as part of a team. Children in Key Stage 2 benefit from cookery lessons throughout the year. In cookery the children use English, maths and science in a meaningful context. As well as learning a valuable life skill, the children also learn about the importance of a balanced diet and cooking with seasonal produce.





## The Humanities

Children are fully immersed in History and Geography activities as part of a wider cross-curricular topic, which includes other subjects such as Art and Design Technology and RE. Through the careful selection of topics throughout KS1 and KS2, we ensure pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We hope to inspire curiosity and fascination with the world, its places and its people, that will remain with the children for the rest of their lives. We ensure learning is enriched by hands on experiences such as field trips, visits and meeting experts.

Stone Age Forest School



Key Stage One Trip Hever Castle



Years 3 and 4 Romans



## Languages

In KS2 the children are taught Spanish in weekly lessons, where the pupils sing songs and play language games as well as learning new vocabulary, asking and answering simple questions and finding out about some aspects of life in Spain. We believe good language teaching is not about how much language you cover, but about how much the children really understand and remember. Our teaching will enable pupils to express simple ideas and thoughts in Spanish and to understand and respond; both in speech and in writing. We encourage children to adapt and create phrases of their own in Spanish and speak and respond with increasing fluency.

We hope to foster an interest in learning another language and provide firm foundations for pupils wishing to continue their study of Spanish and other languages at secondary level.

## Physical Education

At Wivelsfield we are committed to children participating in at least 2 hours of curriculum sport each week. We promote positive attitudes to games and sport. Pupils are taught physical skills to aid the development of their gross and fine motor skills but also develop their knowledge and understanding of sportsmanship, team work and health and well-being. Swimming is taught to year 4 pupils and top up sessions are provided for those in year 5 who need further development to achieve the KS2 requirements.

Skills are taught through a comprehensive scheme of work to equip pupils to develop sport and games knowledge. Pupils are encouraged to attend after school club provision and to represent the school in a large variety of sporting competitions.

The school receives Sports Premium funding and details of how this money enriches our sporting opportunities can be found on the school website.

Through our commitment, engagement and delivery of high-quality sport we have been successful in attaining the Gold Sainsbury's School Games Mark for 5 consecutive years.



Cross Country Team



Sports Day

## Music and Drama



Children in Key Stage One (KS1) and Key Stage Two (KS2) benefit from whole class music lessons taught by specialist music teachers. In KS1, children listen and respond to a wide range of recorded and live music. They are encouraged to use their voices expressively to sing songs inspired by their topic work and begin to play a range of instruments. In KS2 they continue to play percussion instruments and have the option to play the ukulele and sing in both solo and ensemble contexts. They experiment with improvisation and composition and explore the history of music.

We are proud that we offer individual or group tuition for a wide range of instruments: children can learn the violin, piano, keyboard, flute, clarinet, saxophone, bassoon, drums, and non-orchestra instruments ukulele, banjo, guitar and bass guitar. We have an established orchestra where the children can enjoy playing different instruments together. We also have a choir, led by a specialist music teacher, which performs regularly in the community, as well as at school. Our Year 5 children perform at the annual Big Sing event organised by the East Sussex Music Service.



Children enjoy drama, not only as part of their English lessons but also performing in assemblies and productions for a wide audience. We are also able to provide group or individual speech and drama lessons with a specialist coach. All children have the opportunity to perform regularly in termly class assemblies or our bigger productions that take place at Christmas and the end of the school year.

## **Religious Education and Collective Worship**

R.E. is learning about religion and learning from religion. Understanding of a range of different faiths is taught so that children develop sensitivity and awareness of the needs and beliefs of people both in the United Kingdom and across the world.

Assembly is an important part of the school day when we meet as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing.

## **PSHE – Personal, Social, Health and Education**

PSHE equips pupils with the knowledge, understanding and skills they need to manage their lives now and in the future. At Wivelsfield we encourage pupils to be individuals and develop qualities for them to thrive as individuals, family members and members of society. Many opportunities are created in school for skills to be nurtured and developed such as school councillors, prefects, play leaders and librarians.

Relationships and Sex education, RSE, is taught and focuses on the following values; mutual respect, the value of family life, marriage and loving stable relationships in bringing up children, and the rights and responsibilities for self and others. We are committed to the safeguarding and well-being of pupils, including gender equality and the acceptance of diversity.



## Forest School and Outdoor Learning

Wivelsfield School has wonderful grounds and we are also able to use adjoining land for plenty of outdoor opportunities to enrich learning. In addition to this a wonderful new garden was built last year.

Forest School takes place throughout the year and gives children an opportunity to learn many skills outdoors. During Forest school sessions, children develop technical skills such as fire lighting, cooking and shelter building. Beyond these skills, learning outdoors encourages working together, resilience, concentration and independence to complete a challenge. These are all fantastic learning skills to bring to the classroom. We also incorporate the science curriculum into Forest School sessions, and children learn about their local environment such as plants, trees and wildlife.

In Year 5, children enjoy visits to a local farm where they learn about the link between their food and farming, including the economics of food production. At the same time, they learn about the natural local environment at different times of the year.



Year 5 also enjoy a residential visit to Bowles Outdoor Activity Centre each year where they experience activities such as rock climbing, dry slope ski-ing, orienteering, and canoeing.



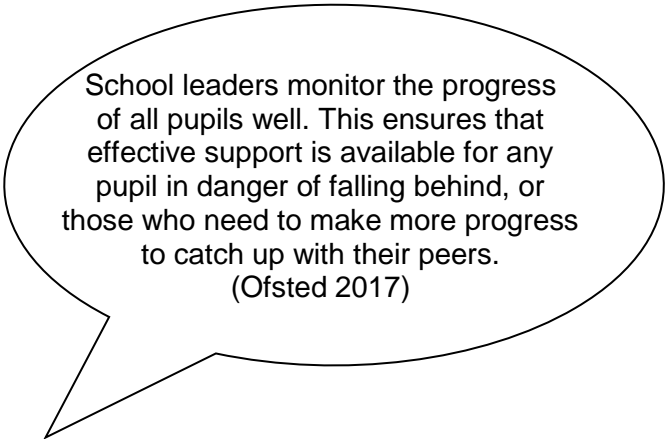


## Extra – Curricular Clubs

There is a wide range of clubs for children from all year groups that take place before school, after school and during lunch breaks. Staff and volunteers lead some clubs, whilst others are led by outside agencies and attract a small charge. Sport clubs include archery, cricket, tennis, yoga, athletics, karate, football, netball, dodgeball, cross country and gymnastics. Our musicians enjoy choir, orchestra, ukulele and year 6 band practice. We also have Spanish and Chinese clubs, cook school, drama, create and social club.

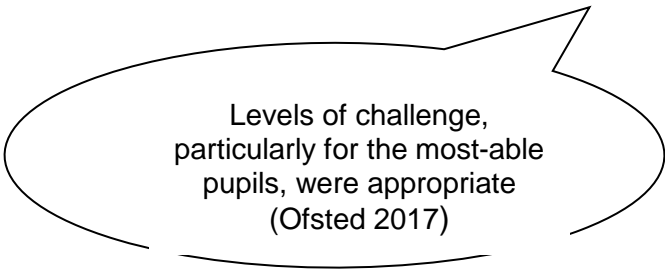
## Including all Children

We aim to include all children and extra help is available for children according to their needs. The school has a Special Needs Co-ordinator and a team of teaching assistants who support children within the classroom or sometimes in small groups or on a one to one basis in our group rooms. The school works closely with parents in assessing, monitoring and addressing children's needs and parents are regularly updated with their children's progress. The special needs policy of the school outlines the procedures for early identification, continual assessment, appropriate provision, record keeping and the involvement of outside agencies.



School leaders monitor the progress of all pupils well. This ensures that effective support is available for any pupil in danger of falling behind, or those who need to make more progress to catch up with their peers.  
(Ofsted 2017)

Our more able pupils are also identified and given work appropriate to their needs both within school and for older pupils, in conjunction with other schools and outside services.



Levels of challenge, particularly for the most-able pupils, were appropriate  
(Ofsted 2017)

## Developing Responsibility

Children at Wivelsfield have the opportunity to take on and develop responsibility from the moment they join the school. At first this might be being the class 'special person' but as children progress through the school they can become librarians, play leaders, house captains or prefects.

We also have a School Council who play a key role in arranging charity events and making decisions about school life.



## **End of Year Results 2018 – 2019** **End of Key Stage 2**

### **% Pupils at Expected Standard**

	<b>Expected Standard</b>	<b>Expected Standard</b>	<b>High Level of Attainment</b>	<b>High Level of Attainment</b>
	<b>Wivelsfield School</b>	<b>National 2019</b>	<b>Wivelsfield School</b>	<b>National 2019</b>
<b>Reading</b>	<b>89.3%</b>	<b>73%</b>	<b>39.3%</b>	<b>28%</b>
<b>Writing</b>	<b>89.3%</b>	<b>78.5%</b>	<b>21.4%</b>	<b>20.1%</b>
<b>Mathematics</b>	<b>82.1 %</b>	<b>78.7%</b>	<b>25%</b>	<b>26.6%</b>
<b>Reading, writing, mathematics combined</b>	<b>78.6%</b>	<b>64.8%</b>	<b>17.9%</b>	<b>10.6%</b>
<b>Grammar, punctuation and spelling</b>	<b>85.7%</b>	<b>78%</b>	<b>39.3%</b>	<b>35.7%</b>

### **Average Scaled Scores**

	<b>Average Scaled Score</b>	
	<b>Wivelsfield School</b>	<b>National 2019</b>
<b>Reading</b>	<b>107.1</b>	<b>104.4</b>
<b>Mathematics</b>	<b>105.8</b>	<b>105</b>
<b>GPS</b>	<b>107.2</b>	<b>106.3</b>

## End of Key Stage I

### % Pupils at Expected Standard and Greater Depth within the Expected Standard

	<b>Expected Standard</b>	<b>Expected Standard</b>	<b>High Level of Attainment</b>	<b>High Level of Attainment</b>
	<b>Wivelsfield School</b>	<b>National 2019</b>	<b>Wivelsfield School</b>	<b>National 2019</b>
<b>Reading</b>	<b>90.3%</b>	<b>74.9%</b>	<b>29%</b>	<b>25%</b>
<b>Writing</b>	<b>87.1%</b>	<b>69.2%</b>	<b>25.8%</b>	<b>14.8%</b>
<b>Mathematics</b>	<b>90.3%</b>	<b>75.6%</b>	<b>25.8 %</b>	<b>21.7%</b>
<b>Reading, writing, mathematics combined</b>	<b>80.6%</b>	<b>64.9%</b>	<b>19.4%</b>	<b>11.2%</b>

## Phonics Screening Year I

### % Pupils Working at Required Standard

<b>Wivelsfield School</b>	<b>National 2019</b>
<b>90.9%</b>	<b>81.9%</b>

## Early Years Foundation Stage

### % Pupils Achieving Good Level of Development

<b>Wivelsfield School</b>	<b>National 2019</b>
<b>82.8%</b>	<b>71.8%</b>

### Average Point Score

<b>Wivelsfield School</b>	<b>National 2019</b>
<b>38.8</b>	<b>34.6</b>

## **Links with Secondary Schools**

We have close links with Chailey Secondary School where many of our children transfer to at the end of Year 6. Some of our most able mathematicians benefit from weekly lessons at the school and we also use their facilities for sports tournaments.

## **Everyday Life at Wivelsfield School**

A typical day at Wivelsfield School looks like this:

8.40am – Gates open and children go straight to class

8.55am – Registration followed by lessons

10.05 – 10.20am Early Years and Key Stage One morning break

10.20 – 10.55am Early Years and Key Stage One lessons continue

10:30 – 10:52am Key Stage Two morning Break

10.55 – 11:15am Assembly

11:15 – 11:55am Early Years and Key Stage One lessons continue

11:15 – 12:10pm Key Stage Two lessons continue

11:55 – 1:00pm Early Years and Key Stage One lunch

12.10 – 1.00pm Key Stage Two Lunch

1.00pm Registration and afternoon lessons. There is no set break time in the afternoon, but teachers usually plan a short play.

3.15pm – End of school day.

## Wraparound Care

We can provide care for your child Monday – Friday from 7.40 am in the morning to 5.45pm in the afternoon.

Larks Breakfast Club and Kingfishers After School Club, led by school staff, are very popular. In the morning children enjoy a 'homely' breakfast around a table, before having fun either outside or inside, or joining one of our morning sport clubs. In the afternoon children enjoy a substantial snack and drink along with a range of active and more relaxing activities. Further details, including the cost of these clubs, are available on our website.



**Larks  
Breakfast  
Club**



**Kingfishers  
After School  
Club**

## Attendance, absence and illness

Children who have good attendance at school consistently make better progress with their learning and find it easier to establish and maintain good friendships. The Government and Local Authority have very strict guidelines regarding absence in term time, which the school must follow. Any absence (except illness and medical appointments) will only be authorised in **exceptional** circumstances and should be requested using the form available from the office at least 2 weeks in advance.

If your child is unable to attend school, please notify the school office by 9.15am on the first and subsequent mornings of absence. Wherever possible we ask that you make routine medical or dental appointments out of school hours.

## School Meals and Free School Meals

A hot school meal prepared and cooked on the premises is provided every day with an option of 'traditional', vegetarian or jacket potato. You can choose whether your child has a cooked meal or a packed lunch on a day by day basis. All children in Reception, Year 1 and Year 2 are entitled to a free meal each day and for children in Years 3 – 6, the current cost is £2.05 per day. All meals should be ordered and paid for online. Should you wish to provide children with a packed lunch, we ask that no sweets, nuts or chocolate bars are included. Children are welcome to bring a piece of fruit or healthy snack for morning break, and the school is part of the Government's fruit scheme, which provides a free piece of fruit for all infants.

If you get any of the benefits listed below, your child's school will get more funding. Apply online now if you're entitled to make sure your child gets free school meals as they move to Year 3.

<https://www.eastsussex.gov.uk/educationandlearning/schools/school-life/meals/free/>

### Free school meals for children in Year 3 and older

Older children may get free school meals if their parents or carers get any of these benefits:

- Universal Credit – if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)
- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guaranteed element of State Pension Credit
- **Child Tax Credit only**, if your annual household income (assessed by HM Revenue & Customs) isn't over £16,190. **Anyone getting Working Tax Credit won't get free meals regardless of income.**
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit

Children will get free school meals if they meet the criteria and are in school both before and after lunchtime.

Children eligible for free school meals on or after 1 April 2018 will remain eligible until they finish the phase of schooling (primary or secondary) they're in on 31 March 2022 even if your circumstances change.

If your child does qualify, they also receive Pupil Premium for at least 6 years. This funding is used to support children's learning and help towards the cost of, for example, after school clubs and school trips. If you would like more information or to apply for these 'long-term' free school meals, please ask for advice or an application form from the school office



## School Uniform

Wearing school uniform is an important factor in helping children to develop a sense of pride and belonging in themselves and their school. It also ensures that children are wearing practical, appropriate clothes and that they do not have to compete in the fashion stakes. We therefore ask parents to co-operate, by sending children to school in uniform as detailed below.

- Grey trousers, shorts, skirt or pinafore dress
- White polo shirt or white shirt
- Green and white striped or gingham dress
- Green sweatshirt, green fleece or cardigan
- Plain black, grey or white socks
- Plain black, grey or green tights
- Sensible black shoes; no heels, boots, trainers or open toes.
- Long hair should be tied back
- Permitted jewellery – a maximum of one plain stud in each ear lobe and a wrist watch
- Make up, including nail varnish, should not be worn.
- Book bag



### P.E.

- White shorts
- Emerald green P.E. T-Shirt
- Black plimsolls
- Black or green jogging bottoms.
- Spare pair of plain grey, black or white socks if tights are worn for school
- All P.E. kit to be kept in a drawstring bag

## Keeping Your Child Safe

Safeguarding, or keeping your child safe, is one of our prime responsibilities. This includes protection from abuse; online safety; children knowing how to deal with bullying; procedures to keep children safe on off site visits and more. In line with legislation, staff, volunteers and contractors are checked for their suitability to work with or near children using the Disclosure and Barring Service and beyond this, staff and volunteers are fully trained in child protection.

Mrs Helen Smith is the Designated Safeguarding Lead and Ms Amy Meade is the Deputy Safeguarding Lead.

The culture to protect pupils and ensure their safety is well developed. Parents who spoke to me during the inspection feel their children are safe at school. Pupils told me they feel the school is a safe place to be and are knowledgeable about the potential dangers of using the internet and social media.  
(Ofsted2017)

## Involving Parents and Carers

At Wivelsfield School we develop close working relationships with our parents and carers. Teachers are available for a quick chat about any issue concerning you after school most days of the week, or we ask that you make an appointment should you need a longer discussion.

As well as this we have more formal consultation evenings in the autumn and spring and each child receives a full written report at the end of the academic year.

The Headteacher or other member of the SLT is at the school gate each morning and afternoon and will be pleased to talk with you then about any matters that do not require a longer or confidential appointment.

We welcome many of our parents in helping around school in a variety of ways such as reading with children, Forest School, art, cooking and running after school clubs. This can be on a regular basis or a one-off for a special event.

Even specially trained pets help!



We have a very active **Parent Teacher Association** which arranges social functions and raises a great deal of money which is used for the benefit of all the children. In recent years the PTA have contributed towards an all-weather surface around our adventure playground, have purchased a class set of ukuleles, bought new books for our younger readers and, this year, are subsidising music tuition and Forest School lessons across the school. Annual events include the Christmas and Summer Fairs, a refreshment stall at the London to Brighton Bike Ride, the ever popular 100 club, providing refreshments at sports events and supporting children's discos and Christmas parties. They also run books at bed time and movie events.

## Community Links



Wivelsfield School is at the heart of the local community, making full use of the village amenities and taking part in a range of events. The school performs music and drama at the village carol concert, the senior citizens' tea club and St Peter and St James Hospice; takes part in the Remembrance service at the War Memorial and plays a role at Wivelsfield Village Day as well as creating the effigy for Wivelsfield Big Bang.

Beyond our immediate community, we continue to support numerous charities based both at home and abroad. We work alongside Wivelsfield Parish and the Parish Church with their link with a Parish in Freetown Sierra Leone called Aberdeen and support the local school there by raising money to provide school materials and writing letters to the pupils.

Each year we support Children in Need, as well as holding a MacMillan Coffee morning and have taken part in Reindeer Races to raise money for our local hospice. We are hugely proud of our children in these ventures, who organise and run the fundraising events with the minimum of help!

### Macmillan Coffee Morning



## Admitting your child to Wivelsfield School

All admissions are administered by East Sussex Council and can be carried out on line using the link shown:

<http://www.eastsussex.gov.uk/educationandlearning/schools/findingaschool/default.htm>

However, should you have any queries about availability of spaces in a particular year group, or any other questions, please do not hesitate to get in touch with us directly.

Please visit our website: [www.wivelsfieldschool.org](http://www.wivelsfieldschool.org) where there is a wealth of further information about our curriculum, along with other news from the school

We hope you have found this prospectus useful and wish you every success in finding the school that best suits your child's unique personality, interests and learning needs.

Helen Smith  
Headteacher

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15 March 2017

Mrs Helen Smith  
Headteacher  
Wivelsfield Primary School  
South Road  
Wivelsfield Green  
East Sussex  
RH17 7QN

Dear Mrs Smith

### **Short inspection of Wivelsfield Primary School**

Following my visit to the school on 23 February 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2013.

### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You aspire for the school to become outstanding and are aware of what needs to improve to make it so. Since taking up your position, you have built a strong leadership team around you. Your partnership with governors is productive. Plans to expand the school are being managed well, with leaders and governors working in close partnership with the local authority. New classrooms are nearly ready to be occupied and there is a sense of excitement in the air as the school grows under your leadership.

Pupils enjoy coming to school at Wivelsfield. They told me that teachers help them with their work, 'but don't give us the answers'. They enjoy the school's curriculum and were eager to tell me about the educational visits they make, including to Windsor Castle and the Royal Pavilion, Brighton. I was particularly impressed with the caring attitudes pupils expressed during my formal discussion with a representative group. They were very clear that people are expected to look after each other, 'even when they are cross with each other'. One pupil told me the school is a very happy place, 'because people smile ... even the teachers smile here'.

Visits to classrooms confirmed that pupils enjoy learning, although we did witness some off-task behaviour when teaching did not engage pupils' attention fully. Levels of challenge, particularly for the most-able pupils, were appropriate. Children in Reception were keen to show me their work. I was particularly interested to see how boys engage in learning, especially in the early years and key stage 1. You were able to show me how the curriculum enthuses boys, and I saw first-hand the impact that staff are having in supporting the few boys who need to make more progress to catch up. It was clear that your current focus on improving writing across the school has a high priority.

At the time of the last inspection, inspectors highlighted the many strengths of the school, including that pupils made good progress in English and mathematics, and showed excellent attitudes to learning. They also identified the need for leaders to increase the proportion of outstanding teaching and accelerate the rate of progress of all pupils. Leaders have dealt with these matters successfully. Most pupils are making good or better progress across a range of subjects. School leaders' monitoring of the quality of teaching and learning over time shows that most is consistently good or better, with an increasing proportion rated as outstanding.

Since the last inspection, school leaders have continued the important process of self-evaluation in order to identify the key priorities to improve the school. You were able to explain clearly the school's many strengths, as well as the areas that need to be developed, including your priority to enhance the outdoor learning environment. We also agreed that pupils need to make better progress in writing, so that pupils' outcomes in writing more closely match their excellent outcomes in reading.

### **Safeguarding is effective.**

Arrangements to safeguard pupils are fit for purpose. Policies and procedures are robust and day-to-day routines are sound. These include the supervision of the way pupils start and finish the school day. Pre-employment checks to ensure the suitability of staff are fully in place. Staff and governors have attended appropriate training. Appropriate risk assessments are in place and the school site, including boundary fences and gates, is well maintained.

The culture to protect pupils and ensure their safety is well developed. Staff understand their responsibilities regarding keeping children safe. Induction procedures for new staff are sound. Parents who spoke to me during the inspection feel their children are safe at school. Pupils told me they feel the school is a safe place to be and are knowledgeable about the potential dangers of using the internet and social media.

### **Inspection findings**

- You have identified writing as a key area for improvement across the school. Recent national test and assessment results highlighted a wide difference in outcomes between reading and writing at the end of key stage 2, particularly in the proportion of pupils working at greater depth in writing. You know that pupils of all abilities need to make more progress in writing and have introduced a number of strategies to address this. Early indications are that these are beginning to have a positive impact.
- Provision for the school's most able pupils is sound, although their outcomes in writing by the end of key stage 2 are not as strong as those in reading and mathematics. Classroom visits showed that expectation is high. Evidence in books shows that levels of challenge for the most able pupils are appropriate, leading to good progress. This includes in subjects other than mathematics and English. You are rightly proud of the achievements of the most able pupils in the arts and sport.
- Pupils from disadvantaged backgrounds do well at Wivelsfield, although there are too few to make meaningful comparisons with other pupils nationally. Nevertheless, school leaders and governors are acutely aware of their responsibilities to ensure that provision for pupils from vulnerable groups is as effective as it can be. This includes identifying and eliminating potential barriers to learning and ensuring a fully inclusive ethos across the school.
- In the recent past, girls have performed better than boys in the early years and key stage 1. This situation depends largely on the differences between cohorts each year. School leaders are aware



of this and monitor the progress of all pupils well. This ensures that effective support is available for any pupil in danger of falling behind, or those who need to make more progress to catch up with their peers.

## **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- pupils make better progress in writing, so that outcomes in writing more closely match those seen in reading by the end of key stage 2
- the school's extensive outdoor environment is developed further, in order to fully utilise the rich learning opportunities it offers.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for East Sussex. This letter will be published on the Ofsted website.

Yours sincerely

Clive Close

**Her Majesty's Inspector**

## **Information about the inspection**

During the inspection you accompanied me on visits to every class and year group. I assessed pupils' behaviour and attitudes to learning in classrooms and around the school. I also observed part of an assembly. I held meetings with you and your deputy, the chair of governors accompanied by two other governors, and a group of pupils. I talked to representatives of the local authority. I met parents at the start of the school day and took into account 70 responses to Ofsted's online questionnaire, Parent View, and accompanying free text responses. I scrutinised a wide range of documentation, including pupils' progress information, the school's self-evaluation and improvement planning, policies, minutes of governing body meetings and records of visits by the local authority.