

Wivelsfield Primary School



Prospectus 2022-2023

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 – Rhodri James
clerk@wivelsfield.e-sussex.sch.uk

Website: 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.

We Value

- 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

We are:

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

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 21st 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 221 children on roll who are taught in 8 classes:

Early Years Foundation Stage

Robins 1 and 2 Reception (one additional class this year)

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 2022 - 2023

Teachers

Headteacher	Mrs Helen Smith
Deputy Headteacher	Ms Amy Meade
Senior Leadership Team	Mrs Helen Smith, Ms Amy Meade Ms Tracy Reilly, Miss Hayley Glassock, Mrs Corinne Yates (School Business Manager)
Inclusion Manager	Ms Tracy Reilly
Early Years Leader	Miss Emma Hughes
Key Stage 1 Co-ordinator	Mr Craig Pickup
Key Stage 2 Co-ordinators	Miss Hayley Glassock
Robins Class Teachers	Miss Emma Hughes/Mrs Jessica Awcock
Hedgehogs Class Teacher	Miss Charlotte Griffith
Rabbits Class Teacher	Mr Craig Pickup
Foxes Class Teacher	Miss Jade Kelly
Otters Class Teacher	Ms Amy Meade/Ms Tracy Reilly
Badgers Class Teacher	Mrs Kirsty Green
Owls Class Teacher	Miss Hayley Glassock

Support Staff

Business Manager	Mrs Corinne Yates
School Secretary	Mrs Sarah Milton
Finance Assistant	Mrs Emily Robertson
Clerical Assistant	Mrs Ruth Howie
Clerk to the Governors	Mrs Sarah Milton

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 Annette Truss Miss Toni Brennan Mrs Zoe Hilton Mrs Juliet Maslin Mrs Amanda Williams Mrs Cathy Sturgess
Mid – day Supervisors	Mrs Sue Martin Miss Toni Brennan Mrs Sandra Wakelen Mrs Louise Ferguson Miss Andee Mason Mrs Sarah Cole Mrs Tara Line Mrs Claire Keast
Larks Breakfast Club Leaders	Kudize Breakfast Club
Kingfishers After School Club Leaders	Mrs Sarah Theakstone Mrs Sue Martin
Caretaker Assistant Caretakers	Mr Matthew Houghton-Stevens Mr Kevin Payne Ms Louise Mayfield
First Aiders	Mrs Sue Martin Mrs Sarah Cole Mrs Sarah Milton Miss Toni Brennan Mrs Jo Hunter
Paediatric First Aiders	Miss Andee Mason Mrs Geraldine Murtagh
First Aiders (one day training)	Mrs Helen Smith Mrs Lisa Shorter Mrs Louise Ferguson Ms Tracy Reilly
Curriculum Specialists (contract and staff) Music PE Coach Speech and Drama Forest School	Mrs Melanie James and Mr Hard Mrs Bryony Sinclair and Mrs Helen Diack Mrs Wendy Murray Ms Hilary Vince

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 Classes (4 – 5 year olds)

The Early Years Foundation Stage classrooms are 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.



*Learning to read is given a high priority from the start of Reception Year. Highly effective phonics teaching ensures that children acquire secure early reading skills.
(Ofsted 2022)*



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.

Leaders prioritise providing a curriculum, which prepares pupils well for the next stages of their education and for life beyond. (Ofsted 2022)

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.

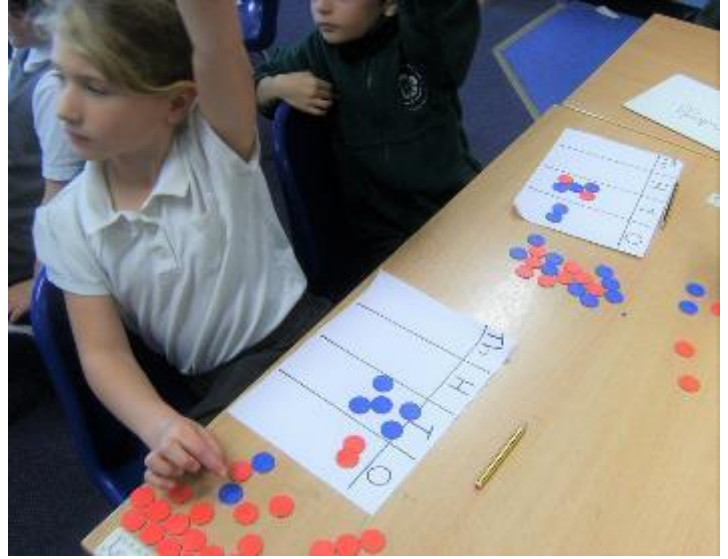
Mathematics

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.



Pupils' knowledge builds securely over time in English and mathematics. They remember what they have learned. Pupils become confident and competent mathematicians. They are able to use different strategies to tackle increasingly complex mathematical problems. (Ofsted 2022)



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.



Learning about the digestive system – making replicas of our digestive system.



Outside visitors helping children learn about other reptiles as part of their Science and Geography.

Computing

Each classes has a number of tablets and there are three mobile laptop banks to ensure access for all children. There are central interactive whiteboards in each of the 8 classes which support our whole class teaching and learning. In addition to an hour of computing for all KSI 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. Cookery is often taught through Design and Technology and in these lessons, children also use English, maths and science in a meaningful context. As well as learning a valuable life skill, the children learn about the importance of a balanced diet and cooking with seasonal produce.



Roman architecture linking design and technology to History.

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



Years 3 Romans



Key Stage One Trip Haver Castle

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 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

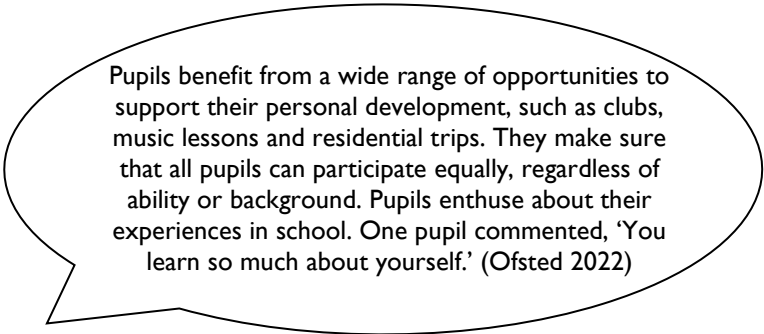
Music and Drama

Children in Key Stage One (KSI) and Key Stage Two (KS2) benefit from whole class music lessons taught by specialist music teachers. In KSI, 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 and saxophone, 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.



Pupils benefit from a wide range of opportunities to support their personal development, such as clubs, music lessons and residential trips. They make sure that all pupils can participate equally, regardless of ability or background. Pupils enthuse about their experiences in school. One pupil commented, 'You learn so much about yourself.' (Ofsted 2022)

Drama

Children enjoy drama, not only as part of their English lessons but also performing in assemblies and productions for a wide audience. 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. Children are taught to understand a range of different faiths and 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. We follow the JIGSAW scheme and further information is available on our website.

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

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, cricket, tennis, athletics, karate, football, netball, dance, hockey, cross-country and gymnastics. Our musicians enjoy choir and orchestra. We also have cookery, drama and create clubs.

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.

Leaders ensure that provision for pupils with special educational needs and/or disabilities (SEND) is strong. Pupils' needs are identified quickly and understood well. Pupils' progress is monitored carefully and regularly reviewed. Leaders make sure that pupils with SEND get the support they need to experience success in all aspects of school life. (Ofsted 2022)

Our children who quickly grasp concepts 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.

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, digital leaders or prefects.

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

Pupils are confident that they can make a difference to the community by, for example, organising charity sales or voting via school council to change the outdoor play equipment. They happily take on roles of responsibility, such as being a digital leader, being a prefect, or representing the school in sports competitions. (Ofsted 2022)



End of Year Results 2022-2023

Early Years Foundation Stage

% Pupils Achieving Good Level of Development

Wivelsfield School	National
76.7%	65.2%

Average Point Score

Wivelsfield School	National
32.2	

Phonics Screening Year 1

% Pupils Working at Required Standard

Wivelsfield School	National 2022
89.6%	75%

End of Key Stage 1

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

	Expected Standard	Expected Standard	High Level of Attainment	High Level of Attainment
	Wivelsfield School	National 2022	Wivelsfield School	National 2019
Reading	77%	67%	16%	18%
Writing	71%	58%	9.7%	8%
Mathematics	81%	70%	16.1%	15.1%

End of Key Stage 2

Due to papers being misplaced by the Standards and Testing Agency, results available do not reflect the achievements gained by our Year 6 class of 2022 and we therefore have no meaningful results to publish this year.

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:

Early Years and Key Stage One	Key Stage Two
8.40am – Gates open and children go straight to class	8.40am – Gates open and children go straight to class
8.55am – Registration followed by lessons	8.55am – Registration followed by lessons
9:10- 9:55am Lessons start	9:00- 10:15 Lessons start
9:55 – 10.15am morning break	10.15 – 11:35am Assembly
10.15 – 11:35am Assembly	10:35 – 10:55am morning Break
10.35 – 11:55 am Early Years and Key Stage One lessons continue	10:55 – 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.	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.	3.15pm – End of school day.

Wraparound Care

We can provide care for your child Monday – Friday from 7.30 am in the morning to 5.45pm in the afternoon.

Larks Breakfast Club is run by Kudize Breakfast Club and Kingfishers After School Club is led by school staff and are both very popular. In the morning, children enjoy a 'homely' breakfast around a table, before having fun either outside or inside. 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. We start the week with a 'Meat Free Monday.' 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 £2.42 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 their school. Uniform also ensures that children are wearing practical, appropriate clothes and that they do not have to compete in the fashion stakes.

PE uniform is worn to school on the days your child has curriculum PE. Because of this you may prefer to buy a black trainer or cross purpose shoe that can also be worn with uniform on other no PE days (see below). PE uniform will not stay in school.

We expect all our children to wear uniform as shown below:

- Grey **smart** school style trousers, shorts, skirt or pinafore.
- Green and white school style dresses - gingham or stripes (summer/warmer weather)
- Plain white shirt: this can be a polo shirt, or long/short sleeved shirt.
- Bottle Green jumper, sweatshirt or fleece: preferably one with the Wivelsfield logo but any other **plain** green long sleeved top is acceptable.
- **Plain** green, white, black or grey socks or tights.

Footwear

- Sensible school style black shoes or plain black trainers or plain black cross purpose shoes
- Toes should be covered throughout the year (please see the Headteacher if you need clarification).
- Boots are allowed for outdoor wear only.

PE Uniform

- Emerald green T-Shirt, preferably with the school logo
- White shorts
- School sweatshirt, fleece or jumper
- Black Trainers/Cross purpose shoes
- Black or grey tracksuit bottoms for colder weather.

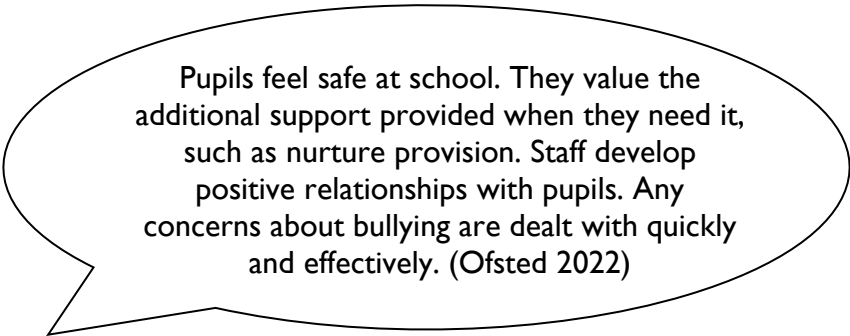
Uniform can be ordered from Broadbridges (Burgess Hill or Haywards Heath)

<https://www.broadbridges.co.uk/152-wivelsfield-primary-school>

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.



Pupils feel safe at school. They value the additional support provided when they need it, such as nurture provision. Staff develop positive relationships with pupils. Any concerns about bullying are dealt with quickly and effectively. (Ofsted 2022)

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 continue to subsidise whole class music tuition 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 use of the village amenities and

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.



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!

Harvest – raising food donations for
a local foodbank

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: <https://www.eastsussex.gov.uk/education-learning/schools/admissions>

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 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

Inspection of a good school: Wivelsfield Primary School

South Road, Wivelsfield Green, East Sussex RH17 7QN

Inspection dates:

8 and 9 March 2022

Outcome

Wivelsfield Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy. They know that their views are valued. Pupils are confident that they can make a difference to the community by, for example, organising charity sales or voting via school council to change the outdoor play equipment. They happily take on roles of responsibility, such as being a digital leader, being a prefect, or representing the school in sports competitions. They are very positive about the wide range of opportunities they have at school. Pupils are proud of the school's extensive grounds, which include a forest school, pond area and outdoor classroom.

Staff have high expectations of pupil's work and behaviour. Pupils work hard and behave well, so that these expectations are realised. They move sensibly and safely around the school. Pupils are polite and friendly. They helped to create the school's values: believe, achieve, succeed, and model these well. School is an orderly environment.

Pupils feel safe at school. They value the additional support provided when they need it, such as nurture provision. Staff develop positive relationships with pupils. Any concerns about bullying are dealt with quickly and effectively.

What does the school do well and what does it need to do better?

Parents and staff are very positive about continued strong leadership of the school. They demonstrate a high degree of trust in their leaders. Staff say that they feel listened to and that leaders have everyone's well-being 'at the front of things'. They say that leaders consider workload carefully when planning developments in the school.

Leaders ensure that provision for pupils with special educational needs and/or disabilities (SEND) is strong. Pupils' needs are identified quickly and understood well. Pupils' progress is monitored carefully and regularly reviewed. Leaders make sure that pupils with SEND get the support they need to experience success in all aspects of school life.

Leaders prioritise providing a curriculum, which prepares pupils well for the next stages of their education and for life beyond. The curriculum has been structured in careful steps. Teachers know what to teach and when. Pupils' knowledge builds securely over time in English and mathematics. They remember what they have learned. Pupils become confident and competent mathematicians. They are able to use different strategies to tackle increasingly complex mathematical problems.

The wider curriculum has been carefully designed. However, pupils do not remember and build on their knowledge as effectively as they do in English and mathematics. For example, pupils can talk about what they have learned about ancient Greece in recent history lessons. However, they are unable to connect this with what they have learned previously about the Romans, or to develop a broader understanding of empires or civilisations. Subject leaders have begun work to adjust the curriculum to address this issue.

Learning to read is given a high priority from the start of Reception Year. Highly effective phonics teaching ensures that children acquire secure early reading skills. Teachers make sure that reading books are carefully matched to children's skills, so that they experience success. Children are encouraged by their progress and keen to apply their growing knowledge. Regular training ensures strong staff expertise in teaching phonics. Teachers assess pupils' learning carefully. This means that teachers are able to identify and address pupils' needs quickly. Any who start falling behind are given the support they need to catch up.

Leaders maintained a strong focus on reading throughout the COVID-19 pandemic. For example, they made sure that pupils had access to a wide range of books. Special events, such as author visits, help to inspire pupils to read. The school library is a hub of activity.

Pupils' positive behaviours show that they are keen to learn. They listen to each other and their teachers with respect and they try their best. The behaviour policy is well established and consistently applied. Pupils know what is expected of them. They value awards for positive behaviour.

Leaders ensure that pupils benefit from a wide range of opportunities to support their personal development, such as clubs, music lessons and residential trips. They make sure that all pupils can participate equally, regardless of ability or background. Pupils enthuse about their experiences in school. One pupil commented, 'You learn so much about yourself.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety. Clear systems help staff to identify safeguarding risks. Regular training ensures that staff know what to look out for. Leaders explore any risk factors, such as poor attendance, fully. They maintain meticulous records.

Leaders work closely with agencies, such as social care, to ensure timely help for individual pupils.

The curriculum is carefully structured to help pupils to learn how to keep safe, including when online. Parents are well supported by information provided by the school. Governors work alongside leaders to ensure that systems around safer recruitment are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum does not fully emphasise how disciplinary knowledge is built, and themes are connected within and across subjects. As a result, pupils are not developing deeper knowledge and understanding within the wider curriculum. Leaders should ensure that subject leaders continue to get the support they need to further refine the curriculum in foundation subjects. They should ensure that connections are made which support pupils in understanding how the knowledge they acquire fits within wider frameworks of learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.



School details

Unique reference number	114424
Local authority	East Sussex
Inspection number	10211483
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Rob Milton
Headteacher	Helen Smith
Website	www.wivelsfieldschool.org
Date of previous inspection	23 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school was undergoing a building project to support its expansion at the time of the previous inspection. This work has now been completed and the school has grown from five to seven classes.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met regularly with senior leaders. Meetings were also held with other school leaders including the special educational needs coordinator. The inspector held a meeting with members of the governing body, including the chair of governors. The inspector also held a telephone conversation with a representative from the local authority.

- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector listened to some pupils reading.
- To inspect safeguarding, the inspector reviewed safeguarding records, including the single central record and the school's recruitment procedures. The inspector spoke with staff about their safeguarding training and spoke with pupils about the support they have to help them to understand how to keep safe.
- The inspector reviewed the responses to Ofsted's parent, pupil and staff surveys. She also considered 14 emails from parents.
- The inspector met with staff to gather their views about the school, including discussions about workload and well-being. The inspector completed a tour of the school with pupils and spoke to them during lessons and at other times of the school day.

Inspection team

Deborah Gordon, lead inspector

Ofsted Inspector

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