






# Prospectus 2022-2023

# Easebourne C.E. Primary School

## Contents

Quick Facts .....	2
Welcome from the Head .....	3
Welcome from the PTFA .....	5
Our vision and values.....	6
Teaching and Learning .....	7
Curriculum .....	8
English .....	9
Maths .....	10
Science .....	11
Forest School .....	11
Environment.....	12
Design & Technology .....	12
History & Geography.....	13
Art & Design.....	14
Music .....	14
Physical Education.....	15
Computing .....	15
Religious Education (RE) .....	15
French .....	16
Education for Safeguarding (E4S) .....	16
British Values .....	17
Early Years .....	17
SEND (Special Education Needs and Disability) .....	18
Enrichment Activities .....	18
Homework .....	19
After-School & Breakfast Clubs .....	19
Educational Visits & Visitors .....	19
Food & Drink.....	20
Parental Involvement .....	21
Our Community .....	21
School Day.....	22
School Staff.....	23
Easebourne Nursery .....	24
Applying for a place at the school .....	25
Unable to apply online? .....	25
Catchment Area .....	26
County Transport .....	26
Further Reading: .....	27
Term Dates.....	27
Catchment Area Map .....	28

## Quick Facts

<p>Address:</p> <p>Telephone:</p> <p>E-mail:</p> <p>Website:</p> <p>Headteacher:</p> <p>Chair of Governors:</p> <p>Pupils on Roll:</p> <p>Age Range:</p> <p>Type of School:</p> <p>Primary</p>	<p>Wheelbarrow Castle Easebourne MIDHURST West Sussex GU29 9AG</p> <p>01730 813266</p> <p><a href="mailto:office@easebourne.w-sussex.sch.uk">office@easebourne.w-sussex.sch.uk</a></p> <p><a href="http://www.easebourne.w-sussex.sch.uk">www.easebourne.w-sussex.sch.uk</a></p> <p>Caroline Hulbert</p> <p>Vickie Hampshire</p> <p>225 in September 2022</p> <p>4-11 years (YR-Y6), co-educational</p> <p>Church of England (Voluntary Controlled)</p>	
<p>Locality:</p> <p>Director of Ed<sup>n</sup> &amp; Skills</p> <p>Education Area:</p>	<p>Rother Valley Schools</p> <p>Paul Wagstaff</p> <p>Southern Education Area of West Sussex</p>	
<p>Admissions Office:</p> <p>Telephone:</p> <p>E-mail:</p>	<p>Pupil Admissions Office Centenary House Durrington Lane Worthing BN13 2QB</p> <p>03330 142903</p> <p><a href="mailto:admissions@westsussex.gov.uk">admissions@westsussex.gov.uk</a></p>	
<p><b>Easebourne Nursery</b></p> <p>Telephone:</p> <p>Manager:</p> <p>Management Committee:</p> <p>Pupils on Roll:</p>	<p>01730 815046</p> <p>Annie Beadle</p> <p>Annie Beadle Michael Barrett Caroline Hulbert Nicola Holben</p> <p>51 in September 2022</p>	

## Welcome from the Head



Dear Parents and Carers,

Finding a new school for your child is such an important step and in the Rother Valley there are a wide range of schools for you to choose from. We each have our own distinctive personality and, I would encourage you to consider as many as you can, to see which particularly appeals to you and feels the right fit for your family.

In this prospectus I have set out how things run here at Easebourne and I hope that it will whet your appetite to come and find out a little more about us. I would like to welcome you to visit on our open evening on Wednesday, 5<sup>th</sup> October at 6pm and/or our open morning on Wednesday, 12<sup>th</sup> October from 9:30 – 11:30.

The site has an interesting history as Easebourne CE Primary School only moved here in September 2013 and had previously been home to Midhurst Intermediate School from 1970, with over 400 10-13 year olds. The accommodation was updated and successfully adapted for our younger children and we enjoy a spacious school building with many features one would not normally expect in a rural school of this size, including a music suite with practice rooms, a fitted kitchen for children's cookery and an onsite Forest School. We have two halls; one used daily for assemblies and lunch and which has a lighting rig to add a professional touch to our school performances; our sports hall is well equipped and ensures that high quality PE can be offered all year round. We are particularly proud of our library which is at the heart of the school and is computerised, generously stocked and used daily by our pupils. The building has many additional rooms including space for a Nurture Unit, a Play Therapist, two ELSA rooms and a large resource area for art/science. As I said, we are incredibly lucky to have such a remarkable building.

Our classrooms have interactive whiteboards which, together with Chromebooks and iPads, ensure children have full access to the ICT they need to support their learning. There is a section on our curriculum later in this prospectus which will enable you to get a feel for the exciting and engaging range of opportunities we offer our children from Reception to Year 6.

Outside, our grounds are extensive, with a large playground and a very generous grassed area. There is a pond, an orchard, an area for our hens, climbing equipment for both KS1 and KS2 and a willow outdoor classroom, planted within a hedged labyrinth. To the west, the grounds are bordered by our woodland where our weekly Forest School sessions take place. We have an outside story circle and a small amphitheatre.

Annie Beadle runs our on-site Nursery, which is adjacent to Dragonflies, our Reception class, ensuring a truly connected Early Years Foundation Stage. We also extend continuous provision into Year 1, not beginning formal learning until our children are fully ready to engage with it.

Embracing the community is a core theme at Easebourne and we work hard to sustain strong partnerships between children, staff, parents and governors and with our wider community. We are a Church of England school and our broad and balanced curriculum is underpinned by strong Christian values. Our vicar, Derek Welsman, visits us weekly for Collective Worship, supports teachers with the delivery of RE and is a school governor. In recognition of the school's strong historic relationship with the Cowdray Estate, Lord Cowdray became the school's patron a few years ago. Cowdray sponsors one of our two minibuses and the estate supports the school in many other ways across the academic year.

We are very fortunate to have a strong volunteer body from the community who support the school in so many ways from reading with our children, to joining us on trips, running afterschool clubs and everything in between.

Our recent Ofsted (November 2021) judged that we continue to be a good school and our inspector wrote that Easebourne is “a welcoming and friendly place where everyone cares for one another”. The school’s values of ‘faith, hope and love’ are at the heart of the community. One pupil said, “We are all loved and appreciated by everyone in our school”. We felt this summed us up very well, but as I said at the start of my letter to you, the only way to really get a feel for a school is visit and spend some time there.

I hope to meet you in person soon but, if you are unable to make the dates offered above, please contact the office to discuss an alternative. In the meantime, I hope this prospectus gives you a feel for what you can expect and details on how to apply for a place can be found on page 26.

With best wishes

A handwritten signature in black ink that reads "Caroline Hulbert". The script is cursive and fluid.

**Caroline Hulbert, Head**

## Welcome from the PTFA



Dear Parents/Carers,

Easebourne Primary has a really warm community feel and we are very fortunate to have an active PTFA that runs various events to contribute to the children's enjoyment in school and raise much needed funds to help support it. We meet about termly, and new parents to the school are made very welcome. These occasions are a great chance to meet other parents, plan events and get involved in decisions around how to enhance our fundraising. Any assistance you can give is very much appreciated, whether that be an ad hoc hour to help prepare or run an event, baking a cake, sourcing prizes or donating unwanted items.

Our annual events include: Fairies and Scaries (an autumn term disco), Christmas Fair, Easter Egg Hunt and culminates with the Summer Fair, which draws crowds from the local community. These events raise vital money for the school but are also important occasions for the school family to come together. A diary of fundraising activities and events is included in the school's newsletter, and details can also be found on our PTFA Facebook page.

The dedication and hard work shown by our volunteers has enabled us to purchase a wide range of items to enhance the school and the children's learning. These have included white boards for all classrooms, new computers, a new chicken coop, play area, an IET Formula Goblin Car, a pond-dipping platform, forest school equipment, musical instruments, new books and furniture for our school library. We continue to fund workshops, visiting plays, whole school pantomimes and the rental of a second minibus, enabling more off-site visits and reducing the cost to parents. This year the focus for our fundraising is to support outdoor learning, an area our new head is passionate about.

The PTFA is a small group of parents, all run very informally with a focus on helping the school and running fun events for the children and their families. We would love to welcome you at a PTFA meeting or at one of our events. If you have any queries about the PTFA please don't hesitate to contact me on [pta@easebourne.w-sussex.sch.uk](mailto:pta@easebourne.w-sussex.sch.uk)

Ruth James  
Chair, PTFA Committee

## Our vision and values

“And now these three remain: faith, hope and love. But the greatest of these is love.” Corinthians 13:13

### Vision

In a safe, loving environment built on the strong Christian values of faith, hope and love, we want our children to **ACHIEVE** excellence and a love of learning, fulfilling their potential, and to **BUILD** their life skills, experiences and dreams. We also seek to **CONNECT** our children with their learning, their wider community and the environment.

### Achieve...

- ... a love of learning
- ... your potential
- ... excellence

### Our commitment to you ...

- ✓ delivering excellence in teaching and learning
- ✓ setting high expectations to help you achieve your potential
- ✓ offering a stimulating environment to support, extend and celebrate your learning journey
- ✓ supporting you in gaining key life skills in literacy and maths
- ✓ providing high quality marking, feedback and dialogue to involve you in your learning
- ✓ ensuring your needs are met and your voice is heard
- ✓ encouraging parent partnership in your learning



### Build...

- ... your life experiences
- ... your life skills
- ... your dreams

### Our commitment to you...

- ✓ widening your life experience through visits, visitors, residentials and workshops
- ✓ offering a broad and stimulating range of extra-curricular opportunities
- ✓ building your life skills by encouraging you to take on roles and responsibilities
- ✓ exploiting cross-curricular learning opportunities, helping you to make connections
- ✓ giving you the skills to develop and maintain positive relationships
- ✓ developing your dreams and ambitions for the future
- ✓ supporting you in becoming a successful '7 C's learner', showing communication, collaboration, confidence, commitment, craftsmanship, creativity and curiosity



### Connect...

- ... with your learning
- ... with your community
- ... with your environment

### Our commitment to you...

- ✓ celebrating your achievements
- ✓ providing a caring, nurturing, inclusive and safe environment
- ✓ working in partnership with parents so that they engage with your learning
- ✓ demonstrating and developing an awareness both of others and of the environment
- ✓ helping you to make a positive contribution to the community
- ✓ working with the Church to give you an understanding of Christian faith and values
- ✓ collaborating with a wide range of school partners



## Teaching and Learning

During the first four years of life, children learn and develop through activity and experience, through trial and error and, of course, through interaction with their environment. Throughout, play is an essential part of childhood. At this stage, a child's success relies heavily on the crucial interaction between parent/carer and child.

On reaching school age, children already have a good deal of experience and knowledge and a growing sense of the basic structure of spoken language. We want our children to really enjoy school and aim to develop a love of learning by engaging their curiosity, energy and enthusiasm while supporting them to become confident and independent learners. Our curriculum is ambitious, challenging and interesting and our teaching and learning is delivered to support our children **knowing more and remembering more**. We use a metacognitive approach to support children beginning with a regular review of prior learning. We present new material in small steps to support working memory. We use effective questioning and teachers provide models to help children make links and, we build in time for regular practice. No two children will learn alike and our curriculum is planned and scaffolded to allow for differences in ability.

Children need appreciation and encouragement to help them recognise their progress and success. We ensure they have a clear understanding of their own next steps through effective feedback and regular dialogue.

We also cultivate the skills known as the 7 C's: communication, collaboration, confidence, commitment, craftsmanship, creativity and curiosity. We promote the key elements of a Growth Mindset: seeing intelligence, not as fixed but as fluid, using praise based on effort and process rather than ability, learning from mistakes, and acknowledging the role that practice and gritty determination both play in successful learning.

Children also need to feel socially and emotionally secure. They are more likely to feel this if they know what is expected of them. We work hard to provide a strong sense of pattern and order and to foster self-discipline by modelling and expecting inclusion, honesty and reliability.



During their time at Easebourne, we give children more responsibility, both for their learning and as a member of the school community, helping them to develop empathy. As part of this focus, we have a strong house system with weekly collection of house points throughout the year. We have class elected representatives for our Eco Council, School Council and Rights Respecting Schools Team, along with Hen Helpers, Librarians and a whole range of other roles. As well as celebrating team spirit, we strive to develop a sense of community, both within and beyond the school, raising awareness of the different outlooks of other cultures and of the situations of others less fortunate than ourselves. This year our School Council will work alongside the House Teams to explore the idea of courageous advocacy: What do our children want to change? What difference do they want to make in school and in their wider community? The outcome of this work will focus our fundraising efforts for the year and help to shape our wider curriculum.



## Curriculum

At Easebourne, we deliver a curriculum which is broad, balanced and relevant. We follow a creative topic-led approach which builds on previous learning in a progressive way. Teachers are keenly aware of the need to support individual children (including those children with special educational needs) to make progress at a pace appropriate to their needs and abilities.

We work hard to make the children's learning relevant to their experience and draw on current affairs when appropriate. The school is also committed to delivering high quality Learning Outside the Classroom (LOtC), with termly trips, residentials, environmental education and Forest Schools being part of our core offering. With support from the PTFA and the Cowdray Estate, we lease two minibuses, making trips beyond the school site much easier and more affordable.

Stone Age trip to Butser Ancient Farm



## Sample Topic Overview

		Autumn	Summer	Spring
YR	Dragonflies	Let's Explore	Build It Up	Marvelous Machines
Y1	Hedgehogs	Childhood	School Days	Bright Lights, Big City
Y2	Squirrels	Movers & Shakers	Coastline	Magnificent Monarchs
Y3	Rabbits	Through the Ages	Rocks, Relics & Rumbles	Ancient Civilisations
Y4	Badgers	Emperors & Empires	Invasion	Misty Mountain, Winding River
Y5	Foxes	Britain at War	Sow, Grow & Farm	Groundbreaking Greeks
Y6	Otters	Frozen Kingdoms	Maafa	Dynamic Dynasties

Compulsory national curriculum subjects at primary school are:

- English
- maths
- science
- design & technology
- history
- geography
- art & design
- music
- physical education, including swimming
- computing
- modern foreign languages (at Key Stage 2)
- relationships and health education (RHE)

Schools must also provide religious education, though parents can ask for their children to be taken out of the whole lesson or part of it.

As a school, we also choose to teach:

- sex and relationships education (SRE)
- forest school

## English

In the National Curriculum, English is divided into Spoken English, Reading and Writing and the document is clear about the significance of English:

English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

As a key element of basic skills, lessons dealing with all aspects of literacy (speaking & listening, reading, writing, drama) are generally held in the morning.

We are passionate about reading, recognising it as the key to the door of all learning. We have a large and vibrant library to encourage a love of reading. We have incorporated an online library system and recruited librarians across the school and the children have designed library cards so that they can scan their books in and out. Our books are also on the Accelerated Reader scheme which tracks our KS2 children's reading ages and sets them appropriate half-termly targets.



Reading and writing is delivered through the Power of Reading. A programme which fosters the whole schools love of reading and writing by putting quality children's literature at the heart of literacy learning. We also hold termly Book World Cup Tournaments where children, in all year groups, vote for their choice of class reader in a knockout competition.

Book Club is on offer as an after school club and we are very lucky to have two Pat Dogs who visit with their owners and offer an encouraging canine audience for children who find reading a challenge. We promote the national Summer Reading Challenge and the younger children take part in the West Sussex Libraries' Picture Book Initiative, helping to select the best from a shortlist. We are constantly building our library stock to ensure our children have a strong range of fiction to borrow.



Through the Power of Reading children use drama to explore different characters, emotions and settings and each phase also puts on an annual production in the small hall.



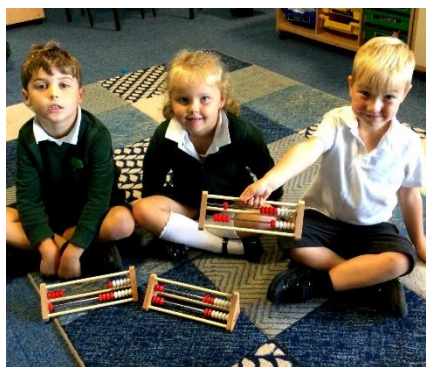
For all subjects, we use working walls to support children's learning and, in literacy these concentrate on the process of writing, key spellings and extending and developing vocabulary. We use Spelling Shed to help children develop fluency and do daily handwriting practice.

Poetry is a key element of the national curriculum and each year, in the autumn term, we hold a poetry recitation competition, which is now in its ninth year. To bring poetry alive, we also take part in *Poetry By Heart*, an annual poetry initiative. In 2021, one of our year 5 pupils was national finalist and last year another year 5 pupil was a national winner.

We believe in giving our children a voice, teaching them how to be heard and, as a vehicle through school debate. We often debate issues raised by the school council to help our children learn to evaluate and reason problems to a successful, democratic conclusion. We enter the annual Rother Valley debate competition, held at Midhurst Rother College. In the contest's short history, Easebourne has won twice and finished second several times.

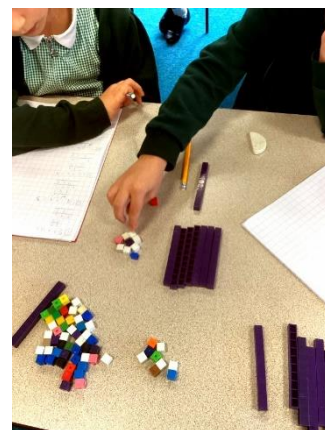
## Maths

The National Curriculum is clear that children should become fluent in the fundamentals of mathematics, learn to reason mathematically and be able to solve problems by applying their mathematics.



We are a maths mastery school supported by our maths lead and deputy headteacher who is a maths hubs mastery specialist. In this approach, lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Our emphasis is on supporting thinking with concrete resources. Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without using the representation. If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others. Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics are vital to a student's progress.



We follow the NCETM curriculum ensuring our children develop fluency in number and place value, the four key number operations (addition, subtraction, multiplication and division), fractions (and, later, decimals and percentages), measurement, geometry and statistics are all covered by children as they move up the school. In Year 5, ratio, proportion and basic algebra are introduced.

Like English lessons, maths teaching takes place in the mornings. Again, we use working walls to support children's maths, capturing children's reflections and discoveries, scaffolding learning with key teaching points and celebrating their working.

We aim to build the children's familiarity with their times tables and use an online resource, Times Tables Rock Stars, to motivate the children to practise their automatic recall of their tables knowledge. We highlight competitions as part of our termly house challenges.

Our strongest mathematicians at the top of the school enter two national competitions, the Primary Maths Challenge and the UK Junior Maths Challenge.

## Science



Science is taught within the topic when possible and as a discrete subject where the fit is not strong.

Practical experiments form the core of our science curriculum, and children can also attend gardening and STEM clubs. Easebourne hosts a School Science week in alternate years which sees a lot of parental participation.



Our Year 4 classes work with Sussex Wildlife to achieve their Bronze John Muir Award and, from this year, alternate residential years will have an eco focus – this year our Upper Key Stage 2 children will be on residential at the Sustainability Centre.

## Forest School



The school has its own small woodland beyond the play area and every week, for half a term in the year, each child receives an afternoon of Forest School input. We have three Forest School Level 3 leaders supporting learning in different contexts for our children. Forest School supports children to develop their independence as well as team working skills and resilience.

Research indicates that children who participate in Forest School are stimulated by the outdoors and develop an increase in self-belief, confidence, learning capacity, enthusiasm, communication, problem-solving skills and emotional well-being. It's also a source of joy and a great chance to connect with nature.



## Environment

Our Eco-Warriors have gained the Green Flag Award, the highest award in the Eco-Schools initiative. As part of their continuing work, they have been invited to record the flora and fauna in the wild part of the churchyard at St Mary's Church and will be making regular visits.



Being situated in the heart of the South Downs National Park, our curriculum is developing to promote an interest in, and understanding of, our environment. We have a pond designed to be accessible for dipping and have successfully gained an SDNP grant to install a dipping platform. We have raised beds for growing flowers and vegetables and, thanks to a committed group of parents, we provide regular gardening opportunities. We work with the SDNP and the National Trust (NT) to improve the grounds and increase the children's knowledge. We have taken part in an SDNP project to protect barn owls, installing an owlbox in which two chicks were successfully reared.



Past Environment Day projects have included the children designing and constructing models for our amphitheatre, planting the orchard and planting hundreds of trees in the grounds, most in partnership with the Woodland Trust. Four years ago, every child in the school helped to plant the saplings for a hedge labyrinth which provides a focus for outdoor learning and well-being, as well as an interesting focus for playtime.



Each day, a team of hen helpers feed and check our ex-battery hens and the children sell the eggs to support the cost of keeping the chickens. Our flock is set to expand this year as we take on some more rescue hens.

## Design & Technology

Design Technology enables children to identify needs, analyse real problems, design solutions, plan and make a range of products or services and evaluating their progress and outcomes, whether as artefact, systems or environments.

The national curriculum in England (September 2013)



DT is linked to our topics wherever possible (e.g. Make do and mend – textiles project linked to Year 5 World War topics). We develop and build a range of skills from evaluation of every day products, to processes including mechanism and movement. We encourage creativity and the children generating, evaluation and improving on their own designs. We explore different structures and the use of ICT and children learn to use a range of different tools. Children learn to choose materials for purpose and how to cut and join different textiles. Our nature strand includes work on food preparation and cooking, nutrition and the origins of food and throughout each of these



areas the children learn about significant people in the D&T world from designers to inventors and how their work has shaped the world in which we live.

In addition to classroom teaching, we also offer STEM clubs at Easebourne, including the battery-powered Goblin Car Club! Year 6 pupils apply to join the after-school club to build and race our two cars. With the help of two local engineers and the headteacher, our children assemble one of the cars over the course of the first two terms. They then enter three or four whole day tournaments of racing around the area at weekends, generally winning some trophies along the way. The finale takes place when the children take the cars to Goodwood and race against nearly 100 other Goblin cars from around the country and abroad.



### History & Geography



As you will see from our sample topic overview, history and geography are often the focus of our termly topics, which lend themselves to creative field trips, school visits and other opportunities to learn outside of the classroom.

Relevant trips have included the planetarium as part of a focus on Space, an archaeological dig on Petersfield Heath to increase the children's understanding of the Bronze and Iron Ages, finding out about the life below stairs at Petworth House, discovering the Romans at Fishbourne Roman Palace and a step back in time on St Anne's Hill in Midhurst.



We have also had Hrothgar the Viking come to school for our Badgers class.

## Art & Design

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

The national curriculum in England (September 2013)

Art and design are concerned with visual communication and with developing imagination and creativity in children. They rely on first-hand experience and the development of observational skills as well as the expression of thoughts and feelings.



Where possible, we bring in artists from the local community to help with projects. Artists have worked with the children to design and make clay turtles, helped produce our 'Lord's Prayer' wall painting, built ceramic totem poles in the courtyard and fashioned a prayer tree out of chicken wire!

Our Badgers class recently designed and made Anglo Saxon jewellery at Butser Ancient Farm. Linking art and design with the class's history topic.



We hold regular competitions, encouraging the children to design with purpose and where possible we ensure the winning items are made and celebrated in school. We also include artistic projects in our regular Environment Day and Community Week events.

## Music

We are very fortunate to have a music teacher on the team who works with the children on a weekly basis in our music room. They also play a major role in our preparation for plays, concerts and Church services. Music is always joyful at Easebourne and our children learn to play a variety of instruments including the recorder, the ocarina, the glockenspiel as well as a range of percussion. Paid lessons with peripatetic teachers are available for a range of additional instruments.



Every other year, we host one of the West Sussex Music Service's tuned gamelan orchestras from Indonesia and the children are able to learn about the structured music and the cultural significance of these beautiful instruments and love playing on the various instruments. In alternate years, we hire a set of djembe drums to give children an introduction to experimenting with rhythm together.

The school has a strong singing tradition, we sing most days in Collective Worship and we participate in the annual Rotary Music Festival in the autumn, the Tree of Hope at St. Mary's Church at Christmas and numerous other events during the year. In recent years, we have also taken part

in 'Voice in a Million' at the SSE Arena in London. Our productions are also often musicals, ensuring that music and drama are combined.

### Physical Education

We have an excellent gym and good outside provision for games. Children receive two weekly timetabled sessions of PE. One is taken by specialist coaches from Aspire, and the second is led by the classroom teacher. These lessons are carefully linked and in Key Stage 2 align with local tournaments and competitions to ensure our children have the skills and practice to perform well. Our children walk, jog or run the Daily Mile at the end of lunch break each day. Children in Years 3 and 4 also have a course of swimming lessons each year at a pool in Haslemere.



PE lessons are enhanced through extra-curricular clubs. Children can play a range of sports including table tennis, football, netball, hockey, tennis, tag rugby, athletics, cricket and rounders. We host a karate breakfast club and have introduced a yoga club this year.



During the year, the school participates in a range of leagues and tournaments with other schools in the Rother Valley locality and in an arts festival of music and dance at Midhurst Rother College.

At the end of each year we celebrate with a whole school 'Sports Day'. This year we have achieved the School Games Gold Mark Award acknowledging our high level of commitment to the development of competition across the school and into the community. We also hold the Silver Quality Start Award for children in KS1.

### Computing

We have drawn on the PTFA and Government catch-up funding to invest in a large number of Chromebooks to support computing across the school. We use teachcomputing.com as the basis of our computing curriculum which includes coding and online safety. Each classroom also has a Clevertouch whiteboard generously purchased by our PTFA; these are used frequently during the day's lessons and ipads are also used both by the teachers and the pupils. Over Lockdown, the teaching staff delivered live lessons via Google Classroom and we continue to use this platform to support home learning and for homework.

### Religious Education (RE)

At Easebourne, we follow the programme *Understanding Christianity* and children learn about other faiths using the *Emmanuel Project*. Children study Judaism at KS1 and Buddhism and Islam in KS2. Easebourne and our catchment villages form an attractive, rural Sussex community but it is particularly important that children have a good understanding of life beyond the village.

We believe that meeting individuals from different religious and cultural backgrounds is a very valuable experience; it is often much easier to understand another faith if you have the opportunity to talk to somebody from that faith.





Easebourne hosts an inter-faith event for local schools in the Autumn Term. Over 230 Year 6 pupils from schools across our locality come together to meet and question representatives of different world faiths. This year the Buddhist, Christian, Islamic, Sikh and Ba’hai faiths were represented and the feedback was really positive from both the children and their teachers. In the present world climate, we aim to ensure that our children have an accurate view of Islam, one that is not distorted by media coverage, and each term, we welcome Hamza, a Muslim friend who visits classes and leads an assembly alongside Derek, our vicar. Our Year 6 pupils also visit Hamza’s mosque in Southampton.

We aim to deliver RE in a sensitive way and, whilst parents have the power to withdraw their children from all or part of religious education and collective worship, opting for alternative provision, this is in fact extremely rare.

### French

Our children learn French at Key Stage 2; their curriculum is based on a progressive scheme called Language Angels where they build confidence in speaking, listening, reading and writing. Lessons involve singing, games and role-play.

### Education for Safeguarding (E4S)

The West Sussex Education for Safeguarding (E4S) curriculum is based on the national Department for Education Relationships, Sex and Health Education (RSHE) guidance. It involves four key Cornerstones:

- Relationships and Sex Education
- Digital & Media Literacy
- Physical Health & Wellbeing
- Emotional Health & Wellbeing

The school has invested in an E4S library of rich texts to engage the children and support the delivery of this key subject area. In addition, as a school working with the Rights Respecting Schools initiative, we are explicitly embedding the UN Convention on the Rights of the Child into our policy, practice and culture. We aim to develop both children’s understanding of their rights and their respect for others. This year, classes will discuss on a half-termly basis, the six texts for their year group set out in the No Outsiders initiative, reinforcing its key slogans: **No Outsiders** and **All different, All welcome**. These books will be supported by weekly child-led acts of collective worship which will focus on images that prompt discussion of difference.

We involve outside organisations including the police and the fire service who come to school to talk to pupils. Our Year 6 pupils undertake the Bikeability cycling proficiency course. We also take opportunities to draw relevant topics into the school calendar. We mark, for instance, Anti-Bullying Week and Fairtrade Fortnight.



In the spring term, the houses are all challenged to raise money for their chosen charity. They can apply for loans from the PTFA to fund mini-enterprise schemes and they are encouraged to use their initiative, inviting speakers in to assemblies and taking over displays to promote their charities and events.

Classes vote for peers to represent them at regular School Council meetings, giving our children a voice, allowing them to discuss matters affecting the school, develop policies and interview applicants for teaching posts. The School Council controls a small termly budget. As part of the



Rother Valley Cluster, our oldest School Council representatives also represent us at meetings. These pupils undertake annual training on what makes school councils effective and visit other schools to share good practice.

### British Values

We look for opportunities to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for, and inclusion of, those with different faiths and beliefs. Whilst these may occur across the curriculum, opportunities are generally easier to find in English, music, Citizenship, RE, history and geography. Many books and poems have themes covering tolerance, mutual respect and democracy. Children look at music and sing songs from other cultures. We look at personal rights and freedoms, learning about and exercising democracy, taking part in votes, debates and questionnaires and teaching topics such as equal rights, disability and e-safety. Our RE lessons reinforce messages of inclusion of, and respect for, others and we welcome visitors from other cultures and faiths and study their ways of life. We also analyse events in UK and world history where British values have been tested such as the World Wars and, in geography, pupils look at how different cultures live and work throughout the world. Last year, we started a group of Rights Respecting Schools Ambassadors who achieved a Bronze Award for their work in promoting children's rights across the school.

### Early Years

Our Early Years unit is a designated space, comprising four age-appropriate learning environments. These can be interlinked to help children become familiar with the different staff and rooms.

Caterpillars	(6 months - 2 years)	Easebourne Nursery, providing childcare Reception Class
Ladybirds	(2 years – 3 years)	
Bumblebees	(3 years – 4 years)	
Dragonflies	(4 years – 5 years)	

All children within the unit work in the Early Years Foundation Stage Curriculum, accessing a wide range of carefully resourced, play-based learning experiences, both inside and out, in order to enhance their development. This curriculum is divided into seven areas of learnings as follows:

The three **prime areas**, so called because they are crucial in helping children develop a curiosity and enthusiasm for learning and for laying the foundations for positive relationships are:

- **communication & language;**
- **physical development;** and
- **personal, social & emotional development.**

The other four areas of learning are specific and are:

- **literacy;**
- **mathematics;**
- **understanding the world;** and
- **expressive arts & design.**

Through these secondary areas, the prime areas are strengthened and applied and specific skills are learned.





Key persons employed in our unit ensure that learning is tailored specifically to each child's individual needs and interests. Ongoing observations and regular assessments ensure that children progress towards their developmental milestones.

## **SEND (Special Education Needs and Disability)**

Our aim is to ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs. We value every child, whatever their individual needs. All children have the same entitlement to the whole school curriculum and we are committed to full inclusion, ensuring the curriculum is accessible through scaffolding and the use of a range of teaching and learning styles.

If a cause for concern is noted, the class teacher will talk with our Special Needs & Disability Co-ordinator (SENDCo) who will, where appropriate, work alongside the child and liaise with the class teacher. A programme will be established which is delivered by the teaching staff, either within lessons or through individual or group withdrawal. If the concern continues, the SENDCo will consult with outside experts in the form of educational psychologists, speech therapists, behaviour advisers, etc, according to need. At every stage, parents are informed of, and closely involved in, the process.

Teaching assistants are trained in different learning support techniques; in addition, three have been trained as learning mentors, a fourth has completed training to be an ELSA (Emotional Literacy Support Assistant) and a further teaching assistant is embarking on the ELSA training this year. The school also employs a play therapist who works individually each week with a small number of children.

Four years ago, to meet the specific needs of some of our children, we set up an ambitious initiative - a nurture provision. This space aims to provide learning experiences, in a nurturing environment, which allows children to grow socially and emotionally in order to be successful in their education and their relationships with others. Identified children are supported by two adults in learning how to behave appropriately, use their curiosity constructively, improve their self-esteem and, in particular, develop confidence through close and trusting relationships with adults. The nurture space provides a secure and reliable environment where children can learn by re-experiencing pre-school nurture from caring and skilled adults who successfully work towards integration into mainstream class.

## **Enrichment Activities**

We are committed to helping our children achieve their potential. We know that ability profiles vary from child to child and we believe it is part of our duty to explore those areas where a child has natural abilities and/or interests. We work to develop those abilities, ensuring children participate in relevant activities, whether within the school or beyond, and contriving opportunities where they don't exist. One example of this has been the involvement of some of our older pupils in sports leader training along with peers from other schools.



## Homework

We encourage children to continue their learning activities at home. The aims behind this are to foster independence, build positive attitudes to learning and develop a link between school and home. Parental interest in children's work plays a more critical role than many parents realise and homework gives parents an opportunity to engage with their children's current studies.

Parents and pupils are asked to sign a home agreement at the beginning of each phase to show that they agree to work with the school to support good progress in learning. Support with reading, tables and spellings is also always helpful.

Parents are encouraged to email teachers, the office or head with information, news or concerns as regular dialogue between the school and home is key.

Children have a reading record (in the form of a bookmark) and a sheet with their usernames and passwords for all school programmes. In Year 3, children join our Accelerated Reader (AR) programme, which quizzes children's comprehension after they have read a book. A weekly homework is also set through Google Classroom.

All children are encouraged to take their reading books home and we ask parents to enter into partnership with the school to ensure that their children are regularly listened to at home. We are fortunate to have a number of volunteers who come to school regularly to support school staff with regular reading. Children also have weekly spelling and multiplication tables for home practice. Parental support and encouragement in all of these areas is crucial to the children's motivation and success.

## After-School & Breakfast Clubs

We believe strongly in the value of enriching the curriculum through after-school and breakfast clubs. We try to offer as wide a range as we can, involving teachers, coaches, parents and villagers. They take place throughout the year and broaden the curriculum, giving the children the opportunity to try out a variety of sports and pastimes as well as further practising familiar ones. Activities offered vary according to the season and include recorder, choir, gardening, football, netball, tennis, cricket, fencing, table tennis, hockey, athletics, Goblin car, longball, dance, computing, tag rugby, multi-skills, Lego, pottery, basketball, arts and crafts, coding and digital media.

The school aims to keep clubs as affordable as possible.



## Educational Visits & Visitors



We passionately believe that visits and visitors play a huge role in enhancing the curriculum. Unforeseen opportunities, class initiatives and pupil enthusiasm can all change the direction of the curriculum so it is never possible to be prescriptive about the exact range of visits that your child will enjoy during his or her time at Easebourne; however, I can assure you that they will have high quality learning outside of the classroom whilst at Easebourne. While these trips are all carefully mapped to our curriculum, it's really important to stress that they are also great fun and a source of joy. They also help to develop resilience and confidence that comes from a shared experience.



Every child in Year 5 and 6 will have the opportunity to go on a residential visit. Our Year 6 children also have a chance to decompress and just be with a camping trip at the end of their final summer term with us.



As a first step, we organise a sleepover at school for Year 4 pupils in the summer term.

Though we do everything we can to minimise the cost of these trips, we do understand that there will be occasions when some families will struggle to meet these costs. At these times, through various means, we will do whatever we can to help financially to ensure that no child misses out.

## Food & Drink

Food and drink form an important part of a child's day. There is a clear link between physical well-being and the readiness to learn and achieve and we recognise the importance of all children having easy access to drinking water. Each morning, milk is provided free of charge to children until their 5<sup>th</sup> birthday, after which parents can choose to pay a small charge so that their children can continue to receive milk. Children bring in their own water bottle which can be refilled at school.

We are also members of the School Fruit and Vegetable Scheme where a free piece of fruit is available daily to all children aged 4 to 6. National research shows that over a quarter of children and their families ate more fruit at home after their school joined the scheme.

Our hot lunch provider, Chartwells, operates a three week menu rota; families book ahead on the internet and are able to dip in and out on a daily basis, according to what is on the menu. The meals are healthy and balanced, with vegetarian alternatives available, and have proved popular. Alongside those children having hot meals, others will be eating packed lunches and there is always a healthy mixture of packed and hot meals on each lunch table.



All children up to Year 2 are eligible for free universal school meals and children can also benefit from Free School Meals if their families are on Income Support or receiving Job Seekers Tax Credit.

We have a kitchen area where food technology is taught as part of the curriculum. Our after-school cookery clubs, run by staff, are very popular with the children and generally oversubscribed. The children use fruit from the orchard in their cooking.

## Parental Involvement

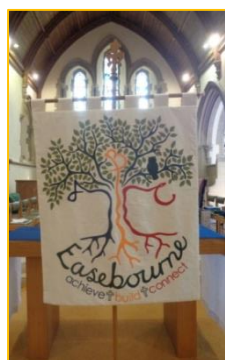
***You are a key part of our school community and we aim to involve you as much as we can.*** Research shows that children's achievement in school relates to the level of parental involvement and it is particularly important to us that communication with parents is effective. We offer meetings when we feel parents would benefit from explanation of initiatives, e.g. assessment, reading and phonics, calculation, and we bring in experts to cover specialised areas such as e-safety.

One key area is the support parents and grandparents give the school by volunteering. They hear children read, help groups of children with activities such as cookery, gardening, art/craft and sport, accompany trips, often providing transport to make these affordable, and support major initiatives like Environment Day or Community Week. We are always looking for extra hands; if you do join the school and you would like to get involved or, indeed, if you know somebody who would, do let us know.

## Our Community

We are steadily building the number of volunteers from the local community so that the children have the best support that they can.

As a Church of England School, links between the church and school are strong. The Reverend Derek Welsman is one of our two Foundation Governors. As Vicar of Easebourne, Lodsworth and Selham, he plays a key role in these three communities, all of which fall within the school's catchment area. Derek visits the school regularly to take weekly assemblies and work with the classes to support relevant areas of their learning.



The school visits St Mary's Church, Easebourne for services to mark Harvest Festival, Remembrance, Christmas and Easter and there is a final service in the summer for our leavers. Our Year 6 also attend the Diocesan Leavers' Service at Chichester Cathedral. In previous years, we have supplied the choir for this event and proudly carried our school banner, made for us by Alison, one of the churchwardens.

Every year, as we approach Easter, each class designs a cross for their classroom. These are carried down to St Mary's Church and put on display in the church over the Easter holiday.

The involvement of the Cowdray Estate with the school dates back to 1909 when the present Lord Cowdray's great-grandfather bought the estate. Both the school's old site and its present site originally belonged to the estate. The current site was conveyed to West Sussex County Council in 1967 under the provision of the 1944 Education Act. The family's interest in the primary school has been a constant source of support since 1909 and this relationship was formally recognised in June, 2015, when Lord Cowdray accepted the role of Patron to the school.

One of Lord Cowdray's first contributions as Patron was the delivery of the sand required for the long jump pit to be used at Sports Day. This has since proved to be a very popular event!

In the summer term, we hold our Community Week. Every child in the school will visit and learn about one of the many aspects of the Cowdray Estate, from building to polo, and foraging to gundogs. On the Friday, a huge team of workers from the Estate descend on the school to build and fix things for us! Children also help to clean the church annually and there are also new initiatives each year.



We value our links with the South Downs National Park and with the National Trust and both groups have worked with us to provide opportunities for the children, like the John Muir Award, and to develop our grounds. In recent years, we have also received grants from a number of local charities and trusts, enabling initiatives that would otherwise not be possible.

As part of the Rother Valley locality of schools, we work closely with our colleagues across the area. Our pupils meet up at a range of events including sports matches, dance and music festivals, debate competitions and school council meetings. The head teachers also meet regularly, often choosing to pool resources to facilitate initiatives that will benefit all the schools in the locality; the staff also come together for an annual conference and, on a termly basis, to share good practice. Through the locality, our school has recently been working with Durrington Research College to incorporate recent educational research into our approach to teaching and learning.

We also liaise closely with Midhurst Rother College. Most of our oldest pupils move on to the college as their secondary school of choice and we try to ensure that our children, particularly in Key Stage 2, gain a familiarity with the college through events during the year. We are also part of the MRC Sports Partnership which organises and hosts inter-school tournaments for local primary schools.

## School Day

### Timings

Children Arrive	08:40 - 08:50
Morning	08:50 - 11:45 (YR) 08:50 - 11:55 (Y1-6)
Morning Break	10:20 - 10:40
Lunch Break	11:45 - 12:45 (YR) 11:55 - 12:45 (Y1-6)
Afternoon	12:45 - 15:05 (YR) 12:45 - 15:15 (Y1-6)
Afternoon Break	14:30 - 14:45 (KS1)

### Collective Worship

Monday	14:45 - 15:05	Headteacher
Tuesday	14:45 - 15:05	Year 5
Wednesday	14:45 - 15:05	Mrs Stevens (Singing worship)
Thursday	14:45 - 15:05	Vicar / Curate
Friday	14:45 - 15:05	Celebration

### Teaching Time

YR:	23 hrs 20 mins
KS1:	22 hrs 55 mins
KS2:	25 hrs

## School Staff

### Teaching Staff

Headteacher	Caroline Hulbert
Deputy Headteacher	Becci Parker
Dragonflies (YR)	Amy Barnes
Hedgehogs (Y1)	Jacky Clipston
Squirrels (Y2)	Amanda Catchpole
Rabbits (Y3)	Finn Hartley / Kim Cheshire
Badgers (Y4)	Theresa Daley
Foxes (Y5C)	Heidi Coates / Katie Stevens
Foxes (Y5W)	Ellie Weeks / Katie Stevens
Otters (Y6)	Becci Parker / Anne Nixon

SENDCo	Gemma Ralph
Music	Katie Stevens
PE	Aspire Coaching

### Teaching Assistants

Lou Ashcroft	Cindy Pilcher
Alison Hill	Gemma Purser
Natalie Lane	Aggie Krzanik
Shirley Manning	Amy Beaumont

### Additional Staff

School Business Manager	Elaine Pimm	Sharon Bennington
School Secretaries	Sharon Bennington	Debbie Waugh
Reception	Vicky Smith	
Premises Manager	Graham Stonard	
Midday Meal Supervisors	Donna Laycock	Gemma Dummer

### Easebourne Nursery

Supervisor	Annie Beadle	
Deputy Supervisor	Sue Budd	
Childcare Practitioner	Mandy Hill	Annie Ford
	Emma Allen	
Assistant Childcare Practitioners	Jessie Morter	Hannah Warren

### School Governors

Easebourne Primary School has a strong and active Governing Body who work in partnership with the Head Teacher and Senior Leadership Team. The Governors help determine the strategic direction of the school, set priorities for development and improvement and visit the school to ensure the best learning outcomes and environment for each child.



## Easebourne Nursery

Easebourne Nursery has been running successfully since September 2001. We are part of the extended schools facility of Easebourne Primary School and are governed by a sub-committee of the school's Governing Body. The staffing team consists of a Nursery Manager, Deputy and 5 Childcare Practitioners. All staff hold childcare qualifications and Paediatric First Aid certificates.

We are Ofsted registered, providing term-time childcare, for children aged from 6 months to 4 years. Various sessions/times are available, depending on your requirements. The learning environment offers and supports opportunities for children, both indoors & outdoors, and is in line with the Early Years Foundation Stage (EYFS), promoting independence and individual learning needs. A Key Person system is in place and observations are carried out regularly to enable us to identify the next steps in your child's learning and development. This information is collated in your child's Learning Journal and parent contributions are welcomed to build a portfolio of your child's learning experiences and outcomes throughout the EYFS.

Within the EYFS, the Areas of Learning & Development are identified as follows:

- Personal, Social & Emotional Development
- Communication & Language
- Physical Development
- Mathematics
- Literacy
- Understanding the World
- Expressive Arts & Design

The Nursery is open from 9.00am to 3.00pm but children can also access full day care between 8.00am and 5.30pm.

- Caterpillars (6 months to 2 years)
- Ladybirds (2 to 3 years)
- Bumble Bees (3 to 4 years, pre-school)

Session times/costs vary depending on your child's age – please ask for further information or an application form.

Children are eligible for the Free Entitlement (FE) funding the term after their 3rd birthday and you will be given information regarding this prior to the time. We are registered to accept funding for 2 year olds (depending on eligibility). Free Entitlement funding can only be claimed during the nursery hours of 9.00am–3.00pm.

Alongside the Nursery, Easebourne Owls Out-of-School Club provides before- and after-school care & the Holiday Club runs during school holidays for children aged from 2 to 4 years. (With the current restrictions, Easebourne Primary School is currently offering wraparound provision to its school aged children on an experimental basis.)

Copies of existing policies are on the website [www.easebournenursery.co.uk](http://www.easebournenursery.co.uk).

Contact: [ect@easebourne.w-sussex.sch.uk](mailto:ect@easebourne.w-sussex.sch.uk) or (01730) 815046

## Applying for a place at the school

You can apply if your child is due to start primary school in September 2023. (If your child was born between 1st September 2018 and 31st August 2019 they can start school after September 2023).

**Information about how to make an application and a link to the online admissions system will be available from 9.00am on Monday 3 October 2022.**

**The deadline for applications is Sunday 15 January 2023.**



You can find more information [online](#).

There is a [school application checklist](#) which will help you through the process. This can be found at

[https://www.westsussex.gov.uk/media/14740/checklist\\_for\\_applying\\_for\\_a\\_school\\_place\\_res.pdf](https://www.westsussex.gov.uk/media/14740/checklist_for_applying_for_a_school_place_res.pdf).

Admission to year groups further up the school is sometimes possible depending on pupil numbers. Please contact the school for an informal discussion.

### Important things to remember when applying

- You can apply for up to three different schools. You must rank the schools in order of preference. **The first school should be the one you would most like your child to go to.**
- We advise you use all three preferences and enter your catchment school as one of your preferences.
- If you apply after the closing date you are far less likely to get a place at one of your preferred schools.
- If you are moving house during the application process please read the [Information for Parents booklet](#) for advice.
- Children who attend a nursery or pre-school associated with or in a West Sussex school are not automatically guaranteed a place at that school. You must apply for your preferred schools using the application process and not directly to the schools.

SEND Information and Advice Service is able to offer support to any parent who may have difficulties with the school application process and details regarding this service are available on our website and in our Information for Parents Booklet.

### Unable to apply online?

If you do not have access to the internet, you can still apply online using a computer in your local library or Children and Family Centre free.

If you are unable to apply online you can request a form:

- **Phone 03330 142 903**

If you choose to apply by post it is your responsibility to make sure it is submitted before the application deadline.

Forms need to be sent by recorded delivery. We are not responsible for forms lost in the post and no missing forms can be investigated without evidence. We will not acknowledge that we have received your form.

If you have any queries please contact the Pupil Admissions team:

Pupil Admissions Office  
Centenary House  
Durrington Lane  
Worthing  
West Sussex  
BN13 2QB

Phone: 033 301 42903  
E-mail: [admissions.south@westsussex.gov.uk](mailto:admissions.south@westsussex.gov.uk)

If you do not apply by the closing date this will affect the priority given to your application and may mean that West Sussex Admissions are not able to offer your child a place at your preferred school, **even if it is your catchment school**.

The admissions code places an emphasis on pupils starting in the September following their fourth birthday. It also gives parents the right to choose whether they wish their child to start full-time or part-time, subject to the caveat that children are receiving full-time education in the term following their fifth birthday. Parents still have the right to defer entry to later in the academic year and, in such cases, a place offered in Reception must be held open for the child for that intake year.

Our arrangements, at present, are that our Reception teacher, Amy Barnes, will pay a home visit to each family at the beginning of the Autumn Term 2023. For the first half-term, we like parents to have the choice of attending for mornings, full days or a pattern of mixed mornings/full days. From half-term, however, we hope that all Reception children will be ready for full days.

As a school, in line with County advice, we advise against parents deferring their children's start to school except in exceptional circumstances; all pupils are entitled to 38 weeks of education and we consider that staggered starts are not therefore appropriate other than in exceptional circumstances, when requested by the parents to meet the specific needs of their child.

Parents of children who will be joining Reception Class will receive an invitation to bring their children into school on several preliminary visits. This helps to ease the children into a new and potentially anxious situation and helps them to build up confidence. It also gives parents the opportunity to gain valuable insight into the management of the class and to discuss any concerns with the Reception Class Teacher.

### **Catchment Area**

Our catchment area has been amalgamated with that of Midhurst Primary School. Please refer to the map on the following page.

### **County Transport**

In previous years a few of our children were transported to and from school by minibus. The use of school transport is limited to those children who live more than 3 miles from the school (2 miles for below 8 year olds) and who are within the school's catchment area or nearest suitable school to their home. Transport matters for children attending this school are dealt with by the Transport office based in County Hall, Chichester PO19 1RF. They can be contacted on 01243 753530.

## Further Reading:

- School Website

<http://www.easebourne.w-sussex.sch.uk>

- Ofsted Reports (November 2021)

<https://files.ofsted.gov.uk/v1/file/50175570>

- Statutory Inspection of Anglican Schools Report (Oct 2016)

[https://www.easebourne.w-sussex.sch.uk/website/ofsted\\_diocesan\\_inspection\\_reports\\_parent\\_view/90756](https://www.easebourne.w-sussex.sch.uk/website/ofsted_diocesan_inspection_reports_parent_view/90756)

In order to maintain a safe environment for the pupils, the school operates both a Child Protection Policy and a Safe Recruiting Policy whilst our Code of Conduct sets out clear guidelines on what is expected of staff in their behaviour. Copies of school policies, achievement and attainment tables, published reports of recent school inspections can be obtained from the school office electronically or in hard copy and can be enlarged if required.

## Term Dates

### Autumn Term 2023

Starts: Friday 1 September

Half term: Monday 23 October to Friday 27 October

Ends: Friday 15 December

### Spring Term 2023

Starts: Tuesday 2 January

Half term: Monday 12 February to Friday 16 February

Ends: Thursday 28 March

### Summer Term 2023

Starts: Monday 15 April

Half term: Monday 27 May to Friday 31 May

Ends: Tuesday 23 July

