



Firle Church of England Primary School

2022-2023



A Welcome from the Executive Head Teacher

Thank you for showing an interest in our school. I hope that this booklet helps inform you of what life is like in our school, but please do make a visit to come and see it in action before making your choice.

Choosing a school for your child is a very important decision and you need to get a good feel for a place before making that choice.

We are very proud of our school and strive to ensure that our children become confident individuals who experience success. Our Ofsted report (April 2017) states that 'There is a shared vision of providing the very best for each pupil. Staff and governors are ambitious for all pupils. Parents typically appreciate the school, with one describing it as, 'A warm, friendly, quite special little school.'

Our main aim is for the children to become confident individuals who experience success and enjoy coming to school.

At Firle Church of England School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. We adopt a 'Growth Mindset' approach in all we do. The children are taught about the importance of our learning values- aspiration, kindness, respect, perseverance, forgiveness and working with others. We equip them with the skills, knowledge and understanding necessary to be able to make choices about the important things in their lives.

I hope that you enjoy finding out more about us, please ask if there is any more information you need. You can also follow this link to our website <https://www.firleschool.co.uk/>

Rachel West
Executive Head teacher



Firle Church of England
Primary School

A Welcome from the Chair of Governors

Thank you for taking the time to find out more about our Firle Church of England Primary School. Our school is vibrant and offers an exciting, creative and irresistible curriculum, which embraces local opportunities and treasures. We have a great staff team, dedicated to all our children achieving their true potential. We believe in creating a learning community where the whole child develops a confidence and thirst for lifelong learning. We have high aspirations for all our children and believe in an ever-changing world attributes of self-confidence, independence, problem solving, resilience and collaboration are key skills to be fostered. Our main aim is for the children to become confident individuals who experience success and enjoy coming to school.

As a governing body, we are responsible for monitoring the school's objectives and its progress. We have no hesitation in recommending our school to you for its enthusiastic and caring staff and for the quality of its leadership under its experienced and dedicated Executive Head teacher, Rachel West.

We understand that choosing a school for your child is a big decision and we are happy to answer any questions you may have. We do hope you are able to come to see our school in action and that you will also want to join us.

Debra Vice-Holt (Chair) On behalf of the Governing Body

Introduction

At Firle, we offer an exciting, creative and irresistible curriculum based on Christian values, which embraces local opportunities and treasures. We have a great staff team, dedicated to all our children achieving their true potential. Our vision 'Inspiring Learning for Life', is underpinned by John Chapter 10 Verse 10 **'I am come that they may have life, and that they may have it more abundantly.'**

We believe in creating a learning community where the whole child develops a confidence and thirst for lifelong learning. We have high aspirations for all our children.

Our school values our partnership with parents, our parish and the wider community. We acknowledge the crucial role played by parents as an integral part of our school community and we appreciate their involvement in the life and the work of the school.

Our staff continually strive to ensure good communication and are committed to working in partnership with all our families.

It is a fabulous school - with its greatest asset being the children who are highly motivated, enthusiastic and really involved in their learning.

We look forward to meeting you and showing you our lovely school.
If you would like to come and visit our school, meet the teachers and see the children at work, please feel free to contact either Mrs Horan or Ms Ness in the school office who will be delighted to make an appointment for you.

Contact: Firle Church of England Primary School, Firle, East Sussex, BN8 6LF
01273 858260 or by email office@firle-school.e-sussex.sch.uk

The Oak Tree Federation

In September 2018, the Oak Tree Federation became a formal partnership between Firle Church of England Primary School and Loughton Community Primary School. Both schools had been working in an informal partnership for the previous 2 years and had found that it had a very positive impact on improving outcomes for all the children.

The Executive Head teacher, Head of Schools, School Business Manager and Thrive practitioner work across both schools to ensure that the joint school development plan meets the needs of each individual school's areas for development. Staff also support each other across the schools through training, monitoring and joint staff meetings. We share resources, planning, skills and expertise and provide the children with an extended community in which to learn. The children also benefit from joint focus topic days and many have built friendships from their joint activities.

Firle School Council

We try to
make our
school the
best place.

We feel
valued and
listened to.
Our opinions
matter.



We've raised
money for
charity and
our school.

We are a
voice for each
class and year
group.

A committee of pupils (Reception-Year 6), voted in each year by their peers, take responsibility for some aspects of school life (e.g. playtime routines, organisation, interviews). They have a say in spending a small part of the school budget, help run events and decide which charities to support through fund raising, they also play an active part in informing and discussing school issues. The School Council is facilitated by Mrs Groves.

The School

Firle Church of England Primary School is situated in the heart of the Sussex countryside. We are a small Church of England primary school, which has been educating children since 1845. Housed in the original building shown here as well as newly refurbished mobile classrooms the school has extensive grounds and access to a local Nature Reserve, allotments and the South Downs. Dedicated staff, supportive parents, a vibrant community and, of course, fantastic children combine to make ours a successful school and enable us to implement our philosophy.



There are two play areas, one at the back of the school with play equipment and a good-sized playground at the front with a reflection space and train. The children, staff and volunteers tend the borders and flower troughs.

There are four class areas, each with outside access. We have a beautiful mural library and a new 'Learning Area', which has recently been developed to provide a sensory and therapeutic learning space for the children.

Firle Church of England Primary School is part of the Ringmer Alliance and we work closely with Ringmer, Blackboys, Framfield, East Hoathly, Chiddingly and Alfriston Primary Schools on shared objectives and support in learning, as well as take part in opportunities offered by Kings Academy Ringmer. We are committed to providing opportunities for the children in our Alliance so that they can gain valuable experiences in their learning and become confident and successful individuals in school.

Admissions Policy

The East Sussex County Council admission process is set out in "Applying for a School 2022-2023", see appendix A. The County Council is responsible for admitting children into the reception year; children may be admitted at the beginning of the school year in which they will reach the age of five. It has been agreed that 15 Reception places will be available at Firle in September 2023. Entry into other years is subject to a place being available in the appropriate class and a decision is made in consultation with the Executive Head teacher to discuss admissions and to come to look around the school with their son or daughter at a time that is mutually convenient. All admissions for the Reception year are decided directly by the Local Authority.

<https://apps.eastsussex.gov.uk/educationandlearning/schools/schoolsearch/>

Most children in the area attend a playgroup or nursery school prior to joining us, and we aim to visit these nurseries during the year and invite the rising 5s to school

events. In the summer term, the pre-admission group visits the school for at least 3 half-day sessions, so that the children know their way around well before joining us and have begun to establish positive relationships with their peer group and the school staff. This provides an ideal introduction to primary school, but you might like to ensure that before joining, your child can:




- Use the toilet independently
- Dress and undress themselves
- Recognise their name
- Hold a pencil or paint brush
- Use a knife, fork and spoon.

Parents and pupils receive a welcome pack that explains the routines of the day and the organisation of the curriculum. Please also read our 'Early Years Policy' document, which explains our ethos and organisation for you and your child, in Reception. Order forms for school uniform are also included as well as school dinner menus.

Your child's first year at school is called Reception; then they move on to Year 1, Year 2 and so on until they complete Year 6 prior to transfer to their next school. The children then move onto secondary school with the majority going to King's Academy Ringmer, Seaford Head or Lewes Priory, this is dependent on where they live. We have regular liaison meetings and other contact to ensure a smooth transfer to Key Stage 3. Pupils also have opportunities to use other resources at the college, suitable for the primary curriculum and take part in workshops and master classes for mathematics, science and design technology, attended with pupils from other local primary schools.

Organisation

Our classes or learning zones are currently organised as follows:

	Learning Zones	Class teachers
	Cherry Foundation Stage: Reception Key Stage 1: Years 1 & 2	Mrs Fitzpatrick
	Beech Key Stage 2 (lower) Years 3 & 4	Miss Partono
	Holly Key Stage 2 (upper) Years 5 & 6	Mrs Groves
Inclusion Manager (SEND)	ALL PUPILS	Mrs Brown

Each teacher has 10% of their teaching time as PPA (planning, preparation and assessment). We cover this time out of class with a specialist sports coach and a Senior Teaching Assistant (TA3).

Our Teaching Assistants are Ms Ness (EYFS and KS1), Mrs Moss (TA in the infants and Junior class cover) Mrs Sison (Year 3/4 and Infants), Miss Stoyanova (Year 3/4), Mr Dawson (year 5/6) and Mrs Filtness with responsibility for SEND teaching programmes and Thrive.

School Business Manager	Mrs Miller
Administrative Assistant	Mrs Horan
Caretaker	Mr Fox Wilson
Kitchen Supervisor	Mrs Last

Our Reception children follow an Early Years programme in line with East Sussex and DFES guidelines. Very careful records of the children's work and progress are kept. During the Reception year children will be taught and assessed following the seven areas of learning: Personal, Social and Emotional Development; Communication and Language, Literacy; Mathematics; Understanding of the World; Physical Development; Expressive Art and Design.

The framework was updated in March 2021 and can be found on this link

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Parents are invited to attend informal working mornings or afternoons to see their children at work and play in school, as well as more formal parents' consultation meetings in the Autumn and Spring Term.

The EYFS environment is organised to help pupils to develop their learning and social skills in a safe, structured and stimulating indoor and outdoor classroom environment. Pupils also have access to a dedicated, covered outside play area for structured play using a variety of larger equipment. There is also a lovely garden area, which the pupils tend.

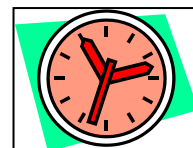
Pupils in years 1 & 2 follow the National Curriculum for Key Stage 1 and pupils in years 3 to 6 follow the curriculum for Key Stage 2. Subjects and topics are linked to develop pupils' understanding and interests whilst developing key skills in all areas of the curriculum.

All staff participate each year in training courses in order to further develop their knowledge and skills in all areas of the curriculum. Staff are trained in basic First Aid, Mrs Horan and Mrs Filtness are the registered "First Aiders at Work", Ms Ness

and Mr Dawson are registered Paediatric First Aiders and Mrs West and Mrs Brown is the School's Designated Safeguarding Leads (DSL) and Mrs Fitzpatrick is the Deputy DSL.

Parents' Open Sessions & Consultations are held in the Autumn and Spring terms, though parents are welcome to discuss children's work at any time and attend informal 'pupils at work sessions'. Annual written reports are issued in the Summer Term.

Dates, Sessions and Teaching Times



STAFF TRAINING DAYS: (additional holiday for pupils)

There are 4 additional staff training days during the academic year and we will keep parents fully informed each year of the dates (giving 2 terms notice, where possible)

School sessions are as follows:

9:00am - 12.00 noon (EYFS and KS1)
9:00am - 12.05 pm (KS2)
1.00pm - 3.15pm (All year groups)

A staff member will be on the gate from 8.45 a.m. and the children go straight into class for an early morning activity before the register is taken at 9a.m.

All pupils enjoy a 15 minute break in the morning and the infants may have another one in the afternoon, which is fully supervised, this is dependent on the afternoon's activities and times vary to suit the learning. Pupils should bring in a named filled water bottle and fresh fruit is provided for pupils in Foundation Stage and Key Stage 1 to eat at morning breaktime. Pupils in Key Stage 2 have a 15 minute break in the morning with the younger pupils; pupils should bring in water and healthy snack e.g. cereal bar, fruit etc.

Pupils may have milk at playtimes if you order through the school milk scheme. Please contact the office for further details.

Actual teaching times per week (excluding the daily act of collective worship, registration time and breaks):

Key Stage 2	23 hours 45 minutes
Foundation Stage & Key Stage 1	23 hours 20 minutes

Please ensure that your child knows the arrangements for picking him/her up from school at 3.15 p.m., particularly when for any reasons the usual arrangements are altered. A brief note in your child's reading diary to the teacher concerned or telephone call or email to the office will help to avoid confusion or even distress at

the end of the afternoon. If your child is absent from school, please let us know the reason by telephone on the first morning of absence before 9.00am and each subsequent day, any unexplained absence will be recorded as unauthorised. Parents are asked to adhere to the school and County policy by not withdrawing their children from school for holidays during term time. Please see our Attendance Policy on the school website. The fine for taking your child on holiday (5 consecutive days or more) during school term time is £60 per child per parent, if paid within 21 days, it then doubles if unpaid. We do not authorise any holiday in term time unless there is an exceptional circumstance.

The Curriculum



We plan our curriculum with Laughton Community Primary School using a topic based cross-curricular approach. This allows us to improve learning experiences through shared resources and activities. The children in KS2 work on a 4 year cycle and the children in KS1 and EYFS work on a 3 year cycle. Teachers plan together to share ideas and find opportunities to develop a skills based approach to learning.

The topics cover a wide range of themes and trips and visits are used to provide memorable experiences that support the children's learning. We follow the National Curriculum that we have integrated into our cross-curricular skills based learning curriculum.

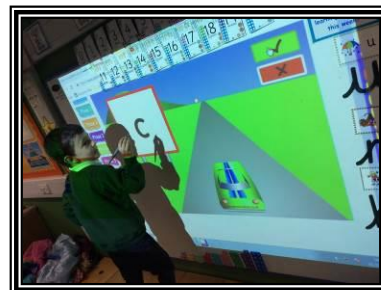
Reading and Language Development

A large part of our English sessions are taught through cross-curricular topic opportunities. This enables the children to get immersed in a topic and have knowledge about what they write about.

The ability to read fluently is clearly central to all learning, and in teaching children to read our aim is to help them realise that books can be a source of both further learning and immense pleasure. We have a whole school daily phonics and whole school reading approach to ensure children's needs are met.

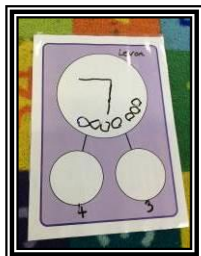
We encourage children in Reception to develop reading skills from the very beginning. Regular sharing of books with your child will further stimulate and develop their lifelong love of reading and literature.

The ability to communicate clearly, both orally and in written English, is of utmost importance, and so too we feel is the careful presentation of written work. Children are encouraged to write imaginatively, while at the same time heeding the necessity



for accurate spelling and use of punctuation. Writing tasks are linked to real events and other areas of the curriculum. We use high quality texts to support the grammar, punctuation and spelling elements of the English curriculum.

Mathematics

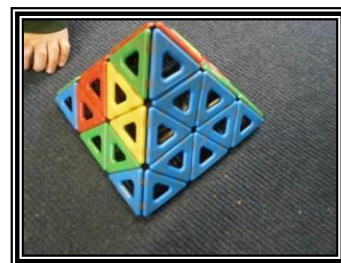


Our aim in teaching mathematics is to challenge all children in understanding and deepening their skills and reasoning in number, shape, space, measure and statistics.

We use a mastery approach that aims to provide them with a deeper understanding of concepts and how to apply them in different contexts using visual representations.

The children relate their arithmetic understanding to 'Real life maths' situations to understand how it helps them.

We follow the national curriculum and use a range of resources to make links and support activities in lessons. Where possible we teach cross-curricular maths linked to our topics.



Religious Education



As a Church of England School, we value our Christian ethos and welcome all faiths into our school. Religious Education is based upon the East Sussex Education Authority's Agreed Syllabus. The syllabus is Christian and non-denominational but recognises other spiritual beliefs. Each school day includes an act of collective worship. If parents do not wish their child to take part

in collective worship or to be taught the agreed syllabus, they should inform the Executive Head teacher by letter so that suitable alternative arrangements can be made. We teach RE through RE Days so that the children can grasp the concept they are learning and explore it through different activities including drama, art, music, reading and writing. We celebrate Christian festivals in our local church and have strong links with the community in events such as Harvest and Remembrance Day.

Science

Science is taught from Reception (through Knowledge and Understanding of the World) onwards, in line with the requirements of the National Curriculum, which ensures a broad and balanced coverage of all areas of science with a special emphasis on investigative work and activities.

History and Geography

The History and Geography curriculum is organised through topics and the development of skills, which follow a progression throughout the years. Areas of study include Hot and Cold Lands, Water and exploration of artefacts. The children are encouraged to be 'real historians' through investigative work. We use trips and visitors to bring aspects of these subjects to life through providing memorable experiences.

Art and DT

Children are encouraged to use a variety of media and techniques. They study the use of colour, line, shape, tone and observational drawing to develop their artistic skills and their appreciation of artists' work.

Art is also used to supplement and complement work in other areas of the curriculum. We have created a number of collaborative pieces which every child contributes and these are celebrated through display in school.

In DT, they design, make and test various models and machines, using a variety of materials and carry out focused practical tasks and disassemble and evaluate design and technology. They also have food technology lessons which are linked to topic based themes and healthy eating.



Music

Pupils follow a programme of music developing their understanding and use of rhythm and pitch, and appreciation of music from around the world and from different periods.

The children are encouraged to play a full part in the musical life of the school, participating in singing, creative music-making and musical appreciation. We take part in singing festivals organised through the Local Authority, giving pupils the opportunity to perform with other schools in larger venues and also have our own events to raise the profile of music and singing. We run a choir one lunchtime a week to promote singing.

Violin, guitar, keyboard and flute lessons are available for children during school hours: a charge is made for these lessons in line with the East Sussex guidelines (see Appendix B). These lessons are arranged through the East Sussex Music service and Sussex Academy of Music (SAM). We provide concerts at Christmas and frequently celebrate festivals through hymns and songs at Firle Parish Church.

PE and Sport



PE and sports are an essential part of the curriculum and also feature as extracurricular activities. We aim to develop children's enjoyment, confidence and skill in physical activity and to introduce them to the pleasures of sport. All children are encouraged to develop and perform to their full potential. Competitive sport and team games are played, with a strong emphasis on sportsmanship. The formal PE curriculum includes lessons in gymnastics, dance and athletics for each class. We have a Sports coach who takes a weekly session of P.E with all the children.

All the children take part in the Golden Mile, which is an initiative for them to run, walk, skip or jog continuously for a period and record the distance they cover. They receive certificates for milestones such as 5, 10, 25, 50 and 75 miles!

Children in year 3 also attend swimming lessons at Kings Academy Ringmer in order to meet National Standards.

There are a range of after-school clubs, linked to the interests and skills of the staff and coaches available, including: football, cricket, cross-country, multi skills, gymnastics and athletics. These run from 3.15 - 4.15 p.m. We also take part in a range of local tournaments through our local Sports Partnership. Sussex Cricket Club organise coaching in the summer for all local children. Many of the children at the school play football at other local clubs in the evenings and at weekends for Firle Cricket, Ringmer Rovers and Lewes Rugby Clubs have thriving junior sections, which pupils attend.

Personal, Social & Health Education (PSHEe)

Health Education is an important aspect of the curriculum. Topics covered include food, personal hygiene, and safety at play and in the home. Sex education, as an integral part of this subject and the science curriculum, is taught throughout the school with parents being informed prior to screening of films, videos etc., as appropriate with regular guidance from the PSHE Advisory Team. Pupils and staff are encouraged to adopt healthy lifestyles, including drinking water, eating healthily and taking regular exercise.



PSHE is part of the curriculum for all pupils, providing them with the opportunities to prepare for life, encouraging pupils to make informed decisions and providing a forum for discussion and debate about a range of issues and citizenship. We have started the Thrive programme this year, which is a tool that will help assess and support children's emotional and social development. Our aim is to embed this approach to support children across our federation and

enable all of them to achieve success in life.

Computing

Throughout the school, children use laptops, Ipads, digital media and control mechanisms to support and develop their learning. Computing is an integral part of the curriculum and is evident in every class's daily learning. We have a wide variety of software, which supports the curriculum from Reception to year 6.



The school has its own website where parents can gain information. This can be found at firleschool.co.uk/

An essential part of developing children's understanding is ensuring that all pupils have safe access to technology and therefore e-safety is taught and explored by all pupils, appropriate to their age.

Pupils also undertake design technology work from an early stage.

Our Nature Reserve

We are very fortunate to have unlimited access to a nature reserve across from the school that we use for welly walks, Forest School and a number of outdoor activities. We have a fully trained Forest School teacher on staff who works with all classes in developing outdoor survival skills as well as collaborative activities that embrace our local environment.



Home/School Agreement

The school issues a Home School Agreement when children start school. The agreement has many purposes but primarily it is to help everyone do the best they can for your child and the school; it underlines the partnership between home and school and the importance of working together to help support your child's learning and development.

There is a Homework Policy, which sets out the homework requirements for each age group. The school also uses Homework Diaries/Reading Logs for the children's homework to be recorded in; this is also an important tool for communication between home and school. The school is happy to communicate with parents by email and will send letters in either hard copy or electronically on request.

OFSTED Inspection

The school was last inspected in April 2017. The school was judged as 'Good' in all areas. The Ofsted Report is available in the School Office and on the Ofsted website. <https://reports.ofsted.gov.uk/provider/21/114525>

Achievement & Attainment

(Due to the Covid 19 pandemic, national standardised tests were not taken in the academic year 2019-2020)

The following tables show our children's performance at the end of Key Stages 1 and 2 in the national standardised tests 2018-19.

END OF EYFS

GLD =80% (National 2019- 71.8%)

Cohort Average Point Score: 40.8

YEAR 1 PHONICS

2018- 2019 - 76.9% (National 2019- 81.9%)

KEY STAGE 1 ASSESSMENT RESULTS 2018- 2019

Teacher Assessments

KS1 Teacher Assessment %				
Year 2 Cohort size:14 pupils	School 2019		National 2019	
	Expected Standard	Greater Depth Standard	Expected Standard	Greater Depth Standard
Reading	66.7	8.3	74.9	25.0
Writing	66.7	8.3	69.2	14.8
Maths	66.7	8.3	75.6	21.7

KEY STAGE 2 ASSESSMENT RESULTS 2018- 2019

SATs results %				
Year 6 Cohort size: 12 pupils	School 2019		National 2019	
	Expected Standard	Greater Depth Standard	Expected Standard	Greater Depth Standard
Reading	75.0	50.0	73.2	26.9
Grammar, Spelling and Punctuation	75.0	25.0	78.0	35.7

Writing	87.5	12.5	78.5	20.1
Mathematics	62.5	25.0	78.7	26.6
Reading, Writing, Maths	62.5	0.0	64.8	10.5

We are very proud of all our children's achievements and recognize that for some of our children the progress isn't always reflected in their attainment due to different starting points and learning needs.

School Visits

We consider it very important to use the environment to enhance classroom work. Children often visit appropriate sites linked to their learning in the curriculum. We ask all parents to sign a permission form so that we can use the local area when it benefits learning. You will always be informed of when your child will be going off the premises for these activities.

A residential visit takes place every year for children in Years 5 and 6 to provide challenges in activities that we do not have the resource for in school such as rock climbing, abseiling, rope courses etc. Risk Assessments and pre-visits by staff are an essential part of planning for visits and trips. For details of the County Council's charging and remissions policy in respect of school visits, please see Appendix B.



Extra-Curricular Activities



Clubs are organised by staff and independent bodies and represent current interests of staff and pupils, which may vary from time to time. There is a range of sport and creative arts clubs as well as cooking. Information is available through the school office and newsletters. We have established a tradition of tournaments with the local partnership of primary schools in the locality to develop team skills and competitive sport.

Complaints Procedure

It is the duty of the Governing Body and the Local Education Authority to establish a complaints procedure covering many different aspects of school life. Governors take responsibility for monitoring the nature of complaints that are made. A copy of this document is available for inspection by parents.

Children with Special Needs

In a small school, it is relatively easy to keep a very close eye on individual progress. Standardised tests are used at specific stages as required and small step targets are set as appropriate. The Inclusion Manager, Mrs Fitzpatrick monitors the progress of children with special needs in liaison with the Class Teachers, Head of School, Teaching Assistants and outside agencies.

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum, which provides all pupils with relevant and challenging learning.

At Firle C of E School, we will:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

All members of teaching and non-teaching staff undertake regular training to update their skills, knowledge and understanding of Special Needs. The SENCO can be contacted via any of the staff or the school office (office@firle-school.e-sussex.sch.uk).

Where there are obvious signs of specific difficulties, or special abilities, children are given appropriate tuition, either individually or in small groups. If it becomes necessary to seek the support of outside agencies, the matter is always discussed with parents and their prior permission sought. Staff will always work in partnership with parents and pupils for the needs of each pupil in their care.

Please see our School Offer and SEND report on our website homepage to find out more.

Child Protection

Parents should be aware that the school will take all reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect, or other forms of abuse, staff have no alternative but to follow the Local Authority Child Protection Procedures and School Child Protection Policy and take appropriate steps, which may include informing the Social Services Department of their concerns. Mrs Brown (Head of School) and Mrs West (Executive Head teacher) are responsible for Child Protection issues in the school and in their absence Mrs Fitzpatrick has the responsibility.

School Discipline

We have high standards of personal behaviour. We have agreed School Values, which are displayed throughout the school. It is important that children understand clearly what constitutes acceptable or unacceptable behaviour, and what sanctions will be applied if they break the rules.

We believe it is essential to use praise and encouragement when promoting high standards of behaviour so children are placed in one of four house-groups, and enjoy earning house-points through achievement, good behaviour and helpfulness. We look to parents to support us in expecting only the best from all our children. As a Christian school, we teach and respect core values including honesty and forgiveness. Bullying is not tolerated and the school works with all parties to reach a good outcome. We prefer to encourage rather than to punish, and punishment usually takes the form of loss of privilege and taking time with pupils to try to determine reasons behind different behaviours in order to modify inappropriate behaviour. If any child's behaviour is a serious cause of concern, we contact the parents

<u>Values</u>	<u>Gospel Stories</u>
Kindness	The Good Samaritan
Perseverance	Lent
Forgiveness	The Prodigal Son
Working together	Feeding of the Five Thousand
Respect	Jesus Heals A Leper
Aspiration	The Christmas Journey

immediately. We ask that all parents work in partnership with the school to support the school's Behaviour Policy. We embrace our School Values that are linked to the Gospels.

We operate a variety of rewards systems to encourage pupils as learners in the school community, including Golden Time, certificates, stickers and house points. Please read the school's Behaviour Policy on our website for further details.

School Uniform

We want children to come to school looking smart and ready to learn. The following has been agreed by staff and governors:

Green cardigan or school sweatshirt with logo
 White polo shirt or shirt (with which school tie may be worn)
 Smart dark grey/black school trousers, skirt or shorts (no jean type trousers)
 Green gingham summer dresses from April to October
 Plain socks/tights in white/green/grey/black
 All black shoes (no trainers, crocs or open toed sandals), flat-heeled black boots may be worn between October and March.
 Hair to be tied back at all times



Make-up and jewellery are not allowed apart from simple stud earrings (no nail varnish)

P.E. Kit consists of a plain white T-shirt and plain dark shorts, with plimsolls or trainers. As the weather gets colder each year children should bring sweatshirts and tracksuits in school colours.

All clothing should be clearly named.

We have signed up to a school uniform supplier called Myclothing. You can now order directly from them and the uniform will be delivered straight to your door. We are hoping that this is a more efficient way of purchasing uniform for parents.

In addition to this, Friends of Firle School will receive a 5% cash back donation on all orders over £10 (embroidered items only).

Uniform should now be ordered online using the following link:

<https://myclothing.com/firle-church-of-england-primary-school/27270.school>

Friends of Firle

The Friends of Firle (FOF) is an organisation of parents and friends of the school. It organises many social and fund-raising events each year, and plays a very important part of school life. Some events include a fabulous Christmas Fair, Spooky disco, Pancake races, summer part, cake sales and much more. Everyone who comes to Firle Church of England Primary School is automatically a Friend of Firle.

They have raised a huge amount of money to purchase lap tops, fund events and trips, enhance the outdoor learning area and enable us to buy IT programmes for maths so that children can access learning activities at school and home.

Appendix A

Community and Voluntary Controlled (LA) schools

Firle is a Voluntary Aided Church of England Primary School, in the Diocese of Chichester, but operates as part of the maintained school system administered by East Sussex County Council.

The priorities below will be used to decide who gets a place at community and voluntary controlled infant, primary and secondary schools.

1. Looked after children and children who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.
2. Children who will have a brother or sister* at the school (or linked junior school) at the time of admission and who live at the same address, within the pre-defined community area**.
3. Other children living within a pre-defined community area**.
4. Children who will have a brother or sister* at the school (or linked junior school) at the time of admission who live at the same address, outside the pre-defined community area**.
5. Other children.

*Children are 'siblings' if they are full, half, adoptive or foster brother or sister living in the same household including siblings attending sixth forms. Children whose brother or sister joined the school prior to 1 September 2017

**Each home address in the county falls within a community area although living in a community area does not guarantee a place.

Where a child has been unable to secure a place at a school in his/her community area and has been directed to attend a school outside the community area as an alternative, any applications for younger siblings to attend the school will be treated as if the family were resident in the community area, as long as the sibling will still be attending the school when the younger child starts.

Tiebreaker

In the event of oversubscription within any priority, place allocation will be decided by prioritising applications on the basis of home to school distance measured in a straight line. This will be measured from the address point in the school (supplied by Ordnance Survey) to the address point in the family home. For split site schools, we will measure to the site where the child will attend for the majority of lessons at the point of entry.

In the event that applicants cannot be prioritised using the tiebreaker because the distance measurements are the same, the Authority will use random allocation to decide which children will be offered the remaining places. This will be done electronically using the Authority's admissions software.

Out of area siblings

Since September 2017, the admissions criteria give priority to children living in a community area (priority 3) above siblings who live outside of the area served by the school (priority 4). You can still apply for and get schools outside of your community area. However, there is no guarantee that younger children in your family will be able

to follow their brother or sister. You will therefore need to consider the possibility that your children may end up at different schools if you send your child to a non-local school.

Factors not included

When schools are oversubscribed, the stated admissions criteria are applied to decide which children will be allocated places. Given this, you will need to bear in mind that it does not take account of:

- attendance at a particular school, pre-school or nursery setting. The only linked schools are those recognised under priority 3 for children moving from an infant to a junior school (see page 73);
- any connections you or your family may have had with a school;
- your profession or your working or child care arrangements; and
- any reference to a child's ability or particular aptitude; or
- performance of schools

Appendix B

The Oak Tree Federation



CHARGING AND REMISSIONS POLICY

Reviewed: January 2020

Introduction

The purpose of the policy is to ensure that there is clarity over those items which Laughton Community Primary School and Firle Church of England Primary School will provide free of charge and for those items where there may be a charge.

This policy statement has been drawn up by The Oak Tree Federation in line with the Local Authority and DFE guidance in accordance with the requirement of Section 449-462 of the Education Act 1996. The policy will be effective from 1 April 1996 and applicable to all registered pupils in maintained schools and tutorial units in East Sussex and complements the school's prospectus and lettings policy.

Definition

The school day at Firle C of E is defined as: 9:00-3.15pm The midday break does not form part of the school day.

Responsibilities

The Head teachers will ensure that staff are familiar with and correctly apply the policy.

The Governors will review the policy annually.

During the school day all activities that are a necessary part of the National Curriculum plus religious education will be provided free of charge. This includes any materials, equipment and transport to take pupils between the school and the activity. It excludes charges made for teaching an individual pupil or groups of up to four pupils to play a musical instrument.

Voluntary contributions may be sought for activities during the school day which entail additional costs, e.g. field trips, theatre trips, swimming costs.

In these circumstances no pupil will be prevented from participating because his/her parents cannot or will not make a contribution.

From time to time we may invite a non-school based organisation such as a visiting storyteller or drama group etc to arrange an activity during the school day. Such organisations may wish to charge parents, who may, if they wish, ask the head teacher to agree to their child being absent for that period.

Optional activities outside of the school day

We will charge for optional, extra activities provided outside of the school day, for example sport clubs, theatre trips etc. Such activities are not part of the National Curriculum or religious education nor are they part of an examination syllabus.

Education partly during the school day

If a non-residential activity happens partly inside the school day and partly outside of it, there will be no charge if most of the time to be spent on the activity falls within the school day. Conversely, if the bigger proportion of time spent falls outside of the normal school day, charges will be made. When such activities are arranged parents will be told how the charges were calculated.

Residentials

Charges will be made for board and lodging, except for pupils whose parents are in receipt of eligible benefits.

Other charges will be made to cover costs when the number of school sessions missed by the pupils totals half or more of the number of half-days taken up by the activity. In such cases parents will be told how the charges were calculated.

Example 1: Visit during school hours

Pupils are away from noon on Wednesday to 9pm on Sunday. This counts as 9 half days including 5 school sessions, so the visit is deemed to have taken place during school hours.

Example 2: Visit outside school hours

Pupils are away from school from noon on Thursday until 9pm on Sunday. This counts as 7 half days including 3 school sessions, so the visit is deemed to have taken place outside school hours.

Minibus

Only pupils of the school, school staff or parents may be charged for travel in the minibus. Charges made will cover only actual costs incurred, including depreciation; the service should not make a profit for the school.

Calculating charges

When charges are made for any activity, whether during or outside of the school day, they will be based on the actual costs incurred, divided by the total number of pupils participating. There will be no levy on those who can pay to support those who can't or won't. Support for cases of hardship will come through voluntary contributions and fundraising.

Parents who would qualify for support are those who are in receipt of eligible benefits.

The principles of best value will be applied when planning activities that incur costs to the school and/or charges to parents.

Charges may be made by the County Council to cover the cost of each of the following:-

- a) Individual music tuition which takes place in or out of school hours and which is not provided as part of the syllabus for a prescribed public examination or to fulfill the requirements of the National Curriculum.
- b) Activities which take place outside school hours and which are not provided as part of the syllabus for a prescribed public examination and are not required in order to fulfill statutory duties relating to the National Curriculum or to Religious Education.
- c) Board and lodging on all types of residential visits.

- d) Examination fees for entering pupils' examinations which are not prescribed in Regulations made under the 1996 Act.
- e) Examination fees for entering pupils for prescribed public examinations in a syllabus other than that for which they have been prepared at the school.
- f) Preparing pupils for non-prescribed public examinations where the preparation takes place outside school hours.
- g) Entering pupils for re-sits of prescribed public examinations where no further preparation has been provided by the educational establishment.
- h) Materials involved in producing a 'finished product' of a lesson where a parent of the pupil has indicated in advance a wish to own the product.

Remission of Charges

Remission of any charges levied by a school will normally be granted (except in the case of the finished products of practical lessons) where:-

- a) Parents are in receipt of family credit or income support (and in the case of board and lodging the activity can be classified as taking place in school hours, and if outside school hours is provided specifically to fulfill requirements of the National Curriculum, Religious Education or a syllabus of a prescribed public examination); or
- b) parents are in receipt of a maintenance grant and/or free transport if the pupil is aged 16+ (and where board and lodging is concerned the activity can be classified as taking place in school hours); or
- c) The Head teacher (the County Music Advisers for individual music tuition) has recommended remission of the charges in individual cases of hardship.

Voluntary contributions

Head teachers or governing bodies may ask parents for a voluntary contribution towards the cost of:

- any activity that takes place during school hours
- school equipment
- school funds generally

The contribution must be genuinely voluntary, though, and the pupils of parents who are unable or unwilling to contribute may not be discriminated against. Where there are not enough voluntary contributions to make the activity possible, and there is no way to make up the shortfall, then it must be cancelled.

Music Tuition

Although the law states that all education provided during school hours must be free, music lessons are an exception to this rule.

The Education and Inspections Act 2006 introduced a regulation-making power which allowed the Department for Children, Schools and Families to specify circumstances where charging can be made for music tuition. The new Regulations, which came into force in September 2007, provide pupils with greater access to vocal and instrumental tuition.

Charges may now be made for teaching either an individual pupil or groups of any appropriate size (provided that the size of the group is based on sound pedagogical principles) to play a musical instrument or to sing

In cases of hardship the governors will consider in their absolute discretion the remission of fees (either in full or in part) for those pupils who they consider will benefit from such tuition.