

# School Brochure





## Covid 19

In line with all schools and families Chesswood Junior School has been seeking to meet the challenges of this pandemic head-on. Throughout and particularly since September 21 we have sought to balance the need to reduce transmission of the virus with the need for children's attendance and learning to be maximised. This school brochure does not reflect the many arrangements that have been put in place to manage the COVID -19 risks – for more information on our response to the COVID 19 pandemic please visit:

<https://www.chesswood.w-sussex.sch.uk/page/?title=COVID+19&pid=330>

## Contents

COVID 19 .....	2
CONTENTS .....	2
WELCOME FROM THE HEAD TEACHER .....	9
SCHOOL VISION .....	11
SCHOOL MISSION .....	11
SCHOOL VALUES .....	11
1. SCHOOL AIMS .....	12
1.1. LEADERSHIP .....	12
1.1.1. Communication .....	12
1.1.2. Direction .....	12
1.1.3. Ethos.....	12
1.1.4. Finance .....	12
1.1.5. Partnership .....	13
1.1.6. Personnel.....	13
1.2. LEARNING.....	13
1.2.1. Achievement.....	13
1.2.2. Curriculum .....	14
1.2.3. Teaching and Assessment .....	14
1.3. PASTORAL.....	14
1.3.1. Attendance and Punctuality .....	14
1.3.2. Behaviour .....	15
1.3.3. Child Health and Well-Being.....	15
1.3.4. Equalities .....	15
1.3.5. Safeguarding .....	16
1.4. PREMISES .....	16
1.4.1. Estate Management.....	16
1.4.2. Health and Safety.....	17
2. ADMISSION AND TRANSITION ARRANGEMENTS .....	17
2.1. PUPIL ADMISSION NUMBER .....	17
2.2. KEY STAGE 1-2 .....	18
2.3. IN YEAR ADMISSIONS.....	20
2.4. KEY STAGE 2-3 .....	20
3. SCHOOL IMPROVEMENT & OFSTED .....	21
Key Findings .....	21



# Chesswood Junior School

## School Brochure



What did the school need to do further to improve? .....	22
<b>4. SCHOOL IMPROVEMENT PRIORITIES .....</b>	<b>23</b>
A. Area Leadership - ownership, accountability and responsibility .....	23
B. Balancing workload demand, accountability and achievement .....	23
C. COVID 19 Response .....	23
D. Curriculum: Intent, Implementation and Impact .....	23
Further Information .....	23
<b>5. Y6 ACHIEVEMENT – NATIONAL TEST OUTCOMES .....</b>	<b>24</b>
Colour Risk Guide .....	24
Age related Expectations .....	24
National Testing and COVID .....	24
Writing Caution .....	24
Scaled Scores .....	25
Above Age Related Expectations .....	25
Further Information: .....	25
<b>6. SCHOOL CONTEXT SUMMARY .....</b>	<b>26</b>
Further Information .....	31
<b>7. STAKEHOLDER VIEWS .....</b>	<b>32</b>
7.1. PARENT VIEWS .....	32
Some of the positive comments about our school .....	33
7.2. CHILD VIEWS .....	33
What do the children say? Best things about Chesswood... ..	34
<b>8. CONCERNS &amp; COMPLAINTS PROCEDURE .....</b>	<b>35</b>
Concerns and complaints – quick guide .....	36
Further Information .....	36
<b>9. CONTROLLING ACCESS TO SCHOOL PREMISES .....</b>	<b>37</b>
<b>10. THE SCHOOL YEAR .....</b>	<b>38</b>
2021-22 Standard School Year .....	38
2021-22 INSET Dates .....	38
2022-2023 Term dates .....	39
2022-23 INSET Dates .....	39
10.1. IMPORTANT DATES FOR DIARY .....	40
<b>11. SCHOOL DAY .....</b>	<b>41</b>
Morning Timetable .....	41
Afternoon Timetable .....	41
11.1. BREAK ARRANGEMENTS .....	42
<b>12. LUNCHTIME ARRANGEMENTS .....</b>	<b>43</b>
Chartwells – Hot Lunches .....	43
Packed Lunches .....	43
Free School Meals .....	44
FURTHER INFORMATION .....	44
12.1. START AND END OF SCHOOL DAY ARRANGEMENTS .....	45
Responsible person definition .....	45
Colour Risk Guide .....	45
Collection Risk Matrix .....	45
12.1.1. Drop Off .....	46
Playground Allocations .....	46



# Chesswood Junior School

## School Brochure



Year 3 First Week .....	46
All Children and Y3 Week 2 Onwards .....	46
Wet Weather Arrangements .....	47
Arrival Times .....	47
Collection .....	47
Collection Matrix .....	48
Safe Collection .....	48
Direct Class Collection .....	48
Collecting on the premises. ....	48
Collection from after school clubs .....	49
After School Collection .....	49
Late Collection Arrangements .....	50
Further Information .....	50
<b>13. EMERGENCY PROCEDURES .....</b>	<b>51</b>
Evacuating effectively .....	51
Lock Down .....	51
Evacuation – Emergency Muster Points .....	52
Main Building Evacuation Routes .....	52
New Building Ground Floor Evacuation Routes .....	53
New Building First Floor Evacuation Routes .....	53
Extreme Weather .....	54
Further Information .....	54
<b>14. SCHOOL UNIFORM.....</b>	<b>55</b>
14.1. UNIFORM PRINCIPLES .....	55
14.2. SCHOOL UNIFORM GUIDANCE .....	56
Labelling.....	56
Branded Uniform .....	56
Luggage.....	59
Sports and Play Equipment.....	60
Mobile Phones .....	60
Make Up .....	60
Jewellery .....	60
Earrings .....	60
Hair .....	61
Physical Education .....	61
14.3. PERSONAL PLAY EQUIPMENT AND TOYS .....	63
Toys.....	63
Trading and Games Cards .....	63
Fidget toys .....	64
Consequences .....	64
<b>15. HOME SCHOOL AGREEMENT .....</b>	<b>65</b>
Further Information .....	65
<b>16. ACCOMMODATION .....</b>	<b>65</b>
Site Organisation.....	66
Main Building.....	66
New Building Ground Floor – Year 5 .....	67
New Building First Floor – Year 6 .....	67
16.1. PARENTAL INVOLVEMENT .....	68
<b>17. FRIENDS OF CHESSWOOD .....</b>	<b>68</b>
Further Information .....	68
<b>18. GOVERNING BODY.....</b>	<b>69</b>





# Chesswood Junior School

## School Brochure



Our Governing Body Structure.....	69
What is the point of Governance?.....	70
Principles and Personal Attributes of Governors.....	70
Further Information.....	71
<b>19. MEMBERS OF STAFF – MEET THE STAFF .....</b>	<b>71</b>
Senior Leadership Team .....	71
Learning Leadership Team .....	72
Wider Leadership Team .....	72
<b>20. THE CURRICULUM .....</b>	<b>74</b>
The Chesswood Curriculum .....	75
The National Curriculum .....	75
School Curriculum.....	75
Chesswood Curriculum Development .....	75
Curriculum Drivers.....	76
Curriculum Principles.....	77
Knowledge Organisers .....	78
ACRO Champions .....	78
The curriculum in numbers:.....	79
The proportions of time spent in each subject area:.....	79
Further Information:.....	79
<b>21. PUPIL LEADERSHIP.....</b>	<b>80</b>
Further Information .....	80
<b>HOME-LEARNING.....</b>	<b>81</b>
Further Information:.....	81
<b>22. EXTRA-CURRICULAR PROVISION.....</b>	<b>82</b>
Club Fees.....	82
Peripatetic Music .....	82
Off Site Events and Competitions .....	82
135 CMS Tall? .....	83
Further Information .....	83
<b>23. EDUCATIONAL VISITS &amp; SCHOOL VISITORS .....</b>	<b>83</b>
Further Information:.....	84
<b>24. WRAP AROUND CARE .....</b>	<b>85</b>
24.1. BREAKFAST CLUB .....	85
Long Term Bookings.....	85
Ad-Hoc Bookings.....	85
The Club .....	85
24.2. AFTERSCHOOL CLUB .....	85
Further information .....	86
<b>26. ASSESSMENT .....</b>	<b>87</b>
Further Information .....	87
<b>27. WHAT HAS MY CHILD ACHIEVED?.....</b>	<b>88</b>
Reporting achievement to families.....	88
September .....	88
October .....	88
January.....	88
April .....	88



# Chesswood Junior School

## School Brochure



May .....	88
June.....	88
July .....	88
Formal Professional School Reports .....	89
Children's Tapestry of Learning .....	89
<b>28. CHILDREN WITH SEPARATED/ING OR DIVORCED/ING PARENTS .....</b>	<b>90</b>
Further Information .....	90
<b>29. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) .....</b>	<b>91</b>
Further Information .....	91
SEN Leadership .....	92
<b>30. PASTORAL CARE .....</b>	<b>93</b>
30.1. PASTORAL LEADERSHIP .....	94
<b>31. SAFEGUARDING AND CHILD PROTECTION .....</b>	<b>95</b>
Further Information .....	96
31.1. SOCIAL & EMOTIONAL WELFARE.....	98
<b>32. CHILDREN LOOKED AFTER.....</b>	<b>99</b>
Further Information .....	99
<b>33. SERVICE CHILDREN .....</b>	<b>99</b>
<b>34. SAFETY.....</b>	<b>100</b>
Further Information .....	100
<b>35. PARENT &amp; VISITOR GUIDANCE.....</b>	<b>101</b>
35.1. PASSPORT SIGNATURES .....	101
35.2. SMOKING .....	101
35.3. DOGS .....	101
35.4. SCHOOL TRAVEL .....	101
35.4.1. <i>Walking</i> .....	101
35.4.2. <i>Cycling</i> .....	101
35.4.3. <i>Scooting</i> .....	102
35.5. DRIVING .....	102
Park and Stride Zones .....	103
Operation Crackdown – Anti Social or dangerous driving, stopping and parking .....	104
Zig Zag Guidance.....	105
Further Information .....	105
<b>36. MEDICATION AND FIRST AID .....</b>	<b>106</b>
36.1. MEDICINES .....	106
36.1.1. <i>Administration by School Staff</i> .....	106
36.2. CHILD HEALTH CARE PLANS & PERSONAL EVACUATION PLANS .....	106
Further Information .....	107
36.3. INSURANCE .....	107
36.4. ATTENDANCE AND PUNCTUALITY.....	108
36.5. ATTENDANCE .....	108
Web Link ATTENDANCE & PUNCTUALITY .....	108
36.6. ABSENCE .....	109
Reporting Child Sickness Absence.....	109
Web Link REPORTING SICKNESS ABSENCE .....	109
Requesting Authorised Absence .....	109



# Chesswood Junior School







## School Brochure



Web Link REQUEST FOR AUTHORISED ABSENCE .....	110
Online Request for authorised absence <a href="https://forms.office.com/r/xKmNvQhVxh">https://forms.office.com/r/xKmNvQhVxh</a> .....	110
Absence and safeguarding.....	110
36.7. PUNCTUALITY .....	110
36.8. PENALTY NOTICES .....	110
Further Information .....	111
<b>37. GOOD BEHAVIOUR .....</b>	<b>112</b>
37.1. AIMS .....	113
37.2. BEHAVIOUR MANAGEMENT VALUES .....	114
Principles .....	115
37.3. AWARDS AND REWARDS.....	116
37.4. HOUSE SYSTEM.....	116
Kielder - Blue.....	116
Epping Forest – Red .....	116
Sherwood Forest – Green .....	116
Ashdown Forest - Yellow .....	117
37.5. PLATINUM, GOLD, SILVER AND BRONZE AWARDS.....	117
37.6. CLASS CELEBRATIONS.....	117
37.7. ATTENDANCE AWARDS.....	118
37.8. ACADEMIC AWARDS .....	118
TT Rockstars.....	118
Accelerated Reader.....	118
IXL .....	118
Further Information .....	119
37.9. ANNUAL AWARDS.....	120
<b>38. KEEPING UP TO SPEED!.....</b>	<b>121</b>
38.1. SCHOOL WEBSITE.....	121
38.2. WEEKLY COMMUNICATION .....	121
38.3. YEAR GROUP COMMUNICATION .....	121
38.4. SCHOOL WEBSITE AND PUBLICITY .....	121



# Thank you to:

Supporter	Date of donation	Include details of the equipment bought	Include details of the use the equipment will get
 D&T Tree Surgery 	September 2017-ongoing	Raising monies for local causes	Chesswood have been chosen as one of three local charities to be supported by the Coop
Blue Building  18 Cissbury Road • Ferring • West Sussex • BN12 6QJ	April 2018	Competitive pricing for projects	Helping the school to keep costs down. This enables the school to use the money saved on other items needed for pupils across the school.
Blue Building  18 Cissbury Road • Ferring • West Sussex • BN12 6QJ	Sep 2017 & March 2018	Competitive pricing for school building projects.	Helping the school to keep costs down. This enables the school to use the money saved on other items needed for pupils across the school.
Bowers & Wilkins	08/06/2018	Donation towards a Goblin car	Year 6 pupils, as part of their 6 topic which involves team work, construction and project management skills
Worthing ACCOMMODATION	11/06/2018	Donation towards a Goblin car	Year 6 pupils, as part of their 6 topic which involves team work, construction and project management skills
	December 2019	Donation	School outside area donation
	October 2020	Green Token Scheme	Chesswood have been chosen as one of their local charities



## Welcome from the Head Teacher



Welcome to Chesswood Junior School. We look forward to a happy and successful association with you over the coming years. Selecting a school for your child is one of the most important decisions you will make and we will do everything we can to help you make a confident decision.

We believe mutual understanding and trust between home and school underpins success for every child. There are many questions you will be asking as you look at schools and I hope you will find most of the answers you need about Chesswood on the following pages. In addition, there will be formal events for children and families transferring during normal admission times i.e. Open Day/Evening. For the admission of families outside of this time, we provide individual support and information to ensure a confident start to Chesswood.

At Chesswood, we strive to work with you to enrich the lives of all the pupils in our care, supporting their development academically, socially, emotionally and physically. To this end, we endeavour to promote excellence, empathy and equality in all areas, whilst trying to maintain:

- the precious wonder of childhood
- 'awe & wonder' of the world around them

Both of which can be lost all too quickly in today's society!

Staff and governors at Chesswood are committed to providing a cohesive and challenging curriculum so that all children can develop a love of learning that will remain with them throughout their life. We have worked very hard to develop Chesswood as a vibrant, safe and caring place in which every person matters. If you talk to the children you will quickly learn that they are very proud of their school and so are we.

We do expect high standards of behaviour and work from the children but that is only part of the picture. The partnership between home and school is essential if a child is to thrive. We monitor and track children closely throughout the school and, without doubt, the children who do best are those whose parents are supporting them and work in close positive partnership with school professionals. We welcome parents into school to share in the learning experiences and support you to help your children at home. Parents are kept very well informed of their child's progress and liaison between parents and class teachers is very strong.

We think Chesswood is a great place for children to learn and develop as future citizens, but don't take our word for it; come and visit us and see for yourself.

Best Wishes







# Chesswood Junior School

## School Brochure



Chesswood Junior School 2021 - 3DH



Chesswood Junior School 2021 - 3HG



Chesswood Junior School 2021 - 3LB



Chesswood Junior School 2021 - 3ML



Chesswood Junior School 2021 - 3PB



Chesswood Junior School 2021 - 4DG



Chesswood Junior School 2021 - 4JD



Chesswood Junior School 2021 - 5AL



Chesswood Junior School 2021 - 5EM



Chesswood Junior School 2021 - 5JH/5UH



Chesswood Junior School 2021 - 6EF/6GF



Chesswood Junior School 2021 - 6EW

We will all

welcome

you to our

Mighty

Chesswood

Team



Chesswood Junior School 2021 - 4CR



Chesswood Junior School 2021 - 4EV



Chesswood Junior School 2021 - 4OM



Chesswood Junior School 2021 - 5AY



Chesswood Junior School 2021 - 5KM



Chesswood Junior School 2021 - 6SJ



Chesswood Junior School 2021 - 6MH



Chesswood Junior School 2021 - 6BP



Chesswood Junior School 2021 - 6EW



## School Vision

At Chesswood Junior School we will inspire our whole school community to enjoy their learning adventure and have fun along the way. We will ignite a passion for learning throughout the school community; securing excellence, empathy and equality in all that we do.

## School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave our school with confidence and the ability to take advantage of future opportunities.

## School Values

Our values apply to all members of the school community when undertaking activity directly and indirectly related to Chesswood Junior School. They apply in spirit and deed for all. As part of being a public servant a number apply when not part of school related activity e.g. respect and inclusion.



Find out more about our community values:

[HOME > SCHOOL INFO > VISION, MISSION, VALUES AND AIMS](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Vision%2C+Mission%2C+Values+and+Aims&pid=49>







## **1. School Aims**

### **1.1. Leadership**

#### **1.1.1. Communication**

Maintain highly effective and purposeful communication, embracing new technology. Ensuring consistently effective communication - is vital in a large, busy school. We aim to ensure, effective, timely & accurate communication - for all stakeholders within the school community.

Our school website is the 'shop window' and often provides the first impressions for families, agencies that hold us to account and to fellow professionals that increasingly refer to our site as a result of its exemplary content. As such we aim to sustain and expand this exemplary means of communication.

#### **1.1.2. Direction**

Governance arrangements will ensure challenging scrutiny of the leadership group's work - securing public confidence in the work of the school and the maintenance of very high standards.

The leadership group will provide clear and well communicated educational direction. Ensuring the school has and enacts a vision, aims and values that underpin future direction and help it meet very high expectations.

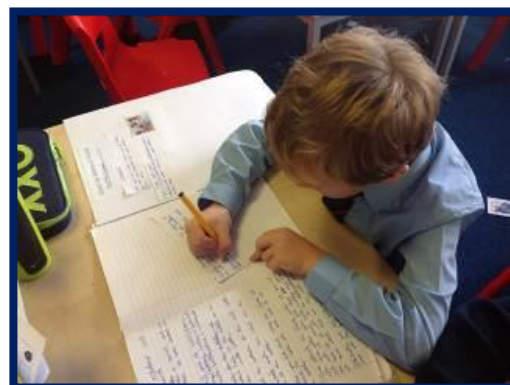
We will maintain a forensic attention to detail that will in turn guide policy to meet statutory requirements and the very best practice in all areas of school life.

#### **1.1.3. Ethos**

We will sustain a highly positive and inclusive primary ethos focused on securing the best possible childhood experiences at school whilst always building robust readiness for secondary education and preparedness for securing high quality employment in future.

#### **1.1.4. Finance**

Through forensic financial management, we will strive to ensure excellence in all aspects of school life. Consistently efficient and effective financial control of finite resources will ensure leaders and governors secure the very best value for each and every pound we spend and secure additional opportunities for children, as a result. We expect school financial management to be highly responsive to changes in revenue and expenditure throughout the year ensuring opportunities are seized at the earliest stage and the decisions are taken that maintain confidence and stability for all.





### **1.1.5.Partnership**

We rely on the philosophy Ubuntu “I am because we are”. This simply guides us to understand that optimum achievement can only be secured with optimum partnership which relies solely on developing and sustaining positive, trusting relationships. With this in mind, we seek to take the lead in building positive assertive relationships that are appropriately honest and empathetic to the needs of others recognizing parents, school colleagues and wider professionals have their own perspectives, context, rights and needs. Based on a culture of respecting the rights of others and taking our responsibilities seriously we seek to choose the optimum path with others in the best interests of each individual child.



### **1.1.6.Personnel**

We will endeavor to recruit and most importantly retain talented personnel, committed to making a real difference to children's lives, whilst at the same time robustly enforcing safe recruitment practices. We will seek to build and maintain a working environment that is positively challenging for all; recognizing the journey so far for individuals, groups and the whole school and determining the next reasonable and realistic steps to take to support continuous improvement. This culture will ensure that staff believe demands placed on them are achievable and are therefore a motivating force.

We will ensure the number and experience of personnel meet the demands of sustaining an outstanding school experience for all. Provision of robust induction and continuing professional development will enable all staff to complete their role with increasing effectiveness and success – all will be able to meet the ever-increasing demands placed on schools, with confidence.

## **1.2. Learning**

### **1.2.1.Achievement**

At Chesswood Junior School we will make every effort to ensure that all children enjoy their learning journey and secure significant success.

As a priority, we seek to secure high levels of attainment for all children, regardless of need. Preparing them for opportunities, responsibilities and experiences of the present, of secondary education and of adult life in a world that is undergoing continuous change.

We seek to ensure children's progress, in lessons and over time, is consistently strong. Children will be guided to achieve challenging learning targets. Whilst any children at risk of slow progress or low attainment are identified early and effective arrangements put in place to accelerate their learning. We will move swiftly to work in close partnership with the child and family wherever slow progress or low attainment occurs. We recognize learning for some children is frustrated by their special needs; our specialist inclusion staff team will always seek to remove barriers and lessen frustrations for each child whilst working in close partnership with parents and school colleagues.



Good attainment and progress are largely secured through high quality teaching, a real, relevant and engaging curriculum and a close positive partnership between home and school. However, the importance of good parenting ensuring children are ready for school and ready for learning cannot be underestimated – so all families are asked to put their children's learning and development very high on their list of priorities – investment of time and energy in these early years will pay great dividends for your child in future.



### **1.2.2. Curriculum**

The curriculum will be highly organized, responsive and coherent. As a result, children will secure substantial positive experiences and rich opportunities for high quality learning within and beyond the school environment i.e. through our core curriculum; highly flexible home learning programme and our rich and exciting extra-curricular opportunities. Furthermore, due to the high levels of engagement, and its real and relevant nature, the curriculum will maintain a very positive impact on all children's behaviour and safety. Whilst contributing well to children's' academic achievement it will also significantly enhance spiritual, moral, social and cultural development – aspects critically important to securing a fulfilled life and becoming a valued member of any community – local, national and international.

### **1.2.3. Teaching and Assessment**

Academic staff will maintain high expectations of each and every child. They plan and teach lessons that actively involve, interest and engage all children. Academic staff will seek to secure optimal learning by creating a highly responsive learning environment listening to, carefully observing and skillfully questioning pupils during lessons in order to reshape tasks and explanations to improve learning. Children and teachers will assess learning and progress regularly and accurately. As a result, they will know how well they have done and what they need to do to improve. Parents will also be kept very well informed of their children's achievement throughout the year and therefore fully involved as a partner in their child's education.

## **1.3. Pastoral**

### **1.3.1. Attendance and Punctuality**

All members of the school community will have good reason to take pride in their school and the part they play in making it an exceptionally positive environment for all to learn. As a result, all children really want to attend school and get there on time. School will work in close partnership with families to optimise attendance for all children and ensure their learning experience coherent. Unless there are exceptional circumstances the minimum expected attendance rate for any child is 96%. This aspect is never more important the following the severe disruption all children have experienced to their school experience and learning in response to the COVID 19 pandemic.





### **1.3.2. Behaviour**

The Bright Sparks community code is the foundation for guiding the behaviour and positive actions of all members of the school community knowing their rights and taking their responsibilities seriously. The politeness and manners of all within the school community are expected to be key features allowing all to feel genuinely welcome and happy – Showing Courtesy, Care and Kindness – all of the time, is a priority for all, to include regardless of difference.



Childhood is a time for making mistakes and we take responsibility, in partnership with parents, to ensure children are able to put things right when they have caused upset or harm to others. The expectation is that all children learn from mistakes and avoid making them twice. The school will use the wide range of consequences at its disposal to reinforce strong, consistent and positive expectations leading children to take responsibility for their actions.

We strongly encourage all members of the school community to hold very positive attitudes to their learning. Behaviour within and outside lessons is expected to be impeccable as all are highly conscious of the need to learn lots and learn fast to keep up with expectations! Again, the impact of the Covid 19 pandemic and its disruption to all aspects of children's school experience only adds to our need to secure and maintain behaviour consistently in line with or above age related expectations.

We will not tolerate bullying and take substantial and robust action to prevent its occurrence in all forms, including Cyber bullying. However, in the rare instance that it does occur we will take swift action to ensure there is a clear message that it is not acceptable and will ensure the situation is put right.

We will use the availability of comprehensive data to analyse and understand behaviour patterns and particularly any trends for individual children - whether they are responsible or a victim or somewhere in between.

### **1.3.3. Child Health and Well-Being**

Early health and well-being provides a firm foundation for later life. Allied to SMSC; securing child health and well-being ensures improved achievement for all in the widest sense. It is therefore, a core school responsibility. It is an integral part of the ethos, values and principles pervading children's school experience underpinned by a 'Formal curriculum' that supports children's ability to stay healthy; enjoy a sense of well-being and hold a zest for life.

### **1.3.4. Equalities**

All are expected embrace and welcome difference in themselves and each other to make Chesswood Junior School a truly inclusive community. We don't seek equality, instead we focus on equity, where we strive to ensure individuals get what they need rather than get the same as others within the context of a welcoming, confident and inclusive culture.

The whole school community fully supports its duty as a public body to:



- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- Support core British Values – democracy; the rule of law; individual liberty; mutual respect & tolerance



As a school, we will always act robustly to any behaviour, intentional or reckless, that would put inclusion at risk within our community.

### 1.3.5.Safeguarding

Ensuring children's safety is our first and foremost priority. Our safeguarding procedures will be consistent, thorough and robust - they will always put the child's needs first and ensure the earliest protection for those at risk of harm. We work in close partnership with families and professional services to address risks and threats positively and rapidly to reduce current harm and longer term negative consequences.

Children will feel safe and know how to keep themselves safe within and beyond the school environment in response to the risks that life can and does pose. They will be confident and responsible to take action when there are threats or risk that may result in harm for themselves or others.

## 1.4. Premises

### 1.4.1.Estate Management

The learning environment, includes all parts of the school site. We will inspire learning and active play within and beyond the curriculum. It is to be maintained to a high standard and will be consistently clean, tidy and safe allowing the curriculum to be taught safely and effectively.

It will increasingly be designed and developed to enhance the core curriculum and extra-curricular activities alongside support for learning outdoors as part of normal practice.



### **1.4.2. Health and Safety**

We will consistently seek to maintain the right balance between sustaining a healthy and safe environment for all site users whilst ensuring learning opportunities are experienced to the fullest extent. We expect risk to exist within the school environment, including the building, the grounds, the equipment and the activities however we expect to be conscious of the risks and manage them appropriately for the wide range of site users. We will use data and analysis systems to recognise trends and arising risks at the earliest stage, taking action to reduce risk to an appropriate level.



We will ensure we are compliant with statutory guidance at all times. We will maintain a wide range of robust and well-rehearsed routines understood by site users so that children, staff and visitors are confident in actions they should take to keep themselves healthy and safe. Leaders will continually seek to design policy and practice that maximises the health and well-being of all site users thus maximising their positive experience at Chesswood Junior School.

## **2. Admission and Transition Arrangements**

There is a comprehensive set of guidance and information on the school website to support all parents understand the application process for a place at Chesswood.

[HOME > PARENTS > ADMISSIONS AND TRANSITIONS > JUNIOR SCHOOL ADMISSIONS](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Junior+School+Admissions&pid=817>



### **2.1. Pupil Admission Number**

The Governors adhere to County guidelines for admissions. The pupil admission number for Chesswood Junior School is 180 children per year group for Year 3 initial entry. After the 1<sup>st</sup> September for any new cohort, if the school has structured with 5 classes, due to pupil numbers being below 165 children – 165 is the maximum number that year group will admit for the remainder of the cohort's time at Chesswood. If the school has organised with six forms of entry then the 180 PAN number will apply. When the local authority receives more admission requests that there are spaces available, the following over subscription criteria will be used in order of priority:

Any child with an Education Health and Care Plan (EHCP) issued under the Children and Families Act 2014, naming the school will automatically be admitted to that school, under section 324 of the Education Act 1996.

1. Children looked after (children in public care), children who were previously looked after who leave care under a special guardianship or residence order. Evidence must be provided;
2. Children who need a place at the school on exceptional and compelling social, psychological or medical grounds. Evidence must be provided;



3. Children attending a named infant school and applying for a place at the linked junior school (Chesswood Junior includes Lyndhurst and Springfield Infants as named linked schools);
4. Children who live in the catchment area with brothers or sisters already at the school;
5. Other children who live in the catchment area;
6. Children who live outside the catchment area with brothers or sisters already at the school;
7. Other children who live outside the catchment area.



## 2.2. Key Stage 1-2

Chesswood, Lyndhurst and Springfield school maintain a close working relationship ensuring the transition from Year 2 to 3 will be seamless for almost all children – similar to that expected within a primary school. The 'East Worthing Trio' have developed a comprehensive transition policy. Over the course of the year there are multiple meetings and events to actively support as smooth transition as part of this policy – the table below describes the timing of typical meetings. Children transferring from other schools locally, nationally and internationally will also receive a comprehensive transition process. Where any child has notable anxieties, special educational needs or disabilities and individual plan can be arranged to ensure they feel well supported e.g. photo book with staff members they will be in daily contact with; additional familiarisation visits; adjustments to the school environment to accommodate specific disabilities.



# Chesswood Junior School

## School Brochure



Month	Admission Activity
Before Children Start at Chesswood	
October	<ul style="list-style-type: none"> <li>Letters sent to all feeder schools advertising open day and evening - November.</li> </ul>
November	<ul style="list-style-type: none"> <li>Open day</li> <li>Open evening</li> <li>New school brochure available on website</li> </ul>
January	<ul style="list-style-type: none"> <li>Parents must submit their school preference to West Sussex LA</li> </ul>
April	<ul style="list-style-type: none"> <li>Parents are informed of their child's allocated school</li> <li>The school CANNOT support any specific application or give favourable treatment to any specific application and fully supports the West Sussex admissions criteria and the integrity of the appeals process.</li> </ul>
May/June	<ul style="list-style-type: none"> <li>Inter-school Professional Meetings - Class teachers &amp; SENCO visit each main feeder school</li> <li>Infant school children visit Chesswood for school tour and welcome assembly</li> <li>Test &amp; TA Data transfer</li> <li>Classes designed and built - allocated to teachers</li> </ul>
July	<ul style="list-style-type: none"> <li>Y2 children join sports and theatre events at Chesswood</li> <li>Parent Induction Evening - 7p.m. - 8.30 p.m. - core information required for good start to new school, parents indicate how they can help school community.</li> <li>Children's Taster Day - 8.50 a.m. - 3.15 p.m.</li> <li>Chesswood Year 3 teachers visit infant schools to meet children and parents</li> <li>Child's work transfer</li> </ul>
After Children start at Chesswood	
September	<ul style="list-style-type: none"> <li>Meet the Teacher; Children's learning from previous year - 3.15 – 3.45p.m.</li> <li>Letter to parents indicating child has settled into school life at Chesswood - Teacher's call parents where any concerns arise.</li> </ul>
October	<ul style="list-style-type: none"> <li>Parent Teacher Meeting</li> </ul>





### 2.3. *In Year Admissions*

Each year there are a number of families who need to be admitted to Chesswood outside of the normal admission period. There are a number of reasons for this which can include moving into the local area and requesting a move from a school where there has been a breakdown of trust or communication. In response to the latter, we strongly recommend parents speak with their child's current head teacher to help resolve any issue and exhaust all avenues to resolve the problem before seeking a place at Chesswood. Moving a child from one school to another is a serious undertaking and should not be considered lightly by parents. Of course, sometimes circumstances dictate that there is no other viable option i.e. moving into the area. When this is the case parents should follow these steps:

- Contact West Sussex Local Authority to determine whether there are spaces available at Chesswood Junior School.
- If space is available, contact school reception 01903 204141, to arrange a school tour. Make every effort to read information available about the school.
- If Chesswood Junior School meets your child's needs then the process of enrolment (lots of form filling!) will be completed – this can be undertaken by the next school day where appropriate.



### 2.4. *Key Stage 2-3*

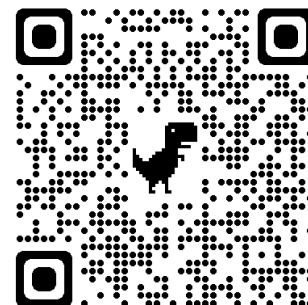
The current choice of secondary schools for Chesswood pupils are St Andrew's, Davison School for Girls, Worthing High School or The Bohunt School. The leaving process usually starts in the summer term of year 5 when children are invited to undertake taster sessions within the local secondary school – a kind of try before you buy model! During the course of their final year – Year 6, parents are invited to select a suitable secondary school for their children in the autumn term. All schools host open days in September and October in preparation for parents and children making and submitting their final preferences in November. Details of this procedure are sent to parents in the Autumn Term.

#### **Further Information:**

<https://www.chesswood.w-sussex.sch.uk/page/?title=Secondary+Admissions&pid=1090>

#### **West Sussex:**

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/>





### 3. School Improvement & Ofsted

Chesswood Junior School was last inspected in December 2017 and it was judged GOOD overall. Further information regarding the Ofsted inspection outcomes:

[HOME > SCHOOL INFO > SCHOOL PERFORMANCE > OFSTED](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Ofsted&pid=41>



Inspection Area	Judgement
Overall Effectiveness	Good
Effectiveness of leadership and management	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good

#### Key Findings

Although the end of key stage 2 outcomes were below the national average in 2017, they are an improvement on the previous year. Work in pupils' current books shows that they are now doing well.

- The **governing body is well informed**. Governors have a good understanding of the strengths and areas of development in the school.
- Teaching, learning and assessment have improved since the previous inspection and are now good. Teachers have strong subject knowledge and plan interesting lessons that motivate pupils to learn.
- **Teachers use assessment information effectively**, and most work is well matched to pupils' needs. However, this is not consistent for the most able pupils. Consequently, these pupils do not always make as much progress as they could.
- Outcomes in reading, writing and mathematics are improving across the school. **Pupils are making good progress** and achieving more in lessons. Leaders are now focused on improving the opportunities for pupils to improve and extend their writing.
- **Pupils' personal development is good**. The school provides many opportunities for pupils to take responsibility and develop skills such as tolerance and respect.
- The **stimulating curriculum and wide range of enrichment activities and visits provide good quality learning** tasks to extend pupils' skills. Pupils enjoy the opportunities provided in music and physical education (PE) and use computing skills well in many subjects.
- **Disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities achieve well**. They are effectively supported in lessons, and focused interventions enable them to make good progress.



# Chesswood Junior School

## School Brochure

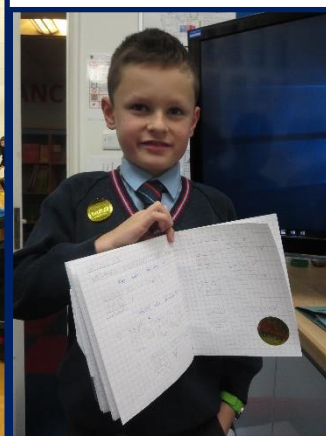


- Middle leaders have begun to have an impact on the school's improvement. Development of middle leadership to further improve outcomes for pupils is a priority for the school.
- **Pupils are safe and receive a high level of care from staff.** Leaders make sure that there are effective safeguarding arrangements in place to protect pupils.
- **Parents show very high rates of support for the school and their children's learning.** They trust and respect the headteacher and appreciate the help the school provides for families in the community.
- **Pupils' behaviour is good.** They have very positive attitudes to learning and work hard in lessons.

### ***What did the school need to do further to improve?***

Improve pupils' outcomes so that they are above the national average, particularly for the most able, by:

- tackling inconsistencies in teaching
- ensuring that all teachers use assessment information effectively to plan activities which meet pupils' needs
- providing appropriately challenging work for all groups of pupils
- providing greater opportunities for pupils to develop their writing skills, including writing at length and using more complex sentences.
- Strengthen middle leaders' ability to contribute to school improvement by developing their understanding of pupils' assessment data. This will help them identify where challenge for pupils can be greater and support teachers to improve outcomes.





## 4. School Improvement Priorities

### ***A. Area Leadership - ownership, accountability and responsibility***

- Area Leadership accountability
- Evidenced based leadership

### ***B. Balancing workload demand, accountability and achievement***

- Workload – reflect, reduce, realign
- Senior Leadership Delegation
- Change management and oversight
- Leadership capacity and structure sustainability
- Exemplary, coherent and compliant school website
- Role clarity and oversight
- Systems, processes and metrics

### ***C. COVID 19 Response***

- Covid - Maximise Opening - Minimise Risk
- COVID school community trust and faith

### ***D. Curriculum: Intent, Implementation and Impact***

- Reading, writing and maths combined achievement
- Foundation subject sustained valid and reliable assessment
- Early, effective individual intervention
- Curriculum coherence and sequence
- COVID Catch Up fund

### ***Further Information***

[HOME > SCHOOL INFO > SCHOOL PERFORMANCE > SCHOOL IMPROVEMENT PLANNING](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=School+Improvement+Planning&pid=28>





## 5. Y6 Achievement – National Test Outcomes

### Colour Risk Guide

Outstanding	Good	Some Concern	Significant Concern	Serious and significant Concern
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### Age related Expectations

		Reading, Writing and Maths	Reading	Grammar, punctuation and spelling	Writing	Maths
2021	School	50%	72%	73%	57%	57%
2020		COVID Lockdown – no data available				
2019	National	65%	73%	78%	78%	79%
	School	65%	77%	71%	71%	79%
2018	National	64%	75%	78%	78%	76%
	School	62%	80%	73%	73%	74%
2017	National	61%	71%	77%	76%	75%
	School	46%	66%	65%	64%	59%

### National Testing and COVID

In 2021 Statutory testing was cancelled. Year 6 children returned to school for the summer term. Using papers from 2019 children completed the battery of SATs papers and these were marked internally. A reduction in achievement was fully expected in relation to COVID lockdown absence and disruption. This test data provides a foundation for the impact of COVID and the basis for the improvement required in the coming months and years.

There is no comparison available with a national data set. Risk colours are applied in comparison to 2019 Pre COVID national outcomes, as it is those benchmark figures all school must set their sights to ensure children recover to pre pandemic achievement standards. It is likely that significant improvement will be seen in 21-22, however a full recovery may well take 2-3 years.

### Writing Caution

Writing is based on a professional judgment not and externally marked test. As such, there are concerns regarding the validity of teacher assessment judgements. Typically, teacher assessments will be higher than test outcomes as teachers will routinely consider a child's performance on a good day and will include bias. At Chesswood Junior School we seek to avoid this in favour of securing valid and reliable assessment – typically the outcomes are lower due to the assessment principles rather than the quality of children's writing per se i.e. in comparison with other schools a child on the





borderline of age related expectations at Chesswood is likely to be considered working towards.

### Scaled Scores

To reach the expected standard in all of reading, writing and maths, a pupil must achieve a scaled score of 100 or more in reading and maths tests and an outcome of 'reaching the expected standard' or 'working at greater depth' in writing TA. Greater Depth is secured with a scaled score of 110 or above.

### Above Age Related Expectations

		Reading, Writing and Maths	Reading	Grammar, punctuation and spelling	Writing	Maths
2021	School	3%	22%	35%	9%	19%
2020	COVID Lockdown – no data available					
2019	National	11%	27%	36%	20%	27%
2019	School	10%	28%	37%	15%	27%
2018	National	10%	28%	34%	20%	24%
2018	School	8%	37%	34%	15%	28%

Please note when using 'Compare school performance' progress measures used are NOT reliable when compared to the larger primary school group– OFSTED state:

*'We know from national data that pupils at junior schools, on average, have higher attainment scores at the end of key stage 2 than pupils at all other primary schools. However, on average, they also have lower progress scores. This may be for a variety of reasons and should be taken into account when comparing their results to schools which start educating their pupils from the beginning of key stage 1.'*

### Further Information:

[HOME > SCHOOL INFO > SCHOOL PERFORMANCE > STATUTORY TEST OUTCOMES](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Statutory+Test+Outcomes&pid=51>





## 6. School Context Summary

This represents a summary of the autumn school context report, it contains national data, this is typically one year out of date. School based information reflects context from autumn term of the current academic year – this is not typically updated within the school year.

IDSR (inspection data summary report) Ofsted 2020 – based on data from academic year 2019-20, partially updated	School Level Data 2020/21
School Size, Finance & Class organisation	
<p>The report indicates school size is more than double the average primary school size in England and within the highest quintile (20%)</p> <p>2018/19 school received £2,309,014; £1 million more than average. Given the school is more than double the national average it is questionable that school funding is not @ double – school funding was @£200,000 lower than double. This is consistent with the previous financial year. A -£31K deficit was recorded in that year. Spending is recorded at £3798 per child. <b>These figures do not line up exactly with school revenue and expenditure – school receives and spends more when gross figures are considered.</b></p>	<p>The number of pupils has decreased from 2019 by 34 children. There are currently 611 pupils. It is expected school roll will reduce by 60 over the next 4 years. We have -49 compared to the class multiple of 30 (-£208K).</p> <p>We currently have 21 mainstream classes plus one high needs class in Year 6 (22 classes). Pupil numbers dictate 20 classes</p> <p>School revenue and expenditure have increased @£300K since last year and £1 million since 2016. It is now @ £2,900,000. Per pupil funding increased £800 to @£4800 –</p> <p>3 classes in excess of 30 children. The average class size is 28 (611/21 mainstream classes) an reduction on the 2019 average of 29. Maximum Class size in school is 31. There are 11 classes =&lt;28. There is a high need high support class of 15 children.</p>
Admissions and Transitions – After day 1 Year 3	
<p>Stability continues to be higher than the national average at 88% falling from 92%. The national stability fell significantly 5% to 81%. School stability resides in the second quintile and is therefore above average.</p>	<p>The current Y6 cohort has changed by 68 children, 45% - 35 leavers and 33 joiners – significantly higher than previous turnover.</p> <p>The whole school rate of change is in excess of 30% with this method of calculation i.e. the proportion of children who are different from day 1 Year 3.</p> <p>In year admissions are variable by year group increasing significantly (double) from 2015 – 25-33 by Y6. With the exception of current Y4, all year group sizes have decreased marginally in size since the start of Y3 – 2-6 pupils.</p> <p>68 children have been admitted outside of normal entry into all year groups.</p> <p>Historically a disproportionate number admitted have been disadvantaged Pupil premium and high need – this trend has reduced but remains for SEN.</p> <p>Admissions from outside of Worthing continue to provide the highest number of admissions, followed by local schools (Downsbrook being largest among these</p>



with 18 children enrolled after Y3).

There is no longer any clear trend from specific year groups when children typically leave, previously it was Y3 & 4.

Of the 79 children removed from cohorts 2017 to 2020, the influence Chesswood school could reasonably have over the decisions taken for transfer away is overwhelmingly none existent (50 – 75%). In 4 cases, Chesswood may have had a significant influence on the transfer.

### Gender

All year groups are broadly aligned with the exception of Year 5 2018 that is boy dominant 98:73

Boys are significantly more likely to:

- Be registered for SEN (1.5 times greater proportion at 31%)
- Present Challenging Behaviour (more then 3 times greater proportion)

Girls routinely outperform boys with reading, writing and maths acquisition by the end of Year 6 with similar disparity at the end of KS1.

### Special Educational Needs

The proportion of children registered with SEN has consistently been above national proportions and it has increased a further 7% to 22.6% - since 2018. This is almost double the national %.

Chesswood is in the highest quintile nationally for SEN overall.

Children subject to an EHCP (Education Health Care Plan) were recorded as 2.5%; this is now 3.4% - double the National rate of 1.8%. A further 5 children are expected to meet thresholds and pass through panel in this academic year – leading to a 4.2%.

We resided within the 2nd quintile however that is likely to increase to the 1st quintile in the next IDSR.

25% of the school population is currently registered on the SEN register – stabilising from an increase of 11% over four years.

There are now 152 children registered with SEN an decrease of 9 on last year.

Boys remain dominant in SEN registration and this is broadly in line with children off roll. Boys are now 1.5 times more likely to be on the SEN register. The are 5 times more likely to secure an EHCP.

Core need in school continues to be 'speech, language or communication need' (32 children); Social emotional and mental health (25 children). However, the SENCO is currently reviewing need records and adjusting ranked need (some children have multiple need). It is thought that SEMH and Autistic spectrum need will increase as part of this exercise.

Using and combining new friendship data, outcomes have confirmed that children registered with SEN are more than 10X (5x last year) more likely to experience significant or exceptional issues within their friendships. For children not registered for SEN the proportion of significant+ friendship issues is tiny (<2%).

There are currently 6 hours per week class based TA time increased from 3 hours 33 minutes per week 2019/20 (914 hours/152 SEN) available for each child on average at SEN register – this constitutes a significant and essential (long over due) increase to



meet SEN need.

The number of hours difference between calculated need and employed is significantly lower compared to last year at 130 hours per week shortfall.

There is currently an excess of £100,000 spent on SEN, PP, EAL – the impact of this would be most keenly felt in building & capital, leadership and learning resources

### Children Looked After

The proportion of children in care and experiencing care has significantly reduced to 1 from 4. With a further 5 subject to special guardianship/ residency orders. There are 4 children adopted from the UK. The overall number of children in care or adopted has decreased by 1 to 10.

Overwhelmingly, children subject to care and adoptions arrangements, present notably greater need. Although the group numbers are small and caution is needed with proportions:

They are twice as likely to have special educational needs and are far more likely to have an EHCP 20% against 3% for the children that are not/ have not been in care. 5/10

Challenging behaviour is far more likely to be experienced – High+ risk 2/10

Significant friendship issues 2/10

### Friendships

This is the second year this data has been available and it is quite striking, particularly for less able and more vulnerable children.

The quality of Friendships are improving marginally when we compare children off roll with those on roll (although this may be influenced by subjective judgement bias). Friendships between children are overwhelmingly stable and positive within school >80%. There are a small minority of children @5% (27 children) where there are significant or exceptional issues.

The proportion of stable and positive friendships is broadly consistent in each year group. However, again this year, the proportion of children noted with significant friendship issues in Y3&4 is more than twice that of Y5&6.

Friendship proportions between genders are broadly similar at each quality level with the exception of 'significant issues' for boys which is higher.

Pupil Premium children are more than twice as likely to have difficulties in their friendships.

Similar to pupil premium (and a proportion are the same children) children with SEN consistently have poorer quality friendships - @ more than five times more likely to have significant or exceptional issues.

There is a very clear and broadly consistent relationship between friendship quality and academic target. The higher the academic target the higher the quality of friendship is noted.

### Behaviour

Behaviour, as judged by teachers is overwhelmingly good or better in school (@88%). Policies, systems and processes to promote good behaviour have good impact reducing potential challenges to a minimum.

There is broad consistency between teacher and senior leader judgement for low risk/ good+ behaviour. There are currently 18 children thought to present a high or extremely high risk for behaviour, a notable fall from last year.

Boys present a notably higher risk than girls – approximately 5+ times higher at the higher risk



threshold. Pupil premium children present double the risk with 'extremely high risk' being almost entirely pupil premium.

Children with SEN account for almost all high and extremely high behaviour risks.

There is a direct relationship between achievement and behaviour challenges. The lower the achievement the higher the behaviour challenge. It is not certain but it is likely that they fuel each other i.e. once learning becomes a challenge behaviour is more likely to be challenging and VICE VERSA

### Homework

The submission (or rather non-submission) is a very significant concern.

Submission of homework judgements between children off roll (Cohort 2015+) and those currently on roll have reduced significantly – at this stage the factors responsible for this are not clear as the homework systems are well established and very flexible to meet almost all family circumstances. It is important to determine whether this is about teacher judgement or a genuine fall in homework engagement that would almost certainly be a portent for reduced achievement. Of greatest concern would be the increase in those submitting 'rarely' and 'never' @ twice as much.

Pupil premium submission continues to be significantly lower than non-pupil premium with only @30% submitting mostly. Pupil premium homework submission has reduced markedly.

SEN submission is lower than non-SEN. SEN submission is lower than 50%. Both SEN and NON-SEN children submission has dropped.

There is a stark correlation between RWM target setting and submission of homework. This is consistent from year to year. Children with targets 'above ARE' submit homework mostly 80%+. Children 'below ARE' submit mostly 40%. Effectively they are behind and the gap will increase exponentially.

### Medical and First Aid

Approximately 20% of the school population visit the medical team frequently or very frequently this is a @110 children (a fall from the previous year when it was @140). Visits are in inverse proportion to age – there is a clear reduction as children progress through school for children visiting the medical team.

Pupil premium are more likely to visit frequently+. SEN maintains a similar pattern however the difference is notably reduced compared to last year.

Once again, there is a clear link between RWM target and visit frequency to the medical team

### Safeguarding

#### Highest Threshold Recorded

Data is collated for current safeguarding cases and highest threshold recorded for a child. This is important as the harm that may have been caused to a child when a safeguarding threshold was met initially may well last longer than their period of current registration, it may have lasting impact for various period, including lifelong, therefore it is important to maintain oversight. Equally, for all but a child protection plan, parents may withdraw consent, conditions may not change and current case data alone would not reflect longer term damage to a child or challenge within school.

**95 children (15%+) on roll currently have been subject to the highest form of child protection and concern and/or intervention (level 4).** This proportion is @double the proportion in historic data.

Almost 50% of pupil premium children have been referred, placed or received intervention at Level 4, the highest safeguarding threshold. 12+X greater than non pupil premium children.

SEN registered children also have a very disproportionate number of children subject to





safeguarding at some point in their school career. Although not as extreme as pupil premium group, it is very significant.

There is a direct correlation between academic risk/ RWM target estimates and safeguarding thresholds. The higher the academic ability the higher the safeguarding risk i.e. Above ARE target estimate group have @1:20 chance of safeguarding registration internally/ externally against 1:2 chance for below ARE.

### Current Case Load

In 2020-21 there are 30 children (@5%) on the school role who have required a referral to external family support or safeguarding services (this is a significant fall from 43 last year). There are currently 15 at the highest level of safeguarding and child protection.

There are a further 60 children currently receiving some level of support internally through the pastoral team. Overall there are 15% of children requiring some form of internal or external safeguarding support currently.

### Socio Economic

The proportion of children eligible for free school meals has now fallen below national mean for three years. We are now 2% below the national average of 23%. The proportion reside within the 3rd (middle quintile)

The school deprivation factor is in Quartile 4 – more deprived. Although the pupil base is within the average range.

#### Local Area

Using the latest super output area data (2015 is the latest; 2020 data is due to be published shortly, 5 year publishing period) in excess of half of the Chesswood catchment area contains significant proportions confirmed within the bottom 20% of the most deprived areas in England. Key aspects of deprivation affecting the local area, in order of severity, include: living environment deprivation (largely below 2nd decile); health deprivation and disability; employment/ income deprivation.

#### School data

The proportion of current FSM is 17% (103) a notable increase compared with the past two years (5%, +29 children). FSM is increasing overtime.

There are currently 124 pupil premium children (decreased by 6 from last year) and a further 10 children in receipt of pupil premium plus – 134 overall. This is a decrease of 7 reflecting the fall in pupil numbers. Pupil premium accounts for 22% of school population, this is broadly stable.

Once registered on the PP registration the following risks increase

- **Attendance** – Persistent absence twice as likely (a reduction from 6-7 times more likely) **Consistent Trend**
- **Homework** – @2x as likely to submit homework less than 'Mostly' a reduction from twice as likely last year, although this is probably a result of reductions of non PP children. 3 times more likely to submit homework never or rarely. **Consistent Trend**
- **Behaviour** – Pupil premium children present more than 4X the risk with 'extremely high risk' being almost entirely pupil premium. **Consistent Trend**
- **Friendships** – more than twice as likely to have minor+ friendship issues. @ five times more likely to have significant+ issues. **Consistent Trend**
- **Medical and first aid** - Pupil premium are more likely to visit frequently+. **Reducing trend**
- **SEN** twice the proportion of PP children are also SEN compared to non PP children. Securing progress given the secondary issues is then exceptionally challenging. It is



# Chesswood Junior School

## School Brochure



	<p>therefore the secondary challenges that need to be aligned and addressed to secure a good foundation for progress.</p> <p><b>Consistent Trend</b></p> <ul style="list-style-type: none"> <li>• <b>Contextual Risk</b> in excess of 80% of pupil premium children have a high+ contextual risk. This compares with 15% for non PP (there are some underlying data factors that exacerbate this).</li> <li>• <b>Safeguarding</b> - @6 times more likely to require some form of external safeguarding. <b>Reducing trend</b></li> <li>• <b>Academic risk</b> (High+) for pupil premium children is more than double that of non PP <b>Increasing trend</b></li> </ul>
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### Ethnicity

<p>The data confirms there is significant ethnic diversity at Chesswood with 13 from the 17 ethnic groups enrolled. 26% of the school community with the largest being White – any other white background. This has changed from Asian or Asian British - Filipino community.</p>	<p>There are <b>14 ethnic minority groups recorded</b>. The largest among these are Any other white background – typically European; ‘any other Asian background’ - Filipino Community which had been consistently the largest is now second. There are <b>158 children registered</b> within an ethnic minority group. This represents 26% of the school population currently. The proportion is consistent in recent years.</p>
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### First Language

<p>There has been a consistent proportion of pupils whose first language is not English at 18% this has increased by 2% to 20%. We are now 1% lower than national average.</p> <p>The proportion of children with English as an additional language continues to be within the second quintile (highest 40%).</p>	<p>Other than English, there are <b>36 languages spoken</b> by children at Chesswood, consistent with previous years – Tagalog/Filipino is the most prevalent (26), followed by a significant change in recent years with Eastern European languages increasing Polish (16), Romanian (8) Lithuanian (5). Other languages – Bengali (9). All other languages = 4 or less</p> <p><b>20% of children (124) do not speak English as their first language – the proportion has stabilised following an increase compared with previous years.</b> Currently there are 34 children on the EAL register and a further 22 being monitored. There are 11 children on the register whose English language level is emerging. This group require frequent and substantial support.</p>
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### Religion

<p>The proportion of children with a declared religion (40%) continues to be notably less than children with ‘no religion’ 51%. The largest religion is Christianity (in all forms) at 29% (-12% from children off roll), this is part of a decreasing trend. Other major religions account for 7% of the school population (+3%).</p>
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### Further Information

[HOME > SCHOOL INFO > SCHOOL PERFORMANCE > SCHOOL CONTEXT](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=School+Context&pid=1466>



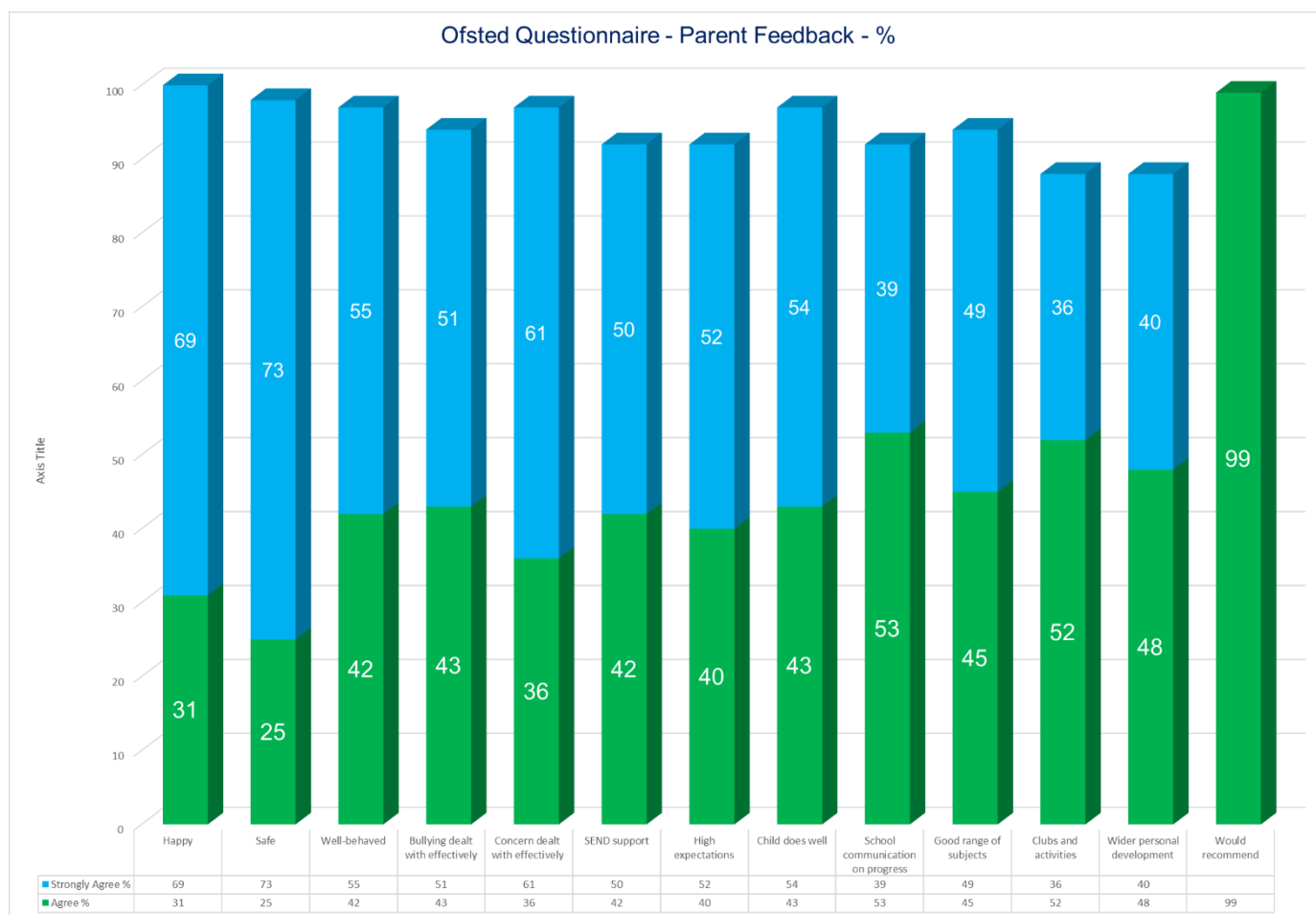
## 7. Stakeholder Views

We seek to promote a strong relationship between all members of the community in the development of the future direction of the school – this includes children, parents, staff and other members of the local and wider community. We consult with and listen to the views of all members using a variety of strategies including working groups and questionnaires. We then seek to consider views impartially and develop future actions in the best interests of children taking into consideration the views of stakeholders.



### 7.1. Parent Views

Ofsted parent view is an online questionnaire for all parents to complete each year. The result below relate to outcomes from 2020-21.



We hope you will agree that there is very strong parental support for Chesswood Junior School with typically in excess of 90% agreement and for many responses over half of respondents 'strongly agree' e.g. 'the school is well led and managed'; 'my child is well looked after'; 'my child is happy'; 'my child is safe'.

Parent views are collected via our own wellbeing questionnaire. The questionnaire uses questions in line with Ofsted Parent View, as above, for us to compare parent and pupil views in the school on the same issues.



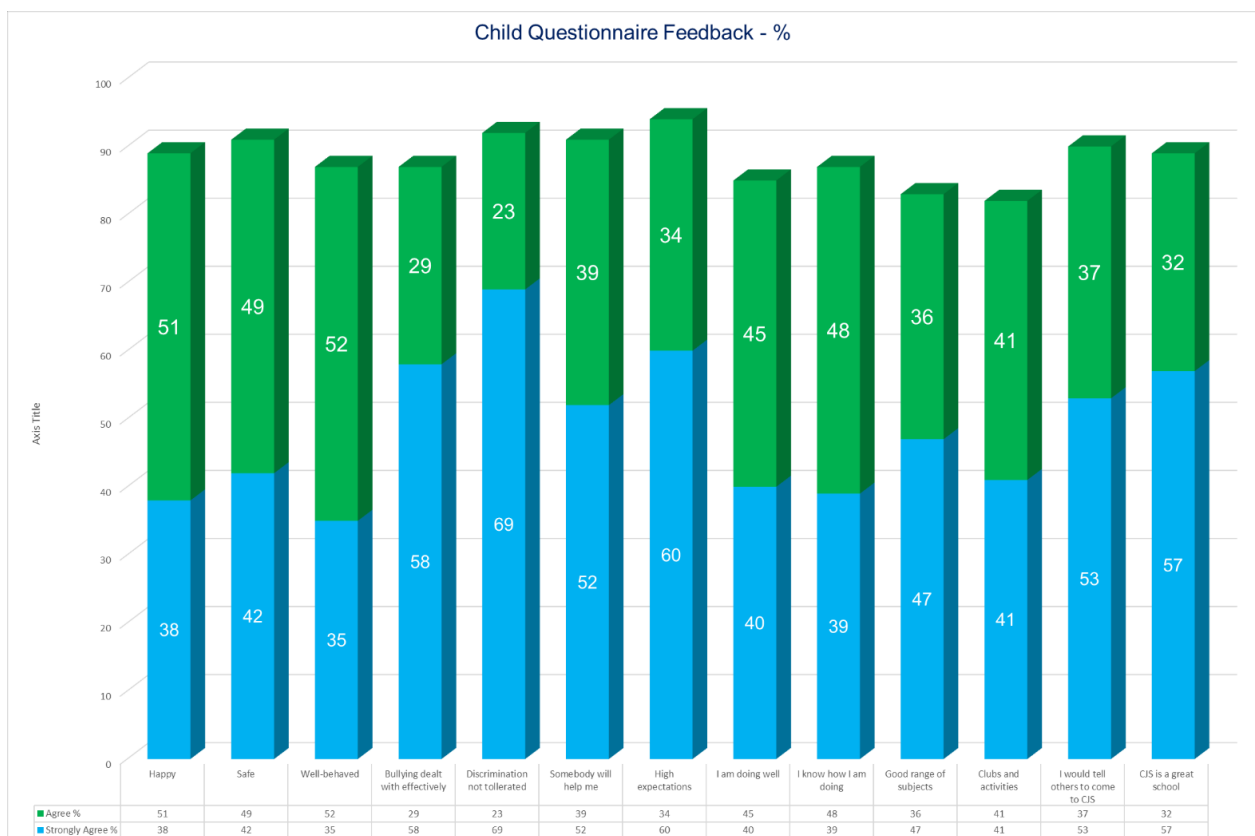
### Some of the positive comments about our school

- Y3 My son speaks highly of the school especially his teacher.
- Y3 Appears to be a very nurturing environment & good leadership & encourages healthy competition.
- Y4 The work is varied and interesting. Good work is rewarded through top 10s and certificates.
- Y4 Chesswood school have been amazing at supporting my daughter when she needed it and supporting us as parents during home learning. It was very much appreciated. I will definitely recommend Chesswood to other parents.
- Y5 Nothing ever seems too much to ask for staff are very helpful there.
- Y5 This school is by far one of the best schools in Worthing, the staff are great, the pupils are well mannered and polite and the teachers deserve a pay rise for all of their hard work in and out of the school. They do not receive the amount of recognition they deserve.
- Y6 My son has grown so much in confidence since joining Chesswood and I feel that he has received excellent teaching and has build very positive relationships with his peers and teachers/ teaching assistants.

### 7.2. Child Views

Pupil views are collected via a pupil wellbeing questionnaire. The questionnaire uses questions in line with Ofsted Parent View, as parents above, for us to compare parent and pupil views in the school on the same issues. There are a few additional questions to the Parent View ones that seek pupils' views on the school and their wellbeing. The final two questions allow for pupils to express their opinions on improvements the school can make and the best things Chesswood offers. Due to the language used in some questions, teachers explained the question before pupils completed the questionnaire on iPads in class.

This survey took place during COVID-19 restrictions, so all categories showed less confidence than previous surveys.







***What do the children say? Best things about Chesswood...***

Year	Comments	Comments
3	<ul style="list-style-type: none"><li>• The nice and kind teachers</li><li>• Making new friends</li><li>• Getting a certificate</li></ul>	<ul style="list-style-type: none"><li>• That we have a big playground</li><li>• Club because it's fun</li><li>• TOP 10s</li></ul>
4	<ul style="list-style-type: none"><li>• The teachers are best at this school</li><li>• They have great teachers and brilliant assistants</li><li>• I love having the coolest teacher in the school</li><li>• One of the best things about Chesswood Junior School is you can take part in everything and you aren't left out in anything that you do even in the playground when you are playing.</li></ul>	<ul style="list-style-type: none"><li>• That you get to learn fantastic things at Chesswood Junior School</li><li>• There are so many people it's impossible not to have any friends</li><li>• Everyone follows the bright spark code so there are a lot of friends that will be kind to me and others</li><li>• The one thing is being kind a.k.a courtesy care and kindness</li></ul>
5	<ul style="list-style-type: none"><li>• The teachers are definately the best thing about this school</li><li>• The best thing about Chesswood is how kind everyone is including the teachers and TA's</li><li>• There are libraries in multiple places around the school</li><li>• Playground because I can play with my friends and have lots of fun, size of field</li></ul>	<ul style="list-style-type: none"><li>• I have made lots of friends, kids and teachers</li><li>• Basketball club, computing club, sewing club and Minecraft club</li><li>• How competitive and positive it is and just in general everything is so amazing and fun, I always end up having a good time!</li><li>• The school help me with my worries</li></ul>
6	<ul style="list-style-type: none"><li>• The teachers' attitudes - they let you talk when you put your hand up and they don't tell you off too much</li><li>• All of the teachers are really kind and when I moved here mid year 3 everyone in my new class was really welcoming and throughout year 3,4,5 and 6 all of my teachers have been amazing</li><li>• The events like Christmas and Halloween and the race cars I think really makes you feel involved in activities</li><li>• One of my favourite things in Chesswood is the wonderful decorations of classrooms, halls, and displays!</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• For me, the best thing about Chesswood is that you can come from a different school and in a couple of days have many friends, which I experienced in year 3, so I definitely like that about Chesswood</li><li>• They honestly care about you as a person</li><li>• How safe they keep the students especially during covid -19</li><li>• I enjoy the meditation as it gives me time to relax, the teachers who are in our classroom will always help me if I'm stuck or worried or upset.</li><li>• The best thing in Chesswood is that when you move class you do not move away from your friends and teachers tell our new teacher who you are friends with.</li></ul>

**Further information:**

[HOME > SCHOOL INFO > COMMUNITY FEEDBACK](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Community+Feedback&pid=1455>





## 8. Concerns & Complaints Procedure

From time to time, we may fall below the high expectations we set for ourselves and we encourage parents to contact us if something has happened within school that could improve. We also recognise and appreciate problems occurring in school that make a child unhappy can produce in parents. From experience, problems are **always** resolved more quickly and effectively if parents share their specific concerns and problems rather than their strong emotions. You can be assured that all members of staff act in good faith and will make every effort to resolve any issues arising in order that your child may return to being happy and learning productively in the shortest period of time.

Our aim when dealing with complaints, is to resolve them:

- Openly
- Fairly
- Promptly
- Without prejudice

Our principles for dealing with complaints will:

- Be managed consistently by every member of the Chesswood School community
- Be welcoming and understanding
- Not trivialise or dismiss a complaint without giving it full consideration
- Be simple to understand and follow
- Be evidence based and focused on outcomes
- Adhere to specific time limits for action
- Keep people informed at all stages
- Where necessary, respect people's desire for confidentiality
- Be carefully quality assured
- Provide information to the school's senior leadership team so that the school's procedures can be improved.





### Concerns and complaints – quick guide

#### Questions, queries and clarification

- Wherever a parent has question query or needs clarification they are encouraged to contact school at the earliest opportunity to secure the information needed.
- This may be in person, by telephone or in writing
- If, however, there is an underlying concern then parents are asked to follow the informal concern process below.

#### Informal Stage Concerns

- Wherever possible raise the concern in writing using email [concern@chesswood.w-sussex.sch.uk](mailto:concern@chesswood.w-sussex.sch.uk) or hand written notes
- A concern & complaint form and online form is available for parents use **HOME> PARENTS> CONCERNS AND COMPLAINTS**
- Concerns may be also be raised in person or by telephone
- When sharing a concern it will be resolved more effectively when the following details are shared: Your contact details, Incident - location, timing and people involved; whether this is the first time sharing concern; how it might be resolved for you.
- Please do not communicate concern on social media, anonymously or otherwise, until school staff have had an opportunity to hear and resolve the concern.

#### Stage 1 Formal Complaint

- If the informal stage has not resolved the concern or the matter is communicated as a complaint initially - Stage 1 will be followed. If the complaint is about anything other than the head teacher or a governors, wherever possible, communicate the complaint in writing using email [complaint@chesswood.w-sussex.sch.uk](mailto:complaint@chesswood.w-sussex.sch.uk) or with hand written notes.
- Complaints may be also be raised in person or by telephone
- If the complaint relates to the head teacher or a member of the governing body use [clerk@chesswood.w-sussex.sch.uk](mailto:clerk@chesswood.w-sussex.sch.uk)
- Details requested and guidance is consistent with the informal stage above.

#### Stage 2 Governing Body

- If stage 1 has not resolved the complaint to a parents satisfaction it may be escalated to stage 2. The request to escalate must be made within 20 days of the stage 1 response.
- Please communicate in writing to [clerk@chesswood.w-sussex.sch.uk](mailto:clerk@chesswood.w-sussex.sch.uk) to communicate this request
- You may also communicate your intention with a handwritten letter delivered to Chesswood for the attention of the Clerk to governors.
- You will receive a response within 5 working days of receipt.
- A panel of three governors with no prior involvement or knowledge of the complaint will be formed
- There is a right to escalate from this stage to the Department for Education if the complaint has not been resolved to their satisfaction.

### Further Information

HOME > SCHOOL INFO > CONCERNS AND COMPLAINTS

<https://www.chesswood.w-sussex.sch.uk/page/?title=Concerns+and+Complaints&pid=190>





## 9. Controlling Access to school premises

Schools are private property. People do not have an automatic right to enter. Parents have an 'implied licence' to come on to school premises at certain times, for instance:

- for appointments
- to attend a school event
- to drop off or pick up younger children

Parents and visitors will be warmly welcomed to the school premises as long as the following rules are followed:

- Act with courtesy, care and kindness to all other site users at all times
- Ensure behaviour is not reasonably perceived to be discriminatory, abusive, threatening or violent by any other site user, at any time.
- Ensure any communication online (including any form of social media), telephone or in writing including email is not reasonably perceived to be discriminatory, abusive (including defamatory comments that may or may not have a specific named individual noted), threatening towards any member of the school staff, volunteers or governing body

Whilst on the school site or near the school entrance areas, visitors **must not**:

- Swear or use of offensive language
- smoke, including vaping
- bring or leave dogs unless they are specifically required for a disability
- use (they may be walked and stored in allocated places) of any bicycle, scooter or other wheeled transport, including motorised

***E-Scoters are not permitted on site and may not be stored on the school site***

Anyone not following the above rules will be considered to be trespassing. Trespassing is a civil offence. This means that schools can ask someone to leave and take civil action in the courts if someone trespasses regularly. Schools can bar someone from the premises if they feel that their aggressive, abusive or insulting behaviour or language is a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened to undertake a ban.

**We have a zero-tolerance approach to any discriminatory, abusive, threatening or violent behaviour towards any member of staff, governor or volunteer, at any time either whilst on site, off site or on-line. We will always take the strongest possible action in response to such behaviour.**

### Further Information

HOME > SCHOOL INFO > CONCERNS AND COMPLAINTS

<https://www.chesswood.w-sussex.sch.uk/page/?title=Concerns+and+Complaints&pid=190>







## 10. The School Year

### 2021-22 Standard School Year

#### Standard School Year 2021/2022

Recommended school term and holiday dates for the academic year 2021/2022 for West Sussex

#### The School Year

2021			
	September	October	November
Monday	6 13 20 27	4 11 18 25	1 8 15 22 29
Tuesday	7 14 21 28	5 12 19 26	2 9 16 23 30
Wednesday	8 15 22 29	6 13 20 27	3 10 17 24
Thursday	9 16 23 30	7 14 21 28	4 11 18 25
Friday	3 10 17 24	1 8 15 22 29	5 12 19 26
Saturday	4 11 18 25	2 9 16 23 30	6 13 20 27
Sunday	5 12 19 26	3 10 17 24 31	7 14 21 28
2022			
	January	February	March
Monday	3 10 17 24 31	7 14 21 28	7 14 21 28
Tuesday	4 11 18 25	1 8 15 22	1 8 15 22 29
Wednesday	5 12 19 26	2 9 16 23	2 9 16 23 30
Thursday	6 13 20 27	3 10 17 24	3 10 17 24 31
Friday	7 14 21 28	4 11 18 25	4 11 18 25
Saturday	8 15 22 29	5 12 19 26	5 12 19 26
Sunday	2 9 16 23 30	6 13 20 27	6 13 20 27
	April	May	June
Monday	4 11 18 25	2 9 16 23 30	4 11 18 25
Tuesday	5 12 19 26	3 10 17 24	5 12 19 26
Wednesday	6 13 20 27	4 11 18 25	6 13 20 27
Thursday	7 14 21 28	5 12 19 26	7 14 21 28
Friday	1 8 15 22 29	6 13 20 27	1 8 15 22 29
Saturday	2 9 16 23 30	7 14 21 28	2 9 16 23 30
Sunday	3 10 17 24	8 15 22 29	3 10 17 24 31

### 2021-22 INSET Dates

These dates will remain provisional until January 2020. Please contact the school office for any updates should you have a specific reason to need confirmation

Term	Event	Information
Autumn Term	INSET DAYS	Thursday 2 <sup>nd</sup> September, Friday 3 <sup>rd</sup> September, Wednesday 17 <sup>th</sup> November 202
Spring Term	INSET DAYS	Wednesday 9 <sup>th</sup> March 2022
Summer Term	INSET DAYS	Wednesday 18 <sup>th</sup> May 2022



# Chesswood Junior School

## School Brochure



### 2022-2023 Term dates

#### Standard School Year 2022/2023

Recommended school term and holiday dates for the academic year 2022/2023 for West Sussex

#### The School Year

	2022				2023			
	September	October	November	December	January	February	March	April
Monday	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24
Tuesday	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31	7 14 21 28	7 14 21 28	4 11 18 25
Wednesday	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26
Thursday	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26	2 9 16 23	2 9 16 23 30	6 13 20 27
Friday	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27	3 10 17 24	3 10 17 24 31	7 14 21 28
Saturday	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	4 11 18 25	4 11 18 25	1 8 15 22 29
Sunday	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29	5 12 19 26	5 12 19 26	2 9 16 23 30
	May	June	July	August				
Monday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28				
Tuesday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29				
Wednesday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30				
Thursday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31				
Friday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25				
Saturday	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26				
Sunday	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27				

### 2022-23 INSET Dates

Please contact the school office for any updates should you have a specific reason to need confirmation

Term	Event	Information
Autumn Term	INSET DAYS	Thursday 1 <sup>st</sup> September, Friday 2 <sup>nd</sup> September, Wednesday 16 <sup>th</sup> November 2022
Spring Term	INSET DAYS	Wednesday 8 <sup>th</sup> March 2023
Summer Term	INSET DAYS	Wednesday 17 <sup>th</sup> May 2023



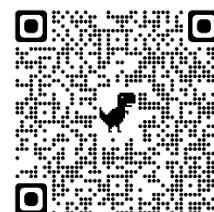
### 10.1. Important Dates for Diary

Academic Year	2021-22	2022 -23
Confirmation	Confirmed	Provisional
<b>Autumn Term</b>		
Parents Evening 1	19 <sup>th</sup> & 21 <sup>st</sup> October	18 <sup>th</sup> & 20 <sup>th</sup> October
Meet the Teacher	WB 13 <sup>th</sup> September	WB 12 <sup>th</sup> September
Y6 Bristol residential	N/A (see July)	26 <sup>th</sup> to 30 <sup>th</sup> September
Open Day & Evening	10 <sup>th</sup> November	9 <sup>th</sup> November
Autumn Test Week (Reading, Writing and Maths)	22 <sup>nd</sup> to 26 <sup>th</sup> November	21 <sup>st</sup> to 25 <sup>th</sup> November
Christmas Lights Evening	8 <sup>th</sup> December	7 <sup>th</sup> December
Christmas Carol Concert	15 <sup>th</sup> & 16 <sup>th</sup> December	14 <sup>th</sup> & 15 <sup>th</sup> December
<b>Spring Term</b>		
Celebration of Learning 1	12 <sup>th</sup> January	11 <sup>th</sup> January
Parents Evening 2	18 <sup>th</sup> and 20 <sup>th</sup> January	17 <sup>th</sup> & 19 <sup>th</sup> January
Spring Test Week (Reading, Writing and Maths)	21 <sup>st</sup> to 25 <sup>th</sup> March	20 <sup>th</sup> to 24 <sup>th</sup> March
<b>Summer Term</b>		
Celebration of Learning 2	6 <sup>th</sup> April	5 <sup>th</sup> April
Parents Evening 3	3 <sup>rd</sup> and 5 <sup>th</sup> May	2 <sup>nd</sup> & 4 <sup>th</sup> May
Year 6 SATS	9 <sup>th</sup> – 12 <sup>th</sup> May	8 <sup>th</sup> – 11 <sup>th</sup> May
Summer Test Week (Reading, Writing and Maths)	20 <sup>th</sup> to 24 <sup>th</sup> June	19 <sup>th</sup> to 23 <sup>rd</sup> June
Year 2 Induction Evening	5 <sup>th</sup> July	4 <sup>th</sup> July
Transition and transfer day	6 <sup>th</sup> July	5 <sup>th</sup> July
Summer Fayre	TBC	TBC
School production	4 <sup>th</sup> – 8 <sup>th</sup> July	3 <sup>rd</sup> -7 <sup>th</sup> July
Y6 Bristol residential	11 <sup>th</sup> – 16 <sup>th</sup> July	N/A (see September)

#### Further Information:

[HOME > PARENTS > SCHOOL TERMS, DATES AND DIARY](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=School+Terms%2C+Dates+and+Diary&pid=189>





## 11. School Day

The school gates open at 8.30a.m. and registers open at 8.50 a.m. **Children are expected to arrive on their year group playground no later than 8:45 a.m. each day of school.**

The school day ends at 3.15 p.m. **Please be aware, your children may not reach the playground until 3.25 p.m. after they have collected their belongings (and dawdled, chatting with friends!). Where children have participated in sport or a creative activity this can delay departure at the end of the day – we would ask for parents understanding when this happens. If you have any concerns regarding collection, please speak with the class teacher in the first instance.**

Between those times over 600 children will enjoy a huge range of learning activities and opportunities. For many children, the day is extended with participation in extra-curricular activities. The timetable below provides an overview of a basic school week before all 13 subjects are added. Once they are, things look a little crammed!

### Morning Timetable

Year	Pre-school 07:30-08:30	Pre-school 08:00-08:45	Arrival & Entry	Start of school 08:50-09:00	Lessons	Break	Lessons
3	Breakfast Club	Year Leader Interventions	Arrive 8:30 – 8:45 Class Entry 8:45-8:50	Registration Starter Boards	09:00-10:00	10:00 - 10:15	10:15 – 12:15
4					09:00-11:00	11:00 - 11:15	11:15 – 12:15
5					09:00-10:00	10:00 - 10:15	10:15 – 12:15
6					09:00-11:00	11:00 - 11:15	11:15 – 12:15

### Afternoon Timetable

Year	Lunch	Lessons 13:15 – 15:15	After School 15:15 – 16:15	After School
3	General 12:15 – 13:15  Lunch Clubs 12:45 – 13:15	Year Assemblies (30 mins): Monday Lower School Assemblies Wednesday 2x30 mins	<ul style="list-style-type: none"> <li>Extra Curricular Clubs</li> <li>Year Leader Interventions</li> <li>After School Care Club</li> </ul>	16:15 – 18:00 After School Care Club
4		Year Assemblies (30 mins): Thursday Lower School Assemblies Wednesday 2x30 mins		
5		Year Assemblies (30 mins): Tuesday Upper School Assemblies Wednesday 2x30 mins		
6		Year Assemblies (30 mins): Friday Upper School Assemblies Wednesday 2x30 mins		

### Further Information:

[HOME > PARENTS > SCHOOL TIMETABLES](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=School+Timetables&pid=1358>





### 11.1. Break Arrangements

Breaktime is staggered to allow children more space to play: year 3 & 5 from 10am – 10.15am and year 4 & 6 from 11am – 11.15am. Children are encouraged to have a **healthy** snack to eat and water during this break.

#### Staying Healthy at Breaktime

Allowed and encouraged at break and lunchtime



Discouraged at breaktime could be included in packed lunch



Not Allowed – including at lunchtime – birthdays and treat week only –  
Never bring nuts (severe allergies) or fizzy drinks



Dream Aspire Achieve



#### Be Healthy - Drink More Water!

5-8 YR OLDS	 <p><b>5</b> GLASSES</p>	
9-12 YR OLDS	 <p><b>7</b> GLASSES</p>	

#### FURTHER INFORMATION:

HOME > PARENTS > HEALTHY SNACKS AND REFRESHMENTS

<https://www.chesswood.w-sussex.sch.uk/page/?title=Healthy+Snacks+and+Refreshments&pid=1478>





## 12. Lunchtime Arrangements

Lunchtime for all children is between 12:15 and 13:15. We believe it is important to provide a full hour for children to eat, relax, play and socialise.

After your child moves from Year 2 to Year 3 they will no longer be entitled for universal free school meals. You can either provide a lunch for them or purchase a hot school meal.

### Chartwells – Hot Lunches

Healthy, balanced meals are created using top quality ingredients, sourced only from approved Compass Group suppliers who meet stringent standards of quality and safety.

Complete meals are created in our Cuisine Centre and then delivered and cooked at the point of service in bespoke packaging. Meals can be cooked very quickly (in just four to six minutes) using microwave energy to create steam from the water in the raw ingredients.

The result is hot, delicious food which retains its essential nutrients, where the flavour and texture of the food is preserved, while looking and tasting great.

WEEK 1 18/02, 03/03, 24/03, 14/04, 05/05, 25/05, 16/06, 06/07, 27/07, 18/08, 08/09, 28/09, 19/10, 09/11, 29/11, 20/12, 10/01, 31/01, 21/02, 14/03, 04/04					WEEK 2 04/05, 19/05, 10/06, 31/06, 21/07, 12/08, 02/09, 23/09, 13/10, 04/10, 25/10, 15/11, 06/12, 27/12, 17/01, 07/02, 28/02, 21/03, 11/04				
HOT SPECIALS...		DAILY FAVES...		SIDES... PICK A PUDDING!	HOT SPECIALS...		DAILY FAVES...		SIDES... PICK A PUDDING!
MONDAY	Sausage & Mash with Gravy Mash with pork and beef sausages and rich gravy ***** Cheese & Tomato Pasta Tomato and basil sauce with fusilli pasta topped with cheese	Jacket Potato with cheese or baked beans	Green Beans Carrots	Yoghurt & Granola	MONDAY	Cheese & Tomato Pizza Cheesy tomato topped pizza slice ***** Beef Pasta Bolognese A classic Italian beef bolognese in a yummy tomato sauce	Jacket Potato with cheese	Peas Sweetcorn	Muesli Flapjack
TUESDAY	Traditional Mac 'N' Cheese Delicious macaroni in a creamy cheese sauce ***** Chicken Tikka Masala with Rice A delicious mild Chicken Tikka Masala	Jacket Potato with salmon & cucumber mayo	Spring Vegetable Mix	Apple & Mango Drizzle Cake	TUESDAY	Sausage & Mash with Gravy Mash with pork and beef sausages and rich gravy ***** Veggie Chilli & Rice A classic vegetable chilli served with rice	Jacket Potato with baked beans	Green Beans Peas	Yoghurt & Fruit Slices
WEDNESDAY	Roast Beef with Roast Potatoes & Gravy Succulent roast beef with roasties and gravy ***** Sweet Potato & Chickpea Loaf with roast potatoes & gravy	Jacket Potato with baked beans	Cabbage Carrots	Jammy Jack Flapjack	WEDNESDAY	Roast Chicken with Roast Potatoes & Gravy Delicious roast chicken with roasties and gravy ***** Sweet Potato & Chickpea Loaf with roast potatoes & gravy	Jacket Potato with cheese or baked beans	Cabbage Carrots	Jammy Jack Flapjack
THURSDAY	Cheese & Tomato Pizza Delicious macaroni in a creamy cheese sauce ***** Vegetable Burrito A soft wrap filled with lightly spiced veggies and rice	Jacket Potato with veggie bolognese	Sweetcorn Coleslaw	Oat & Honey Shortbread	THURSDAY	Traditional Mac 'N' Cheese Delicious macaroni in a creamy cheese sauce ***** Chicken Fillet Sandwich with Diced Potatoes A chicken fillet sandwich with diced potatoes	Jacket Potato with tuna & cucumber mayo	Green Beans Sweetcorn	Yoghurt & Granola
FRIDAY	Fish & Chips Our traditional Friday favourite ***** Veggie Nuggets & Chips Battered Quorn nuggets with chips	Jacket Potato with tuna mayo or cheese	Baked Beans or Peas	Yoghurt & Fruit Slices	FRIDAY	Fish & Chips Our traditional Friday favourite ***** Cheese & Vegetable Frittata & Chips Yummy cheese and vegetable frittata with chips	Jacket Potato with veggie bolognese	Baked Beans or Peas	Banana Cake & Custard

Vegetarian Oily fish Wholegrain Fruity!

Water, milk, salad, bread and fruit Available every day!

### Packed Lunches

School meals are a great choice, but if you do make a packed lunch for your child please consider the guidance on our 'Packed Lunches' web page, so your child fuels up, stays healthy and is ready to learn.



# Chesswood Junior School

## School Brochure



The screenshot shows the 'change4life' website. At the top, there's a navigation bar with icons for Food facts, Recipes, Activities, and Your child's weight. Below this is a sub-navigation bar with links for Breakfast, Lunch, Dinner, Puddings, Lunchbox, and Barbecue and picnic. The main heading is 'Healthier lunchbox recipes' in large red letters. Below the heading, it says 'Get loads of easy-to-prepare ideas your kids will love, as well as tips on what else to put in their lunchbox'. To the right of the text is an illustration of a blue lunchbox filled with various food items. Below the main heading is a blue bar with links for Lunchbox swaps, Recipes, Tips, and Make your own. The main content area has a white background with text about preparing lunchboxes and a photo of a smiling man in a kitchen.

### Free School Meals

There is often confusion for families when moving to Junior School with regard to meal arrangements. Free School meals cease for ALL children. If a family believes they are entitled to Free School Meals they must visit the West Sussex Free School Meals site to claim.

It is important to note that there are two benefits for EVERY family that is eligible to complete the application process:

1. Your child may then have a hot school meal every school day free of charge.
2. The school receives additional funding (£1320 pupil premium funding) for every child that is eligible for free school meals currently or have ever been eligible in the last 6 years and had that confirmed by the Local Authority.

Even if a family does not wish to claim the free school meals, it is vital they complete the FSM process to enable the school to access the pupil premium funding that is so essential to keeping sufficient staff to support children's learning at Chesswood Junior School.

**IF YOU THINK YOU ARE ELIGIBLE FOR FSM DON'T DELAY, COMPLETE THE PROCESS TODAY!**

### FURTHER INFORMATION

[HOME > PARENTS > SCHOOL MEALS \(FREE & PAID FOR\)](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=School+Meals+%28Free+%26amp%3B+paid+for%29&pid=257&action=saved>







## 12.1. *Start and end of school day arrangements*

### **Responsible person definition**

A responsible person is defined by maturity and ability to manage the behaviour and actions of a younger child safely. They are not defined by age. The final judgement on whether arrangements are appropriate is retained and reviewed by parents. However, the school has safeguarding responsibilities and will intervene if there is or appears to be a considerable risk of harm e.g. child walking with friends playing in the road. Parents are responsible for placing suitable safe arrangements for school travel for their own child.

There are two factors in a safe partnership,

1. the extent to which the junior age child will follow instructions and keep themselves safe
2. the extent to which the responsible person holds sufficient authority, demonstrates maturity and manages risks effectively.

### **Colour Risk Guide**

<b>Outstanding</b>	<b>Good</b>	<b>Some Concern</b>	<b>Significant Concern</b>	<b>Serious and significant Concern</b>
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### **Collection Risk Matrix**

		Responsible person maturity, risk management and authority			
Chance of child following instructions and keeping themselves safe		Low	Moderate	High	No RP
	Low	High Risk – new arrangements needed	Review arrangements could they be improved?	Broadly Acceptable Risk monitor and adjust in line with arising risks	High Risk – new arrangements needed
	Moderate	Moderate risk Review arrangements could they be improved?	Broadly Acceptable Risk monitor and adjust in line with arising risks	Low Risk - sustain arrangements	Moderate risk Review arrangements could they be improved?
	High	Broadly Acceptable Risk monitor and adjust in line with arising risks	Low Risk sustain arrangements	Very Low Risk	Broadly Acceptable Risk monitor and adjust in line with arising risks

Based on the risk matrix ALL year 3 and 4 children are expected to walk to and from school with a responsible person. We strongly advise parents not to allow children in Y3 or 4 to walk to school



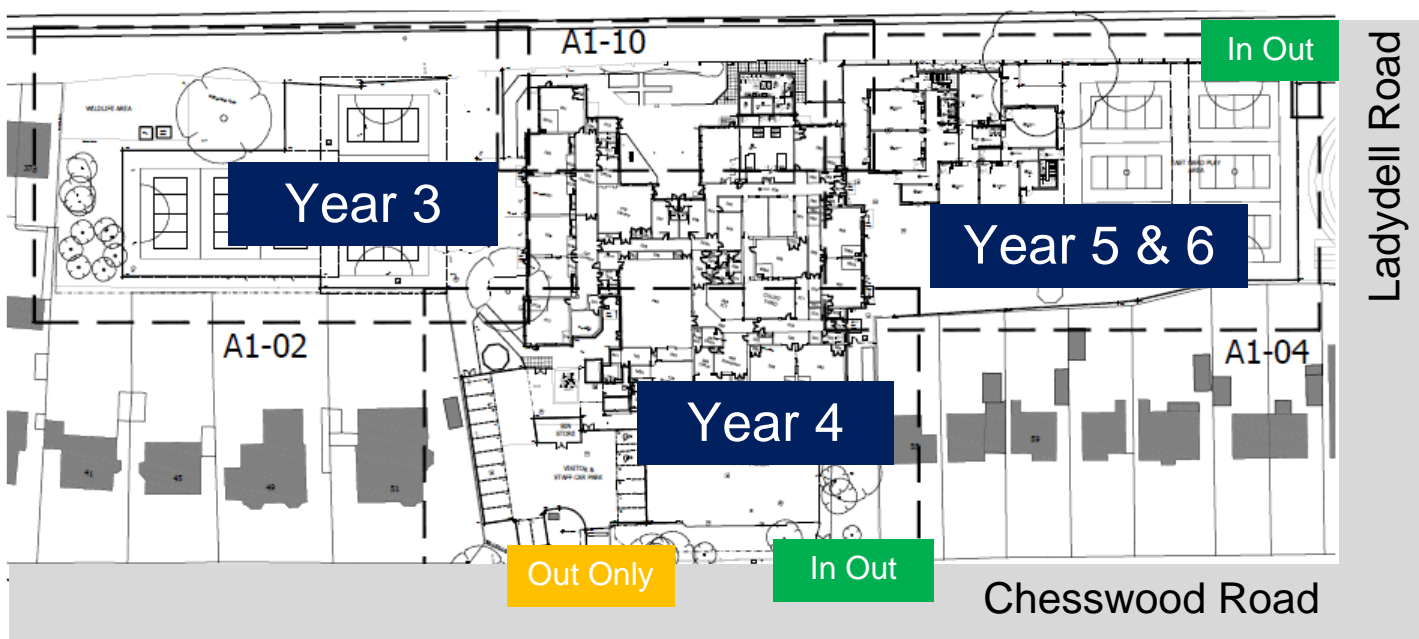


alone or without responsible supervision. We respect this is a family choice but must share our professional view that this is likely to be a safeguarding risk in relation children when near roads and playing unsupervised in Homefield park – a known risk area.

**Safety before convenience - always**

### **12.1.1.Drop Off**

#### **Playground Allocations**



#### **Year 3 First Week**

Please refer to plan above to support understanding.

**Y3 families may enter the school premises through the main Chesswood Rd entrance or through our Ladydell road entrance.**

All Y3 children are encouraged to walk into school and onto the Y3 playground with their responsible person throughout the first week. A responsible person is likely to be their mum or dad, particularly in the early weeks of joining Chesswood. However, it may be an extended family member, a sibling or a child carer, this is a parent decision. Where a child under 18 is given the responsibility of arriving then parents must be confident they are sufficiently mature to keep the younger child safe – see risk matrix above.

All teachers will be out and about on the playground to meet and greet new children. A whistle will blow at 8:45 a.m. Children will then walk to their new classroom door, queue up silently, and the teacher will then let them in. All responsible persons leave the playground on or before the whistle is blown. We recognise this may be difficult for some in the first few days but it benefits the child for a parents to show trust that they will be safe and happy at school by leaving promptly and confidently.

#### **All Children and Y3 Week 2 Onwards**

**All children and families may enter the school premises through the main Chesswood Rd entrance or through our Ladydell road entrance.** It is a family choice whether they say good bye at the school



gates or they walk and wait with their child. Typically, as children get older they like a little more independence. This may start in Y3 saying goodbye at the gate or Year 6 or never – there is no right or wrong.

A member of staff will routinely be at the gate. Occasionally they may be away from the gate to managing an arising incident such as dangerous parking near the crossing. If you have any questions staff will be happy to help. To start the day on a positive welcoming basis staff will greet all visitors – good morning, HI etc. Please encourage your child to respond, this is part of maturing and acting confidently.

On arrival Children go to their allocated playground and remain there until the whistle is blown (one long blast). Children must stand still and stand silent – watching the class cards that will be held aloft by the adult. When, and not before, the child's class card is held up, children walk calmly and quietly to their classrooms. We do not practice lining up before entering as this is an inefficient use of time

Parents that have come onto the school site may leave by the entrance to entered or through the Chesswood road car park – when supervised by staff members. Children and families **MUST NOT** attempt to enter through the Chesswood road car park at any time.

Families must not seek to enter the site through the Chesswood Road car park. Entry is only permitted through the Chesswood road pedestrian entrance and visitors are encouraged to leave through the car park to prevent congestion at busy times.

### ***Wet Weather Arrangements***

Children should always dress for the conditions. In response to light drizzle children will be expected to arrive in coats and remain outside. In persistent drizzle or rain children will be directed to walk to their classroom where they can sit and undertake a quiet activity e.g. reading, card games, finishing off work.

### ***Arrival Times***

Arrive after 8:30, unless part of a formal activity. Arrive by 8:45 a.m. Children enter classes at 8:45. The school day starts officially at 8:50 a.m.

### ***Collection***

There are five options that are broadly risk assessed. Families must make the final determination on what arrangements are sufficiently safe.

✓ school believe it is an appropriate option.

⊗ school believe it is not an appropriate option and strongly advise parent to make other arrangements.

SEN school believe Y4 onwards this should only apply to children with significant special educational needs or where there is a demonstrable safeguarding risk.



## Collection Matrix

Refer to colour risk grade above	Option and Risk Rating			
	Y3	Y4	Y5	Y6
Option				
1. Collect from classroom only	SEN			
2. Must not leave premises without specific named adults	✓	✓	✓	✓
3. Must not leave premises without responsible adult 18+	✓	✓	✓	✓
4. Must not leave premises without responsible person 12+	✓	✓	✓	✓
5. Must not leave premises without sibling at CJS	✓	✓	✓	✓
6. May leave premises to meet a responsible nearby	⊘	⊘	✓	✓
7. May leave premises independently or with school friends	⊘	⊘	✓	✓

**All families must** inform the school of the collection arrangements that they have put in place. They must update these as they are adjusted. Families are invited to complete the form that may be found at: HOME > PARENTS > DROPPING OFF AND COLLECTING SAFELY

<https://www.chesswood.w-sussex.sch.uk/page/?title=Dropping+Off+and+Collecting+safely&pid=1121&action=saved>

## Safe Collection

### Direct Class Collection

Child will sit in class each afternoon when other leave and responsible person will arrive at the classroom. Priority will be given to children leaving before adults are allowed to collect from class. We do not recommend or promote this in any age group unless there are specific SEN, maturity or safeguarding reasons.

### Collecting on the premises.

It is important that family consistently undertake the following:

Ensure the responsible person

- arrives at school by 3:15p.m. for children being released from class. Or at the agreed collection time if attending an extra-curricular club or after school club.
- contacts school reception as soon as possible to notify of any expected lateness. If we are notified by 3p.m. of a late responsible person arrival we will ensure child has instruction to remain in class. Notification after this time is subject to risk of message not being delivered.
- Comes into the school premises and waits at an location agreed with child sustaining that routine and building confidence for the child
  - For year 3 or 4 children without older siblings at Chesswood are met inside the school premises.



- For Year 5 and 6 children they typically either leave the premises to travel home independently or meet a responsible person nearby beyond the school gates.

This poster is shared by class teachers with all children in their class. It is vital that parents routinely remind their child they must **NEVER** leave the school premises without a planned responsible person until they have permission to leave independently. If the responsible person cannot be seen or has not arrived routinely remind child to return to their class teacher or school reception.

As a large school with many different collection arrangements we make every effort to identify and challenge children leaving the premises without an adult but this is not a water tight solution. We need to respect families wanting to exit quickly and balance that with stopping and challenging children. For this reason, families take responsibility for ensuring their child know not to leave without a responsible adult.

If a family believes there is a risk they may leave as a result of defiance or immaturity then they **MUST** notify the class teacher immediately and we will ensure there is an agreed robust collection plan in place.

### ***Collection from after school clubs***

Typically, children are collected from the Year 4 playground following all extra-curricular clubs. If a family wishes to meet in another locations external to the school premises we support that. In the winter months, as it gets dark early families should consider and respond to this additional risk – bright or reflective clothing is recommended especially where children travel independently of a school.

### ***After School Collection***

To collect from after school club, the responsible person must announce their name and the agreed password for the week. Either children will be brought to the gate or the responsible person will collect from the new hall.







### Late Collection Arrangements

### Late Collection Arrangements

**Arriving after 3:15p.m. (or 4:15 After School clubs)?**

Please contact school immediately you think you will be late collecting your child.

[office@chesswood.w-sussex.sch.uk](mailto:office@chesswood.w-sussex.sch.uk)

01903 204141

It is important to us that families do not feel rushed from one collection to another please let us know if things need to be adjusted to help.

Year 3

- All Y3 children will be collected by a sibling or a responsible person.
- At 3:30 p.m. children will be escorted by staff to playground benches or reception to wait.
- We will make contact with contacts from 3:40p.m.

Year 4

- All Y4 children should be collected by a sibling or responsible person.
- At 3:30 p.m. children will be escorted, by staff, to wait in reception, if a responsible person was expected.
- We will make contact with contacts from 3:40p.m.

Year 5 and 6

- If a responsible person is expecting to collect your child.
  - Child should remain inside, at or close to the exit gate until they are collected each day.
- At 3:25 p.m. children must wait inside the gate
- At 3:30 p.m. Ladydell Road exit is locked.
- children must walk to the Chesswood Rd playground and wait on benches. If bad weather, wait in IT suite.

ALL children

- At 4:00 p.m. child will attend our after-school care club. Parents will be charged for attendance at the club.

Dream Aspire Achieve

### Stay Safe at Hometime

**Do not leave school grounds without permission**

At the end of the school day (3:15p.m.) or after school club (4:15p.m.)

**Stay inside the school gates unless:**

- You are collected by a responsible person you know and expect.
- You have permission from your parent to go home alone or with friends.
- You have permission to wait outside the school gates to be collected by an adult.

**Pick Up Problem? Pick Up NOT going to plan?**

- The responsible person you know, has not arrived?
- You feel unsure or worried about pick up arrangements e.g.
  - Forgotten about after school activity?
  - Not sure whether you should go home with a friend?
- You have left the school grounds but there is a problem on the way home or at home e.g.
  - Someone has said or done something to upset you on the way home.
  - Nobody is in at home. You have lost your key!

**Do the following immediately:**

- Return to the school reception → → → → →
- Ask for help from an adult that works at Chesswood
- Do not leave the school until an adult that works at Chesswood has solved the problem with you

Dream Aspire Achieve

It is important the families and school work in partnership to reinforce the message for children not to leave the school premises at the end of the day if their planned responsible person has not arrived. On that basis, we ask families to ensure their child is repeatedly reminded not to leave the school premises. This, in addition to the school reinforcing the message will reduce the risk of children leaving without a responsible adult to an absolute minimum.

### Further Information

[HOME > PARENTS > SAFETY AND EMERGENCY PROCEDURES > DROPPING OFF AND COLLECTING SAFELY](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Dropping+Off+and+Collecting+safely&pid=1121>





## **13. Emergency Procedures**

Our number one priority is to keep everyone safe. We have effective procedures for

- school 'lock down' to respond to an external risk or threat to children and staff at school.
- Details of both severe weather response and emergency lock down are published in the sub pages of the emergency procedures.
- closing the school or limiting opening in response to severe weather.

### ***Evacuating effectively***

We expect to exceed the following aims:

- Evacuate buildings in less than 4 minutes
- Account for all site users in less than 7 minutes
- All children are confident of what do when the emergency alarm sounds – whenever it sounds – normal lessons, breaktime, lunchtime, extra-curricular clubs, before registration in a morning.
- Evacuate in way that is calm, purposeful and above all not alarming for children
- Ensure all necessary procedures are in place to support the evacuation of users with additional needs, so they:
  - Leave the building efficiently and effectively
  - Are confident with their personal evacuation plan and that they are capable of following it.

### ***Lock Down***

One of these policies is our 'Lockdown' procedure, the aim of this policy is to support our staff in safeguarding our pupils from a variety of potential hazards that many arise, these include:

- A reported incident, disturbance in the local community;
- An intruder on the site;
- A warning being received regarding a local risk of air pollution (smoke plume, gas cloud etc.);
- A major incident in the vicinity of the school;
- The close proximity of a dangerous animal.

Our procedure aims to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff. There are three tiers,

1. partial (everybody in from outside and continue working normally),
2. full (everybody in from outside and any general school areas to classrooms; circle time in class) and
3. full+(everybody in from outside and any general school areas to classrooms; children and staff under tables or other robust safe protection)

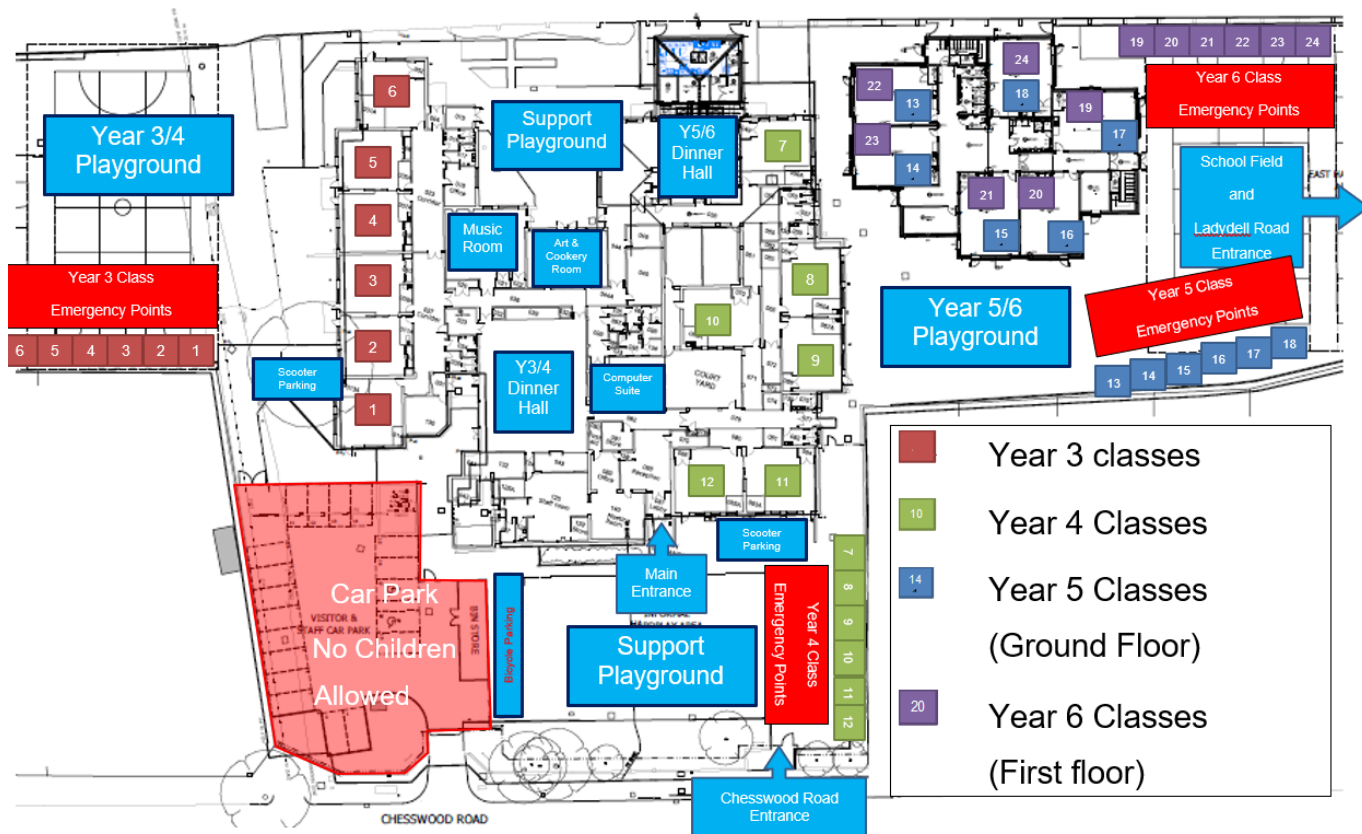


# Chesswood Junior School

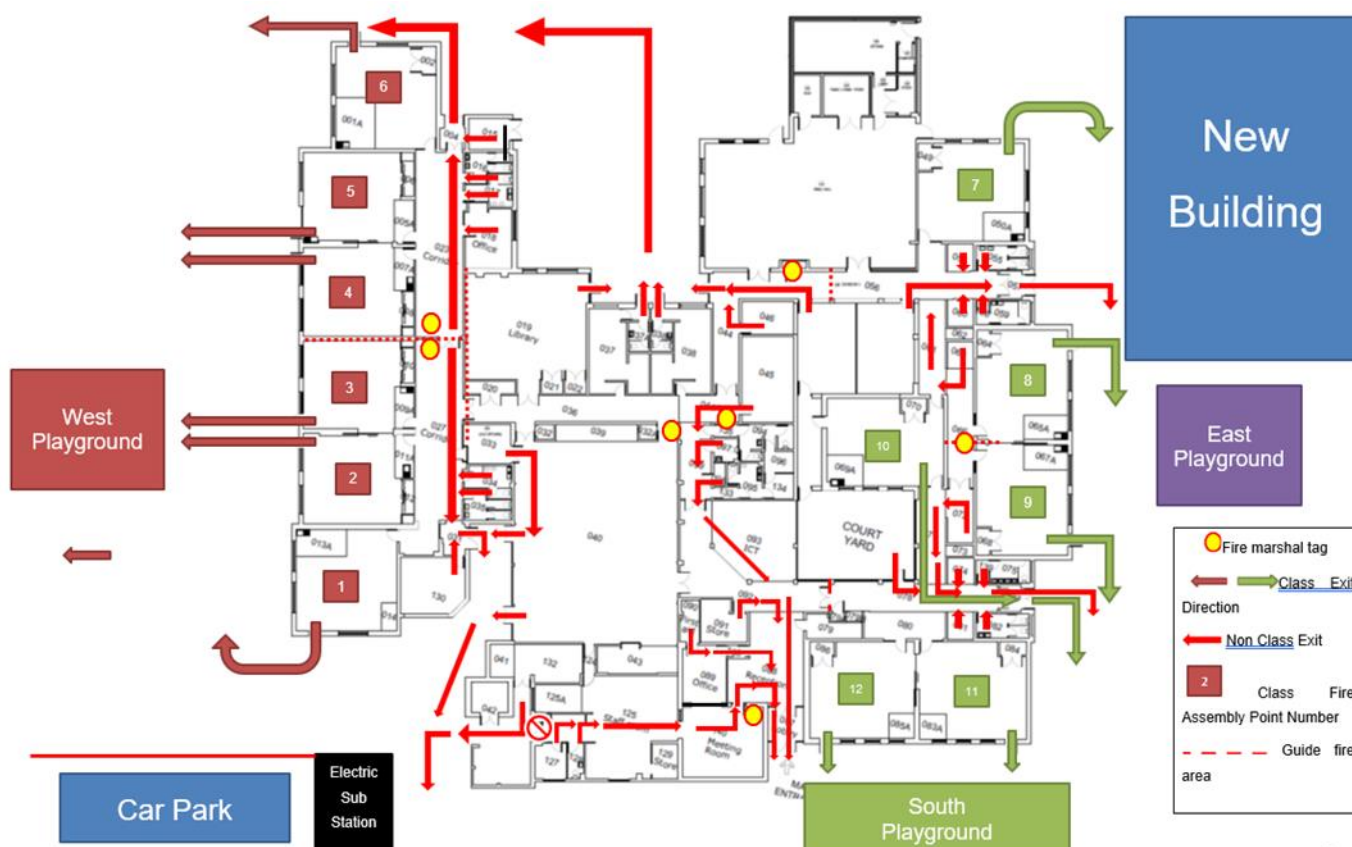
## School Brochure



### Evacuation – Emergency Muster Points



### Main Building Evacuation Routes



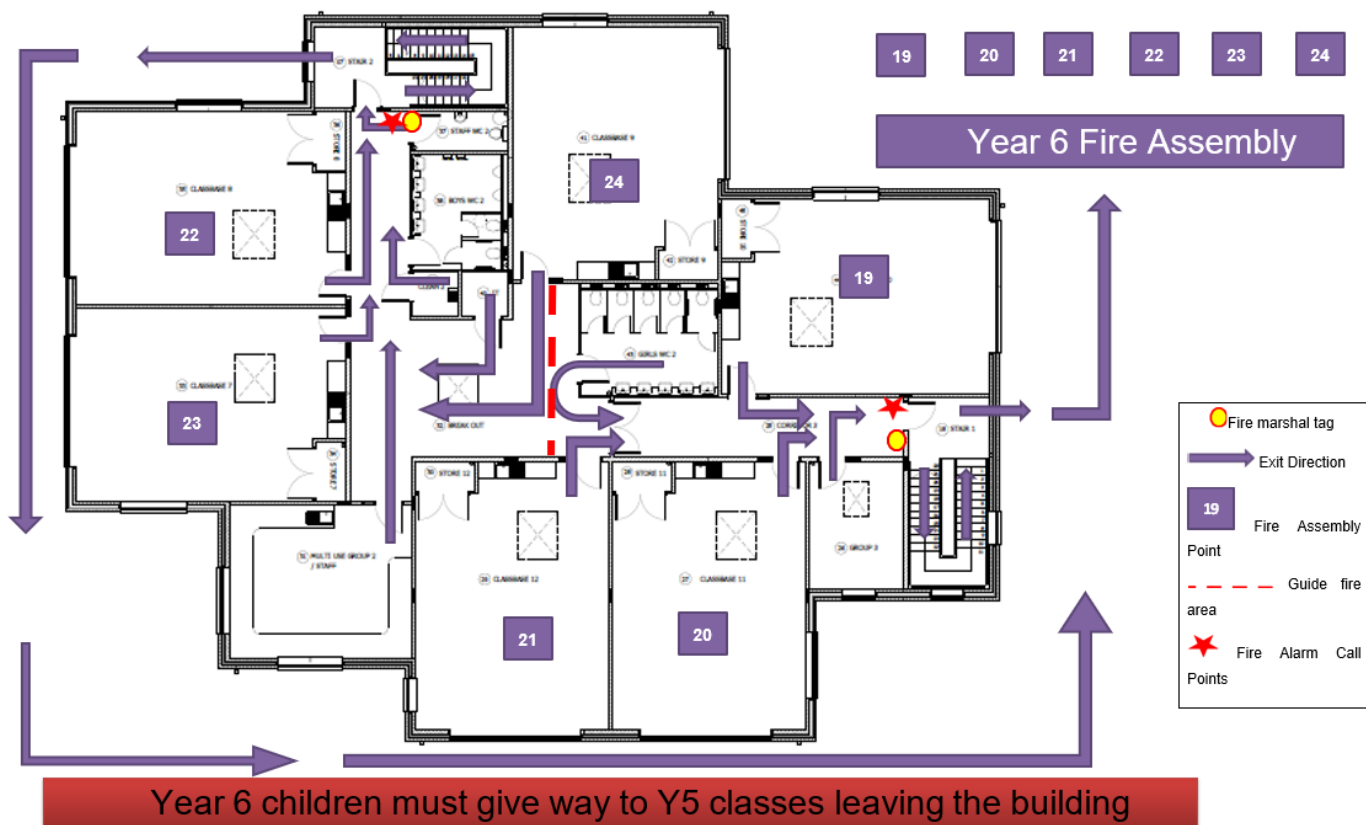




New Building Ground Floor Evacuation Routes



New Building First Floor Evacuation Routes





## ***Extreme Weather***

During the winter – particularly January and February snowfall can disrupt school opening. We recognise this can cause uncertainties, difficulties and anxiety for many. Chesswood Junior school and Lyndhurst First School have developed joint guidance together to ensure the ‘least worst’ disruption to learning, families and employees, if and when we are faced with a decision to close our schools.

Schools are some of the largest organisations in the country based on the number of people on the premises at one time. Unlike many other work places e.g. a shop, cinema, restaurant, small industrial unit or leisure centre if staff are delayed in their arrival, the business will open later without significant upset – if we do not have guaranteed sufficient staff here at 8:30a.m. for the number of children (something we also do not know on the day!) then children may not be properly supervised and at increased risk of harm – clearly this is not acceptable to any parent or professional. That said, we also take the view that children left at home alone on a snow day would typically be at higher risk than if they were on the school premises with fewer staff.

Ultimately, the Headteacher will take the decision regarding opening the school once conditions are known, not simply forecast – this would typically be on the morning of the school day. We will make every reasonable effort to remain open, because:

1. Parents often need to get to work and some may be in specific frontline services i.e. police, ambulance, fire, hospital staff.
2. Children are likely to be safer in a structured environment than some of the unstructured circumstances that may arise – roaring down a hill on a sledge with friends.

The decision to remain open will be largely underpinned by the Senior Leadership Team’s ability to get into work safely and secure childcare for family, if required. If, in their opinion, they cannot then the school will remain closed. If one member of the team is able to open the school then it is highly likely a limited community service will be offered.

## ***Further Information***

[HOME > PARENTS > SAFETY AND EMERGENCY PROCEDURES](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Safety+and+Emergency+Procedures&pid=196>







## 14. School Uniform

### 14.1. Uniform Principles

Our school uniform policy is supported by the following principles:

- We will seek to secure the minimum cost of uniform for maximum wear
- we will avoid designating short term uniform requirements for specific learning units as essential, unless they genuinely are (no need to have a school rugby top for one PE unit in a year)
- we will provide for flexibility e.g. black trainers are a suitable alternative to shoes and trainers being required
- We will minimise branded school items to those that sufficiently promote identity and belonging; whilst maximising non-branded clothing items to minimise cost.
- We will enable and encourage families to purchase pre-owned uniform as part of sustainability and financial support – This should look and feel nearly new with no obvious signs of significant wear and no damage.
- Equity will be a key priority- children may make informed choices on their identity and the uniform they choose to wear e.g. girls may wear items that may have been traditionally associated with gender identity – trousers and vice versa boys and cardigans.
- We will be sufficiently flexible to support children with specific medical and special educational needs where insistence on specific materials may lead to a severe adverse reaction and or school refusal including emotionally-based school refusal. We recognise that individual adjustments, where there are significant and compelling circumstances, will not undermine our wider policy expectations and will further support our inclusive practice
- As a school, to support our recycling strategy, we do not encourage permanently branding uniform with children's names and initials.





## 14.2. **School Uniform Guidance**

It is a requirement that all children adhere to the uniform standards set out below at all times during the school year, unless there are specific exceptional and compelling grounds to require temporary or permanent adjustment.

We ask that parents inform the school office [uniform@chesswood.w-sussex.sch.uk](mailto:uniform@chesswood.w-sussex.sch.uk) or if you do not have email by telephone or with a handwritten note delivered to the class teacher, if for any reason, the appropriate school uniform cannot be worn – this is a parent responsibility to ensure we are fully informed of any temporary occasion when full school uniform cannot be worn e.g. shoes have broken, washing machine broken, uniform left at another house. Families may be assured that we will always be flexible for temporary uniform emergencies, as long as the underlying reason is genuine.

We do recognise that there may be difficulties due to finance, if these occur please make use of our 'pre loved uniform' stock for clothes in good condition and available for very low cost: <https://www.chesswood.w-sussex.sch.uk/page/?title=Uniform%2C+PE+and+Equipment&pid=174&action=saved>.

Wherever a child does not wear appropriate uniform in line with this policy or appropriate temporary adjustment and the underlying reason is insufficient it will result in the following:

- On the first occasion the uniform issue will be pointed out to the child – the child will then need to have the correct uniform within five working days. In exceptional circumstances and with good communication from the family to school this may be extended. This flexibility will only be given on a small number of occasions (less than 3 in any given term) depending on the circumstances. Any infringements after such infringements will result in consequences for the child this may include:
  - Loss of playtimes – morning and lunch until correct uniform is worn.
  - Being sent home for either correct or appropriate substitute clothing

### **Labelling**

Please label every single article of clothing your child wears clearly and permanently.

Affordable name labels are easily available on the internet e.g.

<http://www.wovenlabelsuk.com/> or <http://www.easy2name.com/> or <https://www.mynametags.com> or <http://www.mine4sure.com/>

Without your child's name in their clothing they are unlikely to get it back when they lose it and they are likely to lose it at some point!

### **Branded Uniform**

The uniform can be purchased from Broadwater Sports – this was the most cost effective option, following comprehensive research of suppliers. We also have a selection of good quality used uniform in school at greatly reduced prices.

37 Broadwater Street West, Worthing, West Sussex BN14 9BY  
01903 23458937





BOYS*	GIRLS*
<p>Traditional Charcoal Grey school trousers or shorts</p> <div data-bbox="140 344 296 600" data-label="Image"> </div> <div data-bbox="437 344 574 568" data-label="Image"> </div> <p>Not black or blue</p> <p>No particular make but they must be smart and 'suit-style' i.e. conservatively fitted (not over-tight, flared, loose, low slung, denim, or boot cut), no denim, cord or stretch material.</p>	<p>Charcoal Grey skirt or pinafore dress (lighter or darker) – <b>No shorter than slightly above knee.</b></p> <div data-bbox="813 331 1031 604" data-label="Image"> </div> <div data-bbox="1088 336 1209 604" data-label="Image"> </div> <div data-bbox="1315 380 1439 577" data-label="Image"> </div> <p>If selecting trousers or shorts – they must conform to the requirements for boys set out opposite.</p> <p>Summer Dress with white socks – Blue gingham check – as an alternative to the above at any time during the year.</p> <div data-bbox="1337 636 1433 824" data-label="Image"> </div>
<p>Blue school shirt</p> <div data-bbox="111 900 284 1120" data-label="Image"> </div> <div data-bbox="507 900 683 1120" data-label="Image"> </div> <p>A shirt must be worn within the classroom and must be the blue shade indicated in the picture. The shirt will need to be tucked into trousers when in the school building.</p> <p>Tie must be worn with shirt. Only available from Broadwater Sports and school reception. Elasticated tie typically used in lower school – children move to traditional tie when able to tie independently – usually Y4 onwards.</p> <div data-bbox="635 1285 676 1496" data-label="Image"> </div>	<p>Blue shirt or blouse</p> <div data-bbox="820 896 995 1115" data-label="Image"> </div> <div data-bbox="1299 909 1474 1120" data-label="Image"> </div> <p>A shirt must be worn within the classroom and must be the blue shade indicated in the picture. The shirt will need to be tucked into trousers when in the school building – not at playtime. – the use of tailored girls shirts designed to fit outside of trousers does not change this expectation.</p> <p>Tie must be worn with shirt. Only available from Broadwater Sports and school reception. Elasticated tie typically used in lower school – children move to traditional tie when able to tie independently – usually onwards.</p> <div data-bbox="1362 1348 1410 1559" data-label="Image"> </div> <p style="text-align: right;">from  Y4</p>
<div data-bbox="172 1608 296 1765" data-label="Image"> </div> <div data-bbox="501 1599 625 1751" data-label="Image"> </div> <p>School V Neck Jumper or Cardigan with school logo - Only available from Broadwater Sports</p>	<div data-bbox="858 1594 989 1760" data-label="Image"> </div> <div data-bbox="1257 1599 1382 1747" data-label="Image"> </div> <p>School V Neck Jumper or Cardigan with school logo - Only available from Broadwater Sports</p>
<p>*Although the gender indication above is typically the uniform worn by boys and girls respectively. The uniform is not gender specific and is interchangeable to support a families preferences. Whatever preference exists though, full school uniform must be worn by each individual child.</p>	

BOYS*	GIRLS*
<p>Traditional black shoes or black trainers with black laces or black Velcro strap.</p> <p>No other colour flash, stripe or manufacturers label is permitted on the side of the sole or the main shoe (the upper).</p>  <p><u>None of the shoes below are permitted as they have white soles, manufacturers labels or are fabric based upper.</u></p> 	<p>Traditional Black school shoes or black trainers – no heels</p>   <p><u>No boots</u> are permitted at any time during the year – as a guide nothing above the ankle e.g.</p>   <p>The only exception to this would be when there is snow lying on the ground.</p>
<p>Grey or black socks only. White socks should be worn in PE only</p> 	<p>Grey socks (white socks with Gingham summer dress)</p> <p>Grey, Navy blue or red tights (tights must be traditional wool school tights)</p> 
<p>Hijab – Children are welcome to wear a Hijab/Headscarf or Head covering as part of religious observance. The hijab must be plain navy only.</p> 	





## Luggage

Space is a premium within school, especially as the school moves closer to capacity with 720 children and in excess of 90 staff. Children need to fit their luggage within one locker – 40cm x 40cm x 25cm:

- Coat
- Book Bag (Chesswood brand optional)
- PE Kit Bag (Chesswood brand optional)
- Lunch Box – if applicable



## Equipment for Learning

Your child will need to bring some of their own items of equipment – **please make every reasonable effort to name all equipment.** The basic needs are as follows:

### Essential

- Small Pencil Case
- Handwriting Pen – **Blue only** as mistakes with blue pen are more forgiving than black. (Children are not permitted to use biro). Once your child is a competent and fluent writer, they are encouraged to write with fountain pen – again this must be blue
- HB pencils – either traditional pencil or pencil with changeable leads
- Pencil Sharpener
- 30 cm ruler
- Rubber – please use a white rubber to avoid creating coloured marks on child's work
- Named PLASTIC Water Bottle – approximately 0.5l bottle with sealable top. This should be taken home and cleaned daily. We would advise having more than one bottle available in case of loss or damage. The water bottle will be on your child's desk throughout the day and they are encouraged to drink throughout the day.
- **Only plain water should be given to your child to drink.**
- **Fizzy drinks or flavoured drinks are not allowed.**



### Optional

- An A4 zipped wallet is useful for transporting work to and from school.
- Colouring pencils (not felt tips)
- Highlighter pens
- Coloured gel pens
- Glue Stick – e.g. Pritt stick style

**All stationery items are available for purchase from the reception desk.**





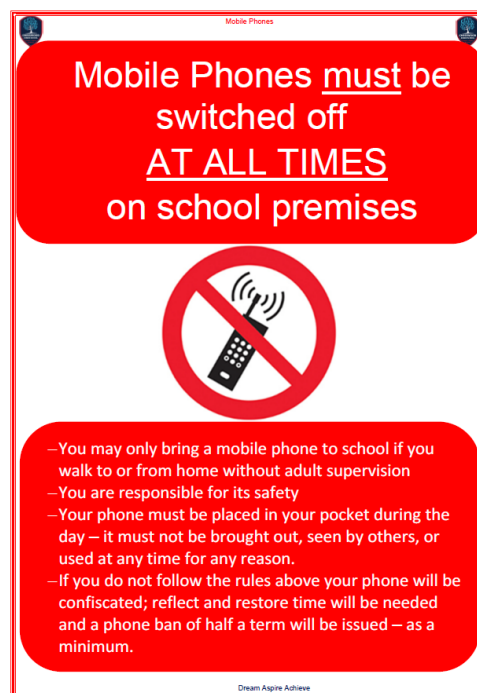
## **Sports and Play Equipment**

The school maintains a large stock of sports and play equipment for outdoor and indoor play. Occasionally the sports and play equipment gets broken, lost, stolen or launched into neighbouring properties or the train line – this is upsetting to children and can lead to avoidable conflicts. As a result, **children must not bring any play or sports equipment into school unless this is on the request of their class teacher or other person in authority within the school.**

## **Mobile Phones**

- Mobile phones are permitted but not encouraged.
- If a parent believes it is necessary for a child to bring a phone it must remain switched off once a child is on the school grounds until they leave school grounds.
- It must also remain switched off if the child is off the school premises during the school day and engaged in school business e.g. swimming.
- The security of the phone is a child's responsibility. To lessen the risk of theft the phone may be kept on a child's person as long as, in the opinion of the child's teacher it does not distract the child or others from the business of learning.

Failure to respect the rules above will mean the phone will be confiscated and will only be handed back to the child's parent. If a child persistently challenges the rules above they will not be permitted to have a phone on the school premises.



## **Make Up**

- Make up is not permitted for any child. This includes nail varnish, eye liner, mascara, foundation, lipstick etc.
- Tattoo transfers are not permitted
- Transparent lip balm is permitted and encouraged.

If a child is thought to be wearing make up, they will not be allowed out to play until it is completely removed by them.

## **Jewellery**

We encourage all children to wear a watch for school – analogue or digital. Other jewellery is not typically permitted unless there are exceptional religious reasons supported by an authorised religious leader.

## **Earrings**

We strongly recommend parents should only allow their children to pierce their ears at the beginning of the summer holiday only (End of July). Children may wear a single or a pair of stud type earrings only – **no loops or dangly earrings are permitted due to risk of catching and being ripped out with exuberant play by themselves or others.**



# Chesswood Junior School

## School Brochure



For safety reasons, we expect children to be able to take out their own earrings for PE and games. In exceptional circumstances, tape will be provided when a parent has not supported the school policy and a child is unable to remove them independently – in this instance we would expect the parent to train their child to remove the earrings in the shortest period possible (i.e. by the following Monday). This ensures children are fully able to participate in PE at the beginning of September (i.e. the earrings can be removed without the ear closing up).

Other jewellery including necklaces and bracelets are not permitted at any time (other than medical emergency notification bracelets and jewellery worn as part of religious observance).

### **Hair**

Haircuts should be sensible – shaved areas, tram lines, mohicans and dyed hair are not permitted (this includes dip-dying). Parents are expected to fully support this rule and not allow their children to receive such haircuts.



Within PE and science lessons, children with long hair (touching shoulders) must wear their hair tied back or plait it for reasons of health and safety. A child must be able to tie their own hair back and should have a hair band to do so.





## Physical Education

**COVID-19** due to changing restrictions and class bubbles children must attend and remain in school throughout the school day on the days when they have PE timetabled.

Boys	Girls
<p><b>Essential Core Kit</b> – available <u>only</u> from Broadwater Sports</p> <ul style="list-style-type: none"> <li>Blue polo shirt with red trim and school logo</li> <li>Blue shorts with school badge</li> <li>PE Kit Bag</li> </ul> <p>Widely Available – not specific to Broadwater Sports:</p> <ul style="list-style-type: none"> <li>Red football socks</li> <li>Trainers – providing appropriate support for your child's feet – <b>NO PLIMSOLS</b> <ul style="list-style-type: none"> <li>must be clean if used indoors</li> <li>As foot protection, used in all activities other than dance and gymnastics</li> </ul> </li> </ul> <p>Winter (Outside)</p> <ul style="list-style-type: none"> <li>Blue Jogging Bottoms.</li> <li>Gloves</li> <li>Hat</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>Pupil's initials printed on PE kit (available from Broadwater Sports)</li> <li>Chesswood Sweat Shirt Hoodie with logo (<u>not to be worn outside of PE lessons i.e. in lessons</u>)</li> </ul> 	<p><b>Essential Core Kit</b> – available <u>only</u> from Broadwater Sports</p> <ul style="list-style-type: none"> <li>Blue polo shirt with red trim and school logo</li> <li>Blue shorts with school badge or Blue Skort</li> <li>PE Kit Bag</li> </ul> <p>Widely Available – not specific to Broadwater Sports:</p> <ul style="list-style-type: none"> <li>Red football socks</li> <li>Trainers – providing appropriate support for your child's feet – <b>NO PLIMSOLS</b> <ul style="list-style-type: none"> <li>must be clean if used indoors</li> <li>As foot protection, used in all activities other than dance and gymnastics</li> </ul> </li> </ul> <p>Winter (Outside)</p> <ul style="list-style-type: none"> <li>Blue Jogging Bottoms.</li> <li>Gloves</li> <li>Hat</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>Pupil's initials printed on PE kit (available from Broadwater Sports)</li> <li>Chesswood Sweat Shirt Hoodie with logo (<u>not to be worn outside of PE lessons i.e. in lessons</u>)</li> </ul> 

Before the lesson, all jewellery must be removed - for safety reasons.

**Changing for Clubs** – Selected classrooms will act as changing rooms for those pupils taking part in active Afterschool clubs if they are not already in their PE kits. Children will be separated by gender for all club changing.

## Further Information

[HOME > PARENTS > UNIFORM, PE AND EQUIPMENT](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Uniform%2C+PE+and+Equipment&pid=174>







### 14.3. **Personal Play Equipment and Toys**

Childhood is an important time to be happy and to learn some inexpensive lessons in readiness for later life. The permission for toys and trading cards is somewhat controversial not least between school professionals. However, school is much more than learning in lesson time. It is about supporting children with positive social interaction, personal organisation, confidence and responsibility.

Overwhelmingly experiences will be exceptionally positive but occasionally they may be challenging when, for instance, an item is lost. We believe that will promote greater personal responsibility in future and will support better organisation to avoid feeling sad about the loss in future. We believe it is important to build some negative experiences so children can learn lessons that are not too costly, rather than waiting until teenage and adulthood when outcomes are likely to be far more expensive and upsetting.

On that basis, all children are allowed, even encouraged to bring small toys (including soft toys) to school as part of extended learning, however to ensure they are not a distraction from learning or a cause of disruption at any time:

#### **Toys**

- A maximum of two small toys are permitted per child
- The child is responsible for them and for looking after them
- Include other children in games on request and when appropriate
- Follow guidance from school staff on the toys immediately and without question i.e. end of play time, put away without delay.

A child **MUST NOT**:

- Swap or buy toys at any time, on the way to, at or on the way home from school
- Touch, use or think (!) about the toys during lesson time or in the dining hall
- Touch or use another child's toy without their permission
- Exclude other children from games because they do not have the same or similar toy
- Be electric or digital (battery operated or otherwise)
- Bring toys that are very important to them or valuable, if they become lost, stolen or broken.  
**School staff are unlikely to have the capacity to investigate or resolve issues in response to lost or potentially stolen items – they are brought entirely at the child's own risk.**

#### **Trading and Games Cards**

All children are allowed to bring trading cards e.g. match attack or games cards e.g. Pokemon; as long as they follow these rules

- A maximum of 25 in total of any combination of cards at any time in school.
- The child is responsible for them and for looking after them
- They are traded fairly at normal playground rates – a fair trade cannot be undone without



freewill of both children.

- Include other children in games on request and when appropriate

A child MUST NOT:

- Trade cards for money at any time, on the way to, at or on the way home from school
- Touch, use or think (!) about the toys during lesson time or in the dining hall
- Bring card that are very important to them or valuable, if they become lost, stolen or broken.  
**School staff are unlikely to have the capacity to investigate or resolve issues in response to lost or potentially stolen items – they are brought entirely at the child's own risk.**

### ***Fidget toys***

Fidget toys are a useful strategy and are used by a small minority of children in school. This is always agreed with the Special Educational Needs team and specific resources identified that will support the individual child without disrupting the class.



Often, these 'toys', become the latest craze – fidget spinners, squishies, and currently the 'push-pop' toys. It is fine for children to have these in school, however, they are not to be used in class and would come under the same rules as all other toys brought in.

### ***Consequences***

Any child choosing not to follow the guidance above should note the following:

The adults word is final in response to any dispute and decision will be made on the balance of probabilities.

Where guidance is not followed:

- Toys and cards may be confiscated and returned to child or parents
- Permission to bring toys and cards may be removed for a period of time, a week, a month, a term or a year
- Permission to play with toys and cards may be removed for a period of time
- Other behaviour consequences may also be used – time out; reflect and restores sessions at lunch time or after school.





## **15. Home School Agreement**

The Home-School agreement has been developed in consultation with parents, staff and governors and reflects key policies within the school. The document is designed to support all members of the school community to be clear about, and fulfil, their role in ensuring each child can be 'the best they can be'. It is assumed that all members of the school community agree with this document in its entirety, and will, if an issue arises, conform fully to its expectations. Where this is not the case, parents must communicate this to the Chair of Governors, in writing, stating precisely the concern they have and their reason for not supporting the contents of this document fully.

As part of the (not a condition of) the admissions process, all families are asked to review the agreement to ensure they fully understand the expectations for all, and are able to support these in spirit and deed.

### ***Further Information***

HOME > PARENTS > HOME SCHOOL AGREEMENT

<https://www.chesswood.w-sussex.sch.uk/page/?title=Home+School+Agreement&pid=195>

## **16. Accommodation**

Chesswood Junior School (as of September 2015) has the capacity to cater for 720 children between the ages of 7 – 11. The school in 2014-15 was been subject to a major building and renovation project including:

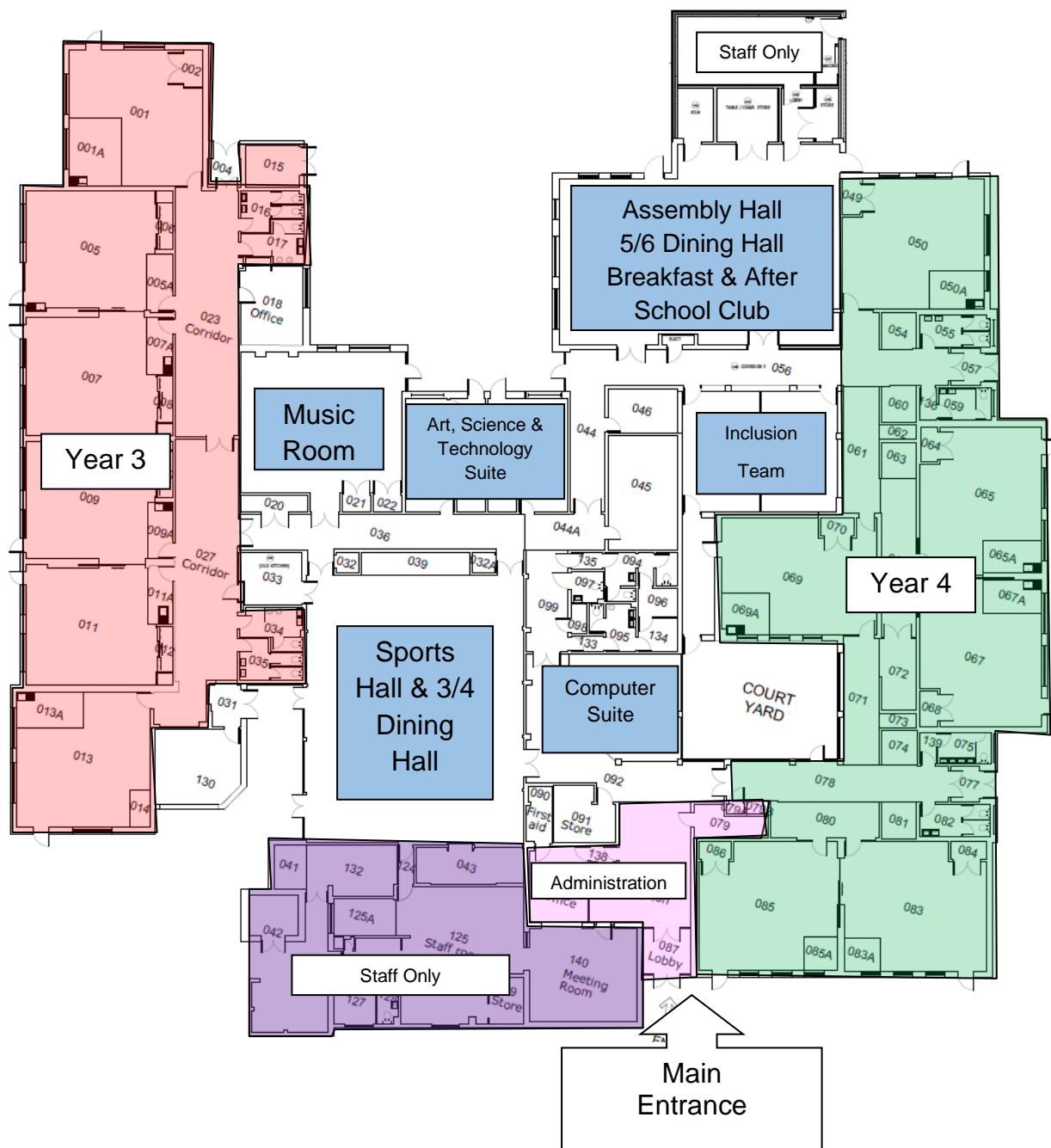
- Creation of a new 12 classroom building.
- Removal of all temporary accommodation – increasing hard play space significantly, all of which has been resurfaced.
- Increased parking space to more easily accommodate additional staff and increased disabled parking.
- New kitchen and dining hall.
- Refurbished staffroom and office accommodation.
- New site manager working areas.
- New furniture for classrooms throughout the site.
- New large group support rooms



## Site Organisation



## Main Building





# Chesswood Junior School

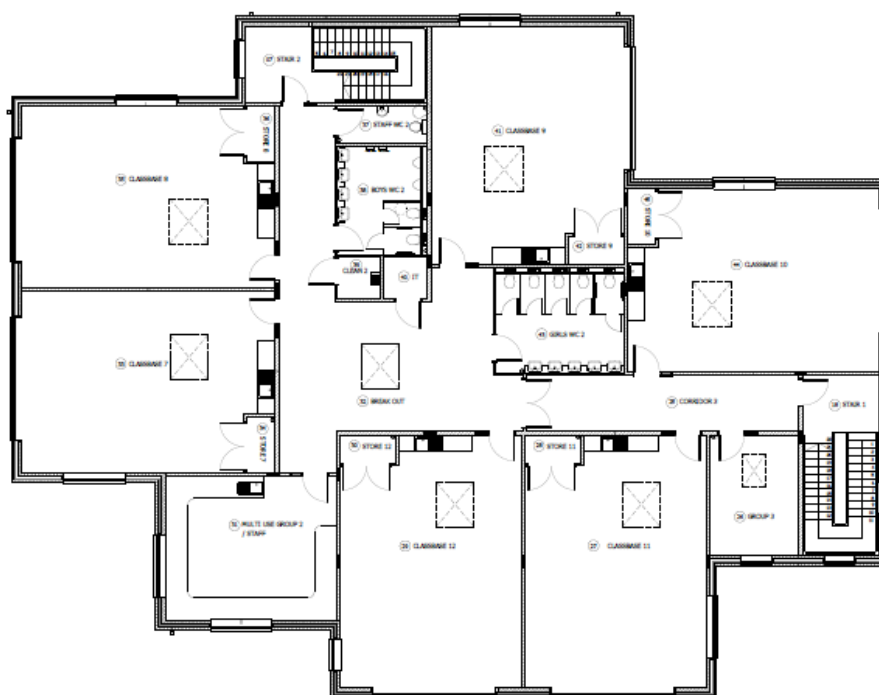
## School Brochure



### New Building Ground Floor – Year 5



### New Building First Floor – Year 6





# Chesswood Junior School

## School Brochure

### Volunteering



#### 16.1. **Parental Involvement**

As a school, we rely on voluntary support from families and friends of the school to maintain the high standards the school community has become to expect and enjoy. Areas of support include, but are not confined to -

- support in class - reading with children / supporting in lessons (cookery, art etc)
- support on school trips
- support with fund-raising activities (Friends of Chesswood - PTA) - e.g. Christmas / Summer Fayre
- support on one-off projects: environment area / pond development (we are ambitious as a school and greatly value support from those who have skills that could be utilised to develop the learning environment for all children - carpenters, construction, landscaping, textiles etc)
- support in curriculum delivery: we have a strong focus on making learning real and relevant at Chesswood, linking units of work to careers (for example, we have had a geological engineer support in science study of soils; a chef support in cookery, a paramedic support in first aid, a chocolatier etc). We'd love to know what jobs / careers / hobbies you have that could be shared to enrich learning for children. This could include a visit to school or simply completing an 'ACRO Champion' profile.
- School Governance – providing strategic direction and leadership

Offers of help from parents and family members are always welcome; subject to safeguarding clearance through the Disclosure and Barring Service, you will be welcomed with open arms.

Please let us know if you are thinking about volunteering using our online form:

[HOME > PARENTS > VOLUNTEERING](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Volunteering&pid=1480&action=saved>

#### 17. **Friends of Chesswood**

The Parents' Association, known as Friends of Chesswood, supports the school in many ways, from fundraising activities to educational and social events. All parents are automatically considered to be members and no subscription is necessary. There are usually only one or two meetings or events during any one term, and therefore commitment is not too time-consuming. To find out more about Friends of Chesswood and to get involved in school life, email Mrs.Kate Brown: [kbrown@chesswood.w-sussex.sch.uk](mailto:kbrown@chesswood.w-sussex.sch.uk). Alternatively, there is information with regard to the Friends of Chesswood on the Chesswood Junior School website. Please follow this link direct to the page:

#### **Further Information**

[HOME > PARENTS > FRIENDS OF CHESSWOOD](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Friends+of+Chesswood+%28PTA%29&pid=272&action=saved>

## 18. Governing Body

Effective governance is an essential part of any successful school. Effective boards provide confident, strategic leadership to their organisation.

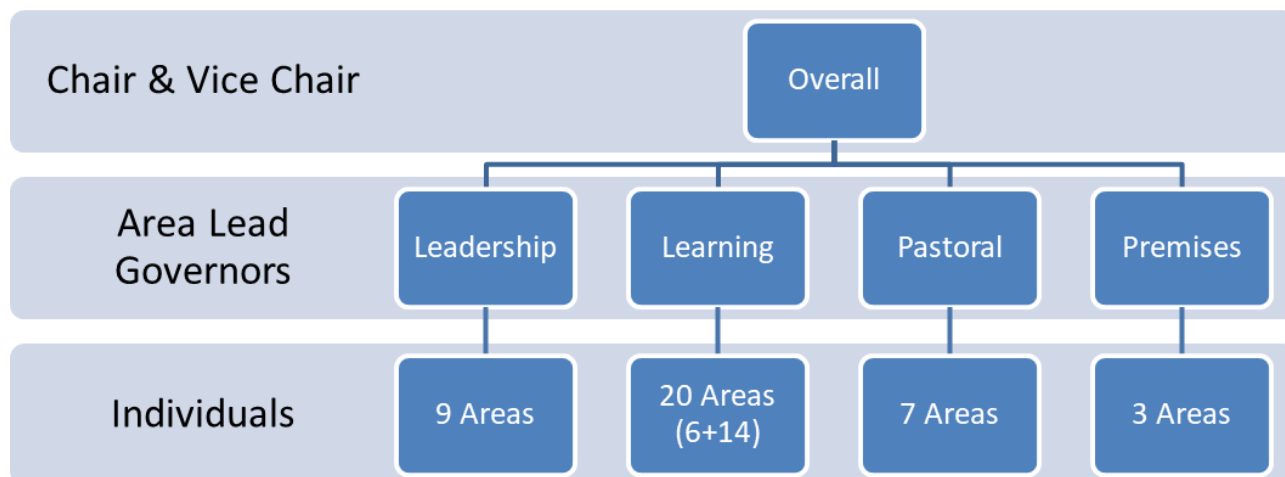
The role of the governing body within the school is critical and provides a constant steer for the direction of the school ensuring Chesswood Junior is always striving for and reaching excellence. There are four parent governor positions providing critical current insight and experience of Chesswood Junior School from families with children currently at the school.

The school governing body is formed 16 governors – there are currently a significant number of vacancies. If you are interested in becoming a governor please contact complete our online volunteering form to let us know of your interest. A booklet of all current governors and a background summary for each is available in the governor section of the school website.

Position	Name
Chair of Governors	Darren Carroll <a href="mailto:cog@chesswood.w-sussex.sch.uk">cog@chesswood.w-sussex.sch.uk</a>
Clerk to Governors	Abigail Rawlings <a href="mailto:clerk@chesswood.w-sussex.sch.uk">clerk@chesswood.w-sussex.sch.uk</a> Please use this email address for initial enquiries
Vice Chair of Governors	Currently vacant
LA Governors (1)	Currently vacant
Co-opted Governors (9)	Ms Emma Bird Mrs Hayley Burton Mr Darren Carroll Mr Mike Carpenter Mr Carl Walker Mr Nick Wright
Parent Governors (4)	Ms Rachel Baker Ms Philippa Jackson Mrs Beth Liassides Ms Sao Roque
Staff Governors (1)	Mr Tim Hicks
Headteacher (1)	Mr Andrew Jolley



### Our Governing Body Structure







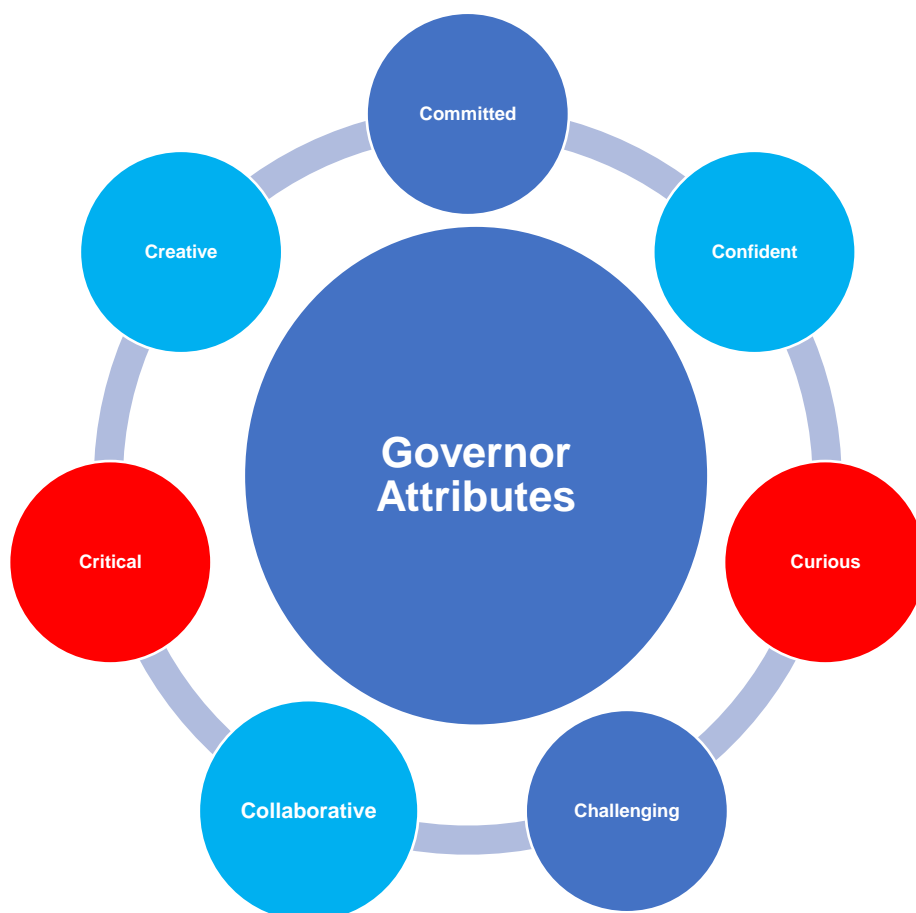
## ***What is the point of Governance?***

Collectively the governing body works within a framework organised into six areas:

1. Strategic Leadership
  - a. Setting direction and priorities
  - b. Culture, values and ethos
  - c. Decision Making
  - d. Risk Management
2. Accountability
  - a. Educational Improvement
  - b. Financial management
  - c. Staffing
3. People
  - a. Building an effective team
4. Structures
  - a. Roles and responsibilities
5. Compliance
  - a. Statutory and contractual requirements
6. Evaluation
  - a. Impact of actions

## ***Principles and Personal Attributes of Governors***

The principles and personal attributes that individuals bring to the board are as important as their skills and knowledge. These qualities enable board members to use their skills and knowledge to function well as part of a team and make an active contribution to effective governance and ultimately improving children's school experience.





## Further Information

[HOME > SCHOOL INFO > GOVERNANCE](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Governance&pid=29>



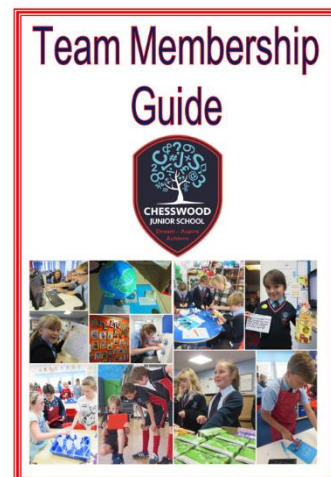
## 19. Members of Staff – Meet the Staff

The partnership between home and school is essential if a child is to thrive. Therefore, we have produced a guide to all employees and governors in working and supporting Chesswood. The document on the website includes all staff email addresses. Chesswood Junior School is a large team of 90+ employees and 16 governors.




### Further Information

[HOME > SCHOOL INFO > MEET THE STAFF](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Meet+the+Staff&pid=21>



### Senior Leadership Team

		
<p>Head Teacher Mr Andrew Jolley <a href="mailto:head@chesswood.w-sussex.sch.uk">head@chesswood.w-sussex.sch.uk</a></p>	<p>Deputy Pastoral Mr Jez Himsworth <a href="mailto:jhimsworth@chesswood.w-sussex.sch.uk">jhimsworth@chesswood.w-sussex.sch.uk</a></p>	<p>Assistant Head Teacher Academic Mr Chris Yelling <a href="mailto:cyelling@chesswood.w-sussex.sch.uk">cyelling@chesswood.w-sussex.sch.uk</a></p>



### **Learning Leadership Team**

		
Year 3 & Maths Leader 3HG Teacher Mr Nik Gilbert <a href="mailto:ngilbert@chesswood.w-sussex.sch.uk"><u>ngilbert@chesswood.w-sussex.sch.uk</u></a>	Year 4 & English Lead 4MC Teacher Ms Zoe Monger <a href="mailto:zmonger@chesswood.w-sussex.sch.uk"><u>zmonger@chesswood.w-sussex.sch.uk</u></a>	Year 5 & Science Lead 5HH Teacher & Staff Governor Mr Tim Hicks <a href="mailto:thicks@chesswood.w-sussex.sch.uk"><u>thicks@chesswood.w-sussex.sch.uk</u></a>
		
Year 6 & English Lead 6PO Teacher Mrs Jo Peace <a href="mailto:jpeace@chesswood.w-sussex.sch.uk"><u>jpeace@chesswood.w-sussex.sch.uk</u></a>	SENCO Ms Ness Radcliffe <a href="mailto:vradcliffe@chesswood.w-sussex.sch.uk"><u>vradcliffe@chesswood.w-sussex.sch.uk</u></a>	Safeguarding Manager Mrs Sally Harvey <a href="mailto:sharvey@chesswood.w-sussex.sch.uk"><u>sharvey@chesswood.w-sussex.sch.uk</u></a>

### **Wider Leadership Team**

	
IT Manager Mr Ben Miller <a href="mailto:bmiller@chesswood.w-sussex.sch.uk"><u>bmiller@chesswood.w-sussex.sch.uk</u></a>	Administration Manager & Admissions Lead Mrs Treena Beech <a href="mailto:tbeech@chesswood.w-sussex.sch.uk"><u>tbeech@chesswood.w-sussex.sch.uk</u></a>
	
Finance & HR Manager Mrs Diane Lycett <a href="mailto:dlycett@chesswood.w-sussex.sch.uk"><u>dlycett@chesswood.w-sussex.sch.uk</u></a>	Premises, Wrap Around Care and School Visits Lead Mrs Kate Brown <a href="mailto:kbrown@chesswood.w-sussex.sch.uk"><u>kbrown@chesswood.w-sussex.sch.uk</u></a>





***We get to do all these  
great things***



***because of our great  
team of adults***







## 20. The Curriculum





### The Chesswood Curriculum

The Chesswood curriculum comprises all learning and other experiences that we plan for our pupils. The national curriculum forms one part of the school curriculum. While the aims and structure of the National Curriculum do not change, the curriculum itself cannot remain static. It must be responsive to changes in society and the economy, and changes in the nature of schooling itself. Teachers, individually and collectively, have to reappraise their teaching in response to the changing needs of their pupils and the impact of economic, social and cultural change. Education only flourishes if it successfully adapts to the demands and needs of the time.

### The National Curriculum

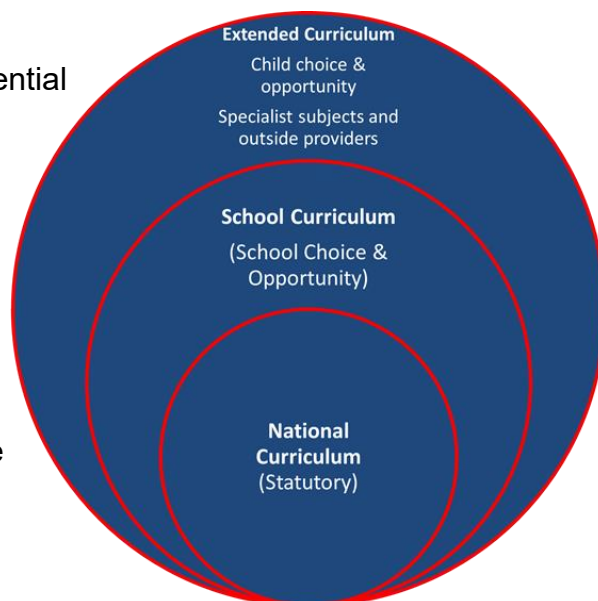
“...provides pupils with an introduction to the essential knowledge that they need to be educated citizens”

“The National Curriculum is just one element in the education of every child.”

### School Curriculum

“..prepare pupils at the school for the opportunities, responsibilities and experiences of later life.”

“To enrich pupils’ learning and reflect the distinctive character of the school.”



### Chesswood Curriculum Development



## Chesswood Curriculum Development







The Chesswood Curriculum is designed to support research evidence within cognitive science on how children best learn – with learning defined as ‘an alteration in long-term memory – if nothing has altered in long-term memory, nothing has been learned’. As learning focuses on embedding knowledge within the long-term memory, the curriculum is designed to coherently sequence knowledge, skills, concepts and vocabulary in a progressive way; enabling children to become more ‘expert’ in all areas taught.

### Curriculum Drivers

At Chesswood, we have developed curriculum drivers. Curriculum drivers are the core principles that underpin the whole school curriculum, so that it is truly personalised to Chesswood. They have been chosen through consultation with children, families and staff; identifying the needs and interests of the pupils at Chesswood. There are two whole school drivers–

Curriculum Drivers	Promoting the drivers
<b>Life opportunities</b>	<ul style="list-style-type: none"> <li>• <b>Cultural Capital</b> – ensuring children are equipped with the essential knowledge to be educated citizens, introducing them to the best of what has been thought and said</li> <li>• <b>Solar School ACRO</b> learning (employability) skills <ul style="list-style-type: none"> <li>○ Embedding learning skills</li> <li>○ Self-assessment of learning skills</li> <li>○ CV development – children knowing their skills</li> <li>○ Enterprise education</li> <li>○ Careers library</li> <li>○ Careers aspirations – eg visitors sharing their jobs / roles / skills</li> <li>○ ACRO Champions – linking real jobs and careers to learning in the classroom</li> </ul> </li> <li>• Community Involvement <ul style="list-style-type: none"> <li>○ Seek to be regularly involved in community events</li> <li>○ Promote Chesswood in the community</li> <li>○ Promote local clubs and charities</li> <li>○ Seek to involve community role models in the life of the school</li> </ul> </li> <li>• School Motto – Dream, Aspire, Achieve</li> <li>• <b>Pupil leadership roles</b> – whole school and within the classroom. Developing responsibility, collaboration and leadership skills</li> <li>• Wide range of <b>extra curricular clubs</b> – especially promoting performance and competition</li> </ul>
<b>Creativity Confidence Competence</b> <ul style="list-style-type: none"> <li>• Technology</li> <li>• The arts</li> <li>• Performance &amp; Competition</li> <li>• Thinking</li> <li>• Memory</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Specialist teaching</b> <ul style="list-style-type: none"> <li>○ Specialist music (performing arts) and PE provide children with high quality learning experiences which develop creativity and confidence</li> </ul> </li> <li>• Seek to engage pupils in <b>performances and competitions</b> on a regular basis</li> <li>• Develop pupil <b>choice and independence</b></li> <li>• Develop a curriculum that develops <b>long term memory, broadening and deepening learning</b></li> <li>• Providing children with the <b>essential knowledge</b> to be able to think and form their own views and opinions</li> <li>• <b>Cultural Capital</b> – ensuring children are equipped with the essential knowledge to be educated citizens, introducing them to the best of what has been thought and said. With a secure knowledge, children will move from novices towards levels of expertise, developing confidence and competence which will underpin real creativity.</li> </ul>



## **Curriculum Principles**

### **Balanced**

The time available for the curriculum will balance with the content (KSCV) that children are expected to learn. The curriculum promotes intellectual (KSCV), moral, spiritual, aesthetic, creative, emotional and physical development as equally important.

### **Coherent**

It respects subject disciplines, focusing developing progression within a subject.

It makes explicit connections and links within and between the different subjects, within and across year groups.

Knowledge, skills, concepts and vocabulary are coherently planned and sequenced progressively. There is clarity about what getting better at the subject means, moving children from novice to expert.

### **Real and Relevant**

It seeks to connect learning to real life; applying knowledge, skills and concepts to the real world. Children know why they are learning.

It responds to the needs and diversity within the local community.

### **Knowledge Rich**

The Chesswood curriculum is a knowledge-rich curriculum; it provides pupils with an introduction to the essential knowledge they need to be educated citizens.

- knowledge provides a driving, underpinning philosophy
- knowledge content is specified in detail
- knowledge is taught to be remembered, not merely encountered
- knowledge is sequenced and mapped deliberately and coherently

The curriculum is designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital to succeed in life.

### **Cognitively Challenging**

It seeks to include content – text and tasks – that are chosen / designed to stretch children cognitively.

### **Inclusive**

It is constructed in a way that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.



### Knowledge Organisers

Knowledge Organisers provide a concise overview of the key knowledge children are required to know in each unit taught at Chesswood. These are a great tool to use in school and at home to support children in knowledge acquisition across all areas of the curriculum.



### ACRO Champions

Linking to our 'Life Opportunities' curriculum driver, children engage with the ACRO model in school – focusing on families of 'learning' or 'employability' skills under the main areas of Attitude, Creativity, Relationships and Organisation. These skills link to characters within the Solar School Model:



To bring the ACRO model alive, children learn how ACRO is relevant to life in the real world through engaging with ACRO Champions. These are individuals, historical and within our community (including many visitors to school) who demonstrate and use the skills we focus on in school. Where possible, children interview visitors to gain an understanding of their jobs / roles and links to ACRO, especially where there are clear links to what children are learning in class.

### ACRO in Action

**Job Profile**

**Job Title:** Engineering geologist

**Job Profile:** Tests soil for land contamination and for building regulations. They look at the risks of building in a certain area.

**Important Subjects:** Science / Maths / Geography

**Graham Carter**

Key Skills	
<b>Attitude</b>	Focus—you will often be the only engineer on site doing your job, so it is important that you can focus on what you need to do and that you can work on a task independently with self-motivation.
<b>Creativity</b>	Although factual knowledge is important so are creative skills. You may need design a website and publicity material generating new and innovative ideas.
<b>Relationships</b>	Relationships with other professionals are important. When you are on a site testing you will work with lots of other people such as architects, council officers and surveyors. You need to be able to communicate clearly and confidently.
<b>Organisation</b>	Managing risk is a large part of my job. The machinery used is very powerful so has to be used safely.

**What I love about my job:** I love the fact that I get to travel to different places and work with lots of different people.

### ACRO in Action

**Job Profile**

**Job Title:** Advanced Paramedic Practitioner

**Job Profile:** APPs look after ill and injured people. They work in many parts of the NHS, not just on ambulances. Alex works in the Doctor's surgery looking after ill people who may have been ill for just a few days or for many years. APPs work out what is wrong with a person and then try to make them better with different treatments and medicines.

**Alex Walter**

**Subjects:** English, Maths, Science, PSHE

Key Skills	
<b>Attitude</b>	Self Knowledge, belief, confidence. You have to have the knowledge to be able to help people, be confident in your decisions and believe in yourself, so your patient's believe in you and your diagnosis and treatment.
<b>Creativity</b>	Enquiring—you have to be able to take a history from the patients about their problem / illness. Problem Solving—you have to be able to work out what is wrong with your patient.
<b>Relationships</b>	Empathy—when people are very ill and you need to explain this to them, you have to understand how they are feeling. Communication—most of the job is about talking to people!
<b>Organisation</b>	Decision Making—you must be able to diagnose your patient. Research—you have to keep learning about the latest new treatments available for your patient through your own research.

**What I love about my job:** Making a positive difference to people's lives everyday.

### ACRO in Action

**Job Profile**

**Job Title:** Children's & Youth Worker

**Job Profile:** I work for the church to set up, organise & run all children's & youth activities & groups in the church & the local community. These can be regular or one off events.

**Important Subjects:** Religious Education, Art & Design, Maths.

**Kathryn Hughes-Burton**

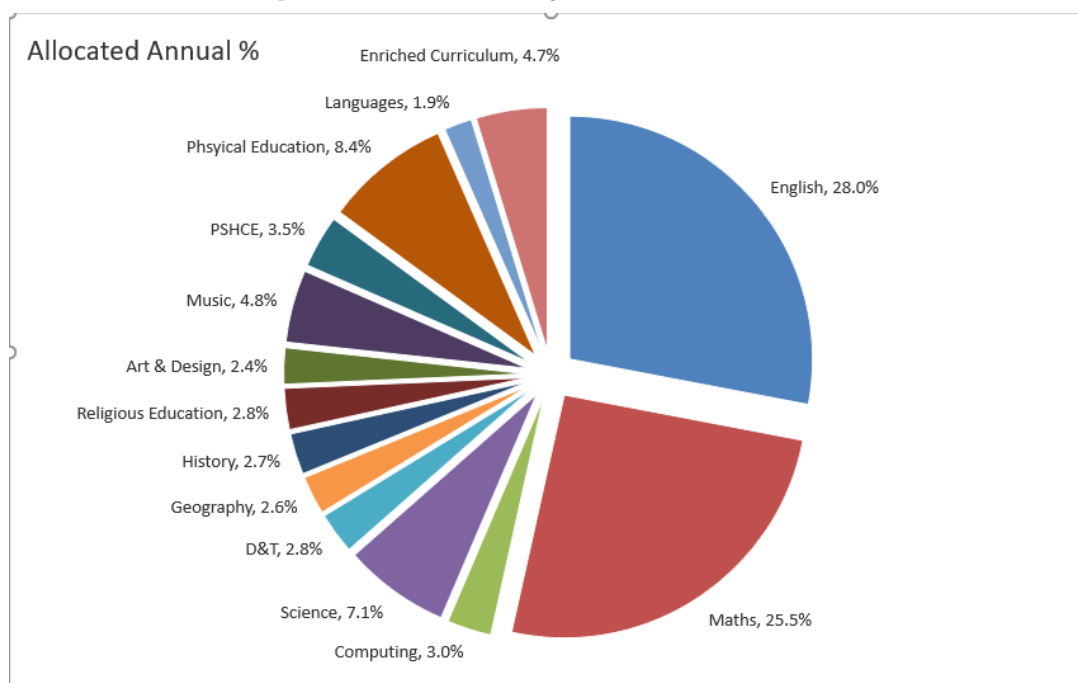
Key Skills	
<b>Attitude</b>	You need to be focused, determined & able to think on your feet as you work. You need to be able to work independently & as part of a team both big & small. You need to have a caring attitude & a love for young people. Definitly need to be self motivated in my work.
<b>Creativity</b>	You need to be creative, thinking of different ways to tell a story, make a craft, prepare talks & workshops for different ages. Also dropping publicity for events, innovative coming up with new ideas to start new groups, activities & events. Be able to make an informed choice of where & how I should try to develop my
<b>Relationships</b>	A team is a huge part of what I do. Without people to help me there would be no events! You need to be able to communicate effectively, organise & oversee everything at the same time as being with the people that come to the events. You need to be able to communicate with a wide range of ages. Working with other youth workers, schools & organisations are also part of my role. You need to have an empathy with people & have the ability to manage difficult situations.
<b>Organisation</b>	There can be so many things going on at once that you need to be able to manage your time & workload effectively to make sure that every event or activity is ready on time & runs smoothly. You need to be able to manage & work to a budget. Also be able to write reports & risk assess everything that you do. You need to be able to set yourself goals, effectively, research & plan all that you do.

**What I love about my job:** I love sharing the good news of Jesus & bible stories with people. I love that every day is so varied. You get to meet & get to know so many people.

## The curriculum in numbers:

- 1 Great Curriculum
- 1 ¼ hours of play time per week
- Key Stage 2
- 2 assemblies
- 3 terms per year
- 4 Years of learning
- 5 In service training days per year
- 5 hours lunch time per week
- 13 formal subjects each year + enriched curriculum
- 25 curriculum hours per week
- 32:05 school hours per week
- 38 learning weeks per year
- 760 school days in four years
- 930 Learning hours per year
- 3752 lesson hours in four years

## The proportions of time spent in each subject area:



## Further Information:

[HOME > LEARNING > CURRICULUM](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&pid=53>





## 21. Pupil Leadership

Children at Chesswood are encouraged to get involved in supporting the day to day running of the school. There are many leadership opportunities, both within the classroom and throughout the wider school.

Classroom leadership opportunities are designed and managed by class teachers. They include opportunities to: manage groups within learning (time keeping, chairing, summarising); deliver letters to school office; manage the classroom environment e.g. keeping areas tidy and ready for use.



Wider school leadership opportunities include junior governors (to help gain understanding of the children's views on school issues and changes); school ambassador (typically used as tour guides and meeting and greeting special guests); junior librarians; reading buddies; junior office assistants; Little Links (looking after the school environment); digital leaders (supporting children and adults throughout the school with all things digital!); music leaders (promoting and supporting music appreciation and participation throughout the school); sports leaders (supporting in PE lessons and extra-curricular sport); play leaders (supporting lunchtime play) and anti-bullying ambassadors (available to help during play and lunchtimes). Pupils are invited to apply for these roles during transition day in July (see letter below).

### Further Information

[HOME > LEARNING > PUPIL LEADERS](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Pupil+Leaders&pid=313&action=deleted>



Mr Quick  
P.E Teacher  
Chesswood Junior School  
Worthing, West Sussex  
BN11 2AA

Wednesday 7<sup>th</sup> July 2021

Dear Mr Quick,

I am writing to you to apply for the job of sports leader. My name is [redacted] and I hope you have a good time reading and thinking about my application.

I will be perfect for the job of sports leader as I have had practice doing a P.E lesson with the year 4's and I am very good at sports so I can teach well. Outside and in of school, I am happy and love to tidy up for myself or others. Also, I am very creative and suggest to improve anything during a P.E lesson, including adding harder and easier challenges for weaker and stronger pupils. In the end, if they did something wrong, I won't be scared to tell them. I am very chatty and so don't mind explaining what is do and am amazing at maths so can easily count points and fill in charts or tables.

In conclusion, I believe I am perfect for the job as I have all the aspects needed to become a sports leader.

Yours sincerely,  
[redacted]

BNW-S price class



Pupil panel for teacher interviews to start in September 2021.



## Home-learning

Chesswood are following research led guidance in many areas of school life; we have made changes to homework to follow the research guidance available at the moment and taking into consideration feedback received from our consultation in June.

The Education Endowment Fund (EEF) state:

- It is certainly the case that schools whose pupils do homework tend to be more successful.
- There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment... Overall, the general benefits are likely to be modest if homework is more routinely set.
- The quality of the task set appears to be more important than the quantity of work required from the pupil.

At Chesswood Junior School we have decided to provide homework to set high expectations, promote independent learning and focus on the positive benefits:

1. We aim to be a successful school and, as such, setting homework and having high expectations can be part of that success.
2. We aim to target homework to the areas of priority to use it as intervention over the short to medium term. If this becomes routine homework, a modest benefit is better than no benefit, which would be achieved by not setting homework.
3. Our homework provision will focus on quality over quantity.



### **Further Information:**

[HOME > LEARNING > HOME LEARNING > HOMEWORK](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Homework&pid=1369>





## 22. Extra-curricular Provision

Extra-curricular opportunities are a core part of the Chesswood experience and there are many to choose from. Typically, in any given term we have in excess of 40+ clubs, mostly taking place after school.

Arts/DT	Sports	Music	Other
Art Drama Musical Theatre Dance Sewing Cooking Engineering	Athletics Basketball Chess Cricket Football (girls and boys) Gymnastics Hockey Karate Netball Fun Fitness Circuits Tag Rugby Running Table Tennis Chelsea FC	Boys Choir Whole School Choir Musical Theatre	Computer Science STEM Outdoors Project Minecraft JAM club Creative Design Board Games Gardening Languages Meditation & Mindfulness Gardening STEM

These clubs are examples and are subject to change from term to term

### **Club Fees**

The school aims to provide a wide variety of activities for the children outside curriculum time. There is a modest charge (less than £2 per week) for every Chesswood-run club to cover staff costs and resources, while we also accommodate as many external clubs as possible, each with their own charging structure. The range of activities offered to children may change according to areas of interest of parents and teachers.

**We are always looking for volunteers to run clubs at school to enable as wide a range as possible for the children – anything that you can offer will be welcomed!**

### **Peripatetic Music**

Tuition in numerous musical instruments is offered during and after the school day. Claire Cossins, our specialist music leader, offers numerous extra-curricular music activities, including choir, boys' choir and musical theatre.

### **Off Site Events and Competitions**

Chesswood participates in almost all local inter-school concerts and sports tournaments, as well as concerts, productions and sports events just for our children.

Some of these activities require the children's attendance at other schools in the area. In order to enable these activities to continue it is necessary to ask parents to help in transporting the children in their cars. We will inform you in advance when your child is due to take part in such activities. We also need to advise you that we would need adequate insurance cover to transport children other than your own, and that you must have, and use, seatbelts for all passengers as well as booster seats where application.



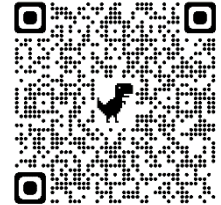
### 135 CMS Tall?

Where your child participates in an off-site activity and they are less than 135cm tall, they will be provided with a child, type 3, booster cushion for use in a private car, for example when travelling to sporting events.

### Further Information

[HOME > PARENTS > EXTRA-CURRICULAR CLUBS](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Extra%2Dcurricular+Clubs&pid=194&action=saved>



## 23. Educational Visits & School Visitors

As a school we recognise the important contribution that educational visits and experience days can make to the school curriculum. We will be organising a variety of day visits for all year groups, as well as inviting in speakers to enliven and add variety to our curricular provision. The table below illustrates the different visits and experiences the children have enjoyed over the last three years. However, as the new curriculum evolves, these may be subject to change.





The children also partake in a residential visit in Years 6, as detailed below.

Year 3	Year 4
<ul style="list-style-type: none"><li>• Fishbourne</li><li>• Wakehurst Place</li><li>• Zoolab</li></ul>	<ul style="list-style-type: none"><li>• Weald &amp; Downland</li><li>• Pulborough Brooks</li><li>• We are Energy Advisers field trip</li></ul>
Year 5	Year 6
<ul style="list-style-type: none"><li>• Mobile Planetarium</li><li>• Hurstmonceux Observatory</li><li>• Town Trail &amp; Worthing Museum</li><li>• Rivers field trip</li><li>• Fire Service visit</li></ul>	<ul style="list-style-type: none"><li>• Mosque</li><li>• Magistrates visit</li><li>• Michelham Priory</li><li>• Connect to the Countryside</li><li>• Residential Bristol (4 nights) content brings together learning from the previous four years.</li></ul>

A number of these activities will have a cost attached and each visit must be financially viable, as there is often no alternative source of funding other than voluntary contributions from parents. Regrettably, if voluntary contributions from parents are not forthcoming, visits may have to be cancelled for all. Parents may give contributions to the school office over a number of weeks or months if that is helpful.

It is current school policy to fund visits, on request, for all children currently in receipt of free schools meals and those in receipt of free school meals at any time during the last six years. This support may be subject to change in future years.

The Governors have adopted a charging policy that is the same as that adopted by the West Sussex Local Authority. These policies state that parents may be asked to make a voluntary contribution towards the cost of educational visits arranged during the school day. In the case of residential visits, a charge can be made for board and lodging but other expenses such as travel costs are expected to be paid on a voluntary contribution basis. Children whose parents are in receipt of Child Tax Credit or Income Support need to enquire about contributions. If you are in receipt of these benefits, you may meet the criteria to register for free school meals. Please enquire at the school office for further details.

**Further Information:**

[HOME > PARENTS > CHARGING AND REMISSIONS](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Charging+and+Remissions&pid=199>







## 24. Wrap Around Care

### 24.1. Breakfast Club

Chesswood Junior School has a breakfast club which is available from 7.30am. The club currently costs £4.00 per session (this is not a profit making club - costs will only be increased if the cost of provision does not cover our costs).

#### **Long Term Bookings**

For long term bookings we will always ensure there is a space for children to ensure peace of mind for parents.

Typically all long term bookings need to be made the half term before with fees paid one month in advance to ensure the breakfast club place is secured for your child. We accept various childcare vouchers. For further information, please contact Kate Brown on [kbrown@chesswood.w-sussex.sch.uk](mailto:kbrown@chesswood.w-sussex.sch.uk). Refunds will be provided if the cancellation is made one full week in advance.

#### **Ad-Hoc Bookings**

Ad-hoc bookings are taken up to 4 p.m. the day before, **subject to space being available**. The payment must be made at the time of booking. Parents must bring children to the reception to hand over to the Breakfast Club Leader, Toby Wilson.

#### **The Club**

Food: Cereals – wide range, Toast with a range of preserves

Drink: Fruit Juices; Milk and water

Activities: Range of games including board games and top trumps. There is some access to computers in this time.

The club closes at 8:30 a.m. when children will be escorted onto the school playground and supervised along with all children arriving for school.

### 24.2. Afterschool Club

Chesswood Junior School has an After School Club which is available until 6pm. The Club currently costs £6.00 per session until 4.30pm; £8.00 per session until 5pm and £10.50 per session until 6pm. We are also able to collect younger siblings from Lyndhurst and Springfield Infant Schools.

#### **Long Term Bookings**

For long term bookings we will always ensure there is a space for children to ensure peace of mind for parents.

Typically all long term bookings need to be made at the end of the half term before, with fees paid one month in advance to ensure the club place is secured for your child. Bookings should be made online via SchoolsBuddy or by completing the booking form on our website and paying by cheque. We accept various childcare vouchers. For further information, please contact our Wrap Around Care Manager, Kate Brown on [kbrown@chesswood.w-sussex.sch.uk](mailto:kbrown@chesswood.w-sussex.sch.uk). Refunds will be provided if the cancellation is made one full week in advance.





## The Club

Snacks will be available on arrival. Children are encouraged to choose and make their own snacks but help is always available. We aim to offer healthy food options such as bread/toast, crackers, pancakes etc with a selection of toppings, fresh fruit, squash and water. If your child has any allergies please notify the Wrap Around Care Manager.

We offer a range of activities such as outdoor play including basketball, scooters etc and arts & crafts and cookery activities as well as board games, puzzles and colouring.

The Club closes at 6pm and children must be collected before this time.

## Further information

[HOME > PARENTS > WRAP AROUND CARE](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Wrap+Around+Care&pid=193>





## 26. Assessment

The assessment culture within Chesswood Junior School will actively involve children within their own learning; sowing the seeds for independent lifelong learning. Assessment processes will enhance children's self-esteem ensuring they develop the confidence to reflect on their achievements and critically evaluate how they may further improve their learning in the future. The assessment culture within the school clearly recognises without a miracle or a magic wand that all academic staff need to constantly focus on where the child is, and has been, within their learning and where it will be possible to take them next. In order to achieve this, teachers supported by teaching assistants and higher level teaching assistants will maintain an in depth knowledge of the National Curriculum and the programmes of study in order to accurately determine future learning programmes for all children. Comprehensive summative and formative assessment processes are of central importance in supporting accurate and reliable decisions regarding future learning pathways for children's learning. The involvement of parents and the development of their understanding of 'next steps' for their children is seen as a critical factor in securing success for a child.

To ensure children and families benefit from valid and reliable information, all academic staff refer to 'securing consistent teacher judgements' guidance. Families may use this to better understand the judgement that has been selected by your child's class teacher. The document supports both clarity and consistency, however there will always be aspects that may be debated one way or another, as there is some professional judgement and inevitable subjectivity. Staff are expected to report their judgements professionally, without fear or favour and on the best information available.

All children are screened for dyslexia in Year 3 and again in Year 5 using an online assessment. Parents receive the grade outcomes for the test. The special educational needs team determine next steps for individual children where there are significant signs of dyslexia and will contact parents directly.

At Chesswood Junior School we seek to place all important documents, specific to your child, into an on-line parent directory. From this online portal, parents are able to read, download and where appropriate print a range of documents specific to their child. As a minimum, we place termly reports into the portal. However, to reduce costs both financial (printing) and environmental (reducing use of paper and card), we intend to share a wider range of documents in this way e.g. termly certificates, although we would continue to have our award ceremonies to celebrate.

The system is called Foldr and this is accessed by login into the system at <https://foldr.chesswood.org.uk>. You will receive a username and password when your child joins the school. When reports are produced at the end of each term we confirm the user name and password, by email, for all families.

### **Further Information**

[HOME > LEARNING > ASSESSMENT](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&pid=150>





## 27. What has my child achieved?

Reporting achievement to families	
Autumn	<p><b>September</b>  <b>Y3 Settling in Letter</b> – Where a child has settled well into life at Chesswood, the class teacher confirms this by letter in September. If a child is not settling in well we will already be working with the child and family to address any difficulties.</p> <p><b>October</b>  <b>Parent Child Celebration of Learning (1)</b>– This is a great opportunity for you sit with your child and review their learning so far – their successes (let them show off a bit!), their frustrations and the things they believe they need to do to improve. This helps many parents prepare for the next parents evening (Class teachers are not available during the parent child celebration of learning, however senior leaders are)</p> <p><b>Parents Evening (1)</b> – First individual meeting with teacher – core focus on settling into the new class, building a relationship with your child's class teacher, finding answers to your questions, concerns or queries.</p> <p><b>November</b>  <b>Curriculum Target reports (2)</b> the second report of this type will now include a wider set of contextual information for parents e.g. test outcomes, accelerated reader word count and book range, attendance, homework submission</p>
Spring	<p><b>January</b>  <b>Teacher Assessment Reports (1)</b>– Building on the curriculum target reports from autumn term class teachers will now share their assessment for Reading, Writing &amp; Maths alongside outcomes of any termly assessment test.</p> <p><b>Parent Child Celebration of Learning (2)</b>– This is a great opportunity for you sit with your child and review their learning so far – their successes (let them show off a bit!), their frustrations and the things they believe they need to do to improve. This helps many parents prepare for the next parents evening (Class teachers are not available during the parent child celebration of learning, however senior leaders are)</p> <p><b>Parents Evening (2)</b> – Second individual meeting with your child's class teacher – core focus attainment and progress – teacher assessment reports; attitude, creativity, relationships &amp; organisation</p> <p><b>March</b>  <b>Teacher Assessment Reports (2)</b>– Reading writing and maths target updates. Teacher assessments are not updated at this point.</p>
Summer	<p><b>April</b>  Parent Child Celebration of Learning (2) – as above</p> <p><b>Teacher Assessment Reports (3)</b> – Building on the reports from spring term class teachers will now refine their assessment for Reading, Writing &amp; Maths alongside outcomes of any termly assessment test.</p> <p><b>May</b>  <b>Teacher Assessment Reports (4)</b> – Reading writing and maths target updates. Teacher assessments are not updated at this point.</p> <p><b>June</b>  <b>Foundation Subject and Personal Pupil Report (1)</b> – This report is designed to provide parents with personal information about your child since September in terms of Attitude, Creativity, Relationships and Organisation. It also provides a summary of their attainment in each of the foundation subjects e.g. History.</p> <p><b>July</b>  <b>Teacher Assessment Reports (5)</b> Reading, Writing &amp; Maths (See above)  <b>Attainment &amp; Progress Report (1)</b> A summary of summer test outcomes will be provided within this report  <b>Parent Child Celebration of Learning (3)</b> As per previous celebration events. However, the class teacher <u>will</u> be available on this evening to celebrate your child's achievements from this year and answer questions you may have prior to your child moving on to the next year group.</p>





# Chesswood Junior School

## School Brochure



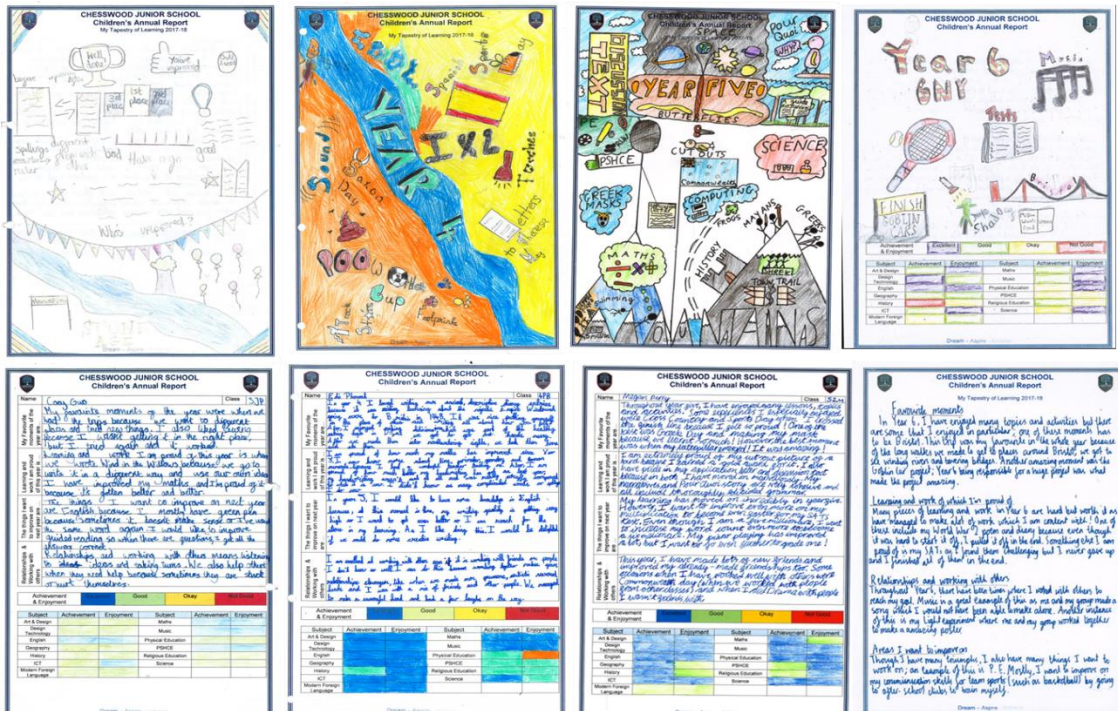
### Formal Professional School Reports

Teacher Assessment Report Summer 2018									
Class	Attitude	Current Free School Work (FMS)	End of FMS	End of FMS	End of FMS	End of FMS	End of FMS	End of FMS	End of FMS
Classroom Attitude	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Classroom Attitude	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Classroom Attitude	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Classroom Attitude	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Classroom Attitude	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Classroom Attitude	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Classroom Attitude	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Classroom Attitude	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Classroom Attitude	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Classroom Attitude	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

Annual Learning and Pastoral Development Report 2017-18									
Class	Date of Birth	Term of Birth	House						
6NY	06 April 2007	Spring	Ashdown						
				<p>It has been a pleasure to teach this year. He is always very polite, well-behaved and works his absolute hardest in class. If ever there is a job to do, Ouanario will often be one of the first to volunteer his help. Equally, he is extremely well-respected by his peers - should another child be stuck in their work, he is always ready and willing to help others out and give them productive feedback. He gets on very well with others in the class and is a valuable member of any group - he should absolutely thrive once at high school.</p>					
				Progress			Subject Engagement		
				Art and Design			Exceptional		
				Above Expected			Exceptional		
				Design Technology			Exceptional		
				Above Expected			Exceptional		
				Geography			Exceptional		
				Above Expected			Exceptional		
				History			Exceptional		
				Above Expected			Exceptional		
				Computing			Very Good		
				Above Expected			Very Good		
				Languages (Spanish)			Very Good		
				Above Expected			Very Good		
				Music			Very Good		
				Above Expected			Very Good		
				Physical Education			Good		
				Expected			Good		
				Personal, Social and Health Education			Exceptional		
				Religious Education			Very Good		
				Above Expected			Very Good		
				Meeting			Very Good		
				30/07/2018			Dream - Aspire - Achieve		

### Children's Tapestry of Learning







## 28. Children with separated/ing or divorced/ing parents

The assessment and reporting for families that are separated/ing or divorced/ing can and does cause a number of logistical issues. The information below sets out how parent should work together in their child's best interests.

### **Chesswood Junior School operates a one child one meeting policy**

When parents maintain amicable and respectful communication in the interests of their child, we typically see the **least worst negative impact** on their learning, behaviour and mental well-being. Where parents do not co-operate and even actively seek to disturb, disrupt or otherwise frustrate another parents expectations, support or guidance for a child, we typically witness serious enduring negative impact for a child in learning, behaviour or mental well-being.

Regardless of adult relationship differences, each parent is expected to:

- Speak with courtesy and kindness about the other parent, especially in front of the child and school professionals
- Communicate positively and proactively with previous partner and the school ensuring all adults work collaboratively
- Seek to find common ground and consistency between parents
- Work in good faith in their child's best interests
- Create a consistent and positive environment between homes - to do otherwise will have a negative impact.

In the interest of efficient and effective communication and use of professional time, **we do not meet parents separately to share the same information**, unless there are exceptional circumstances, such as significant reported domestic abuse. When we meet, all parents are expected to put any differences to one side and focus on how best we can support their child together. Parents are strongly encouraged to attend together when both have involvement in the child's life.

Where one parent refuses to attend a meeting with the other parent and there is no history of domestic violence or exceptional circumstances the meeting will be held with the parent whom the child resides with for the greatest amount of time. We will not then arrange further meetings to enable communication with another parent they will need to rely on published reports.

Where parents are divorced or separated and subject to the father being on the birth certificate or the mother providing no objection both parents will have access to their child's online assessment records similar to the reports detailed below.

### **Further Information**

[HOME > PARENTS > PARENTAL RIGHTS AND RESPONSIBILITIES](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Parental+Rights+and+Responsibilities&pid=826>





## 29. Special Educational Needs and Disabilities (SEND)

Firstly, we fully understand the stress and anxiety that parents feel when their child has any form of special educational need or disability. As such we always try to go the 'extra mile' to work in partnership with parents to help reduce any stress or anxiety.

Our principles SEN principles include:

- A child with special educational needs will have their needs met comprehensively using the assess, plan, do, review learning model.
- The views of each child will be listened to carefully, respected and wherever appropriate will underpin their future provision.
- Parents have a vital role to play in supporting their child's education; they are expected to take a full partnership role in coproducing the provision for their child.
- Any decision about a, or for a, child will be based on the best robust evidence available including views of the child and family, professional agencies and academic staff in contact with a child
- Where possible, our curriculum will be adjusted according to the needs of individual pupils ensuring each child enjoys, experiences and is enriched by a broad, balanced and relevant curriculum.
- All staff will work together to ensure that any child's special educational need is identified, assessed and that provision is made. Staff, parents and outside agencies will work together in partnership to seek best practice when devising interventions to maximise each pupil's progress.
- Interventions are regularly reviewed to assess their impact, and provide next steps to improve
- There is an aspiration that pupils progress, in order to, in time, come off the SEN register, when it is in their best interest.
- Pupil Learning Plan targets will be set for all SEN Support pupils and for those with an EHCP. Opportunities for explanation and review of the Pupil Learning Plan will be embedded within each school term; the view of all stakeholders will be considered when reviews are made.

### ***Further Information***



[HOME > LEARNING > SPECIAL EDUCATIONAL NEEDS](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Special+Educational+Needs&pid=159>





## SEN Leadership

Leaders	Special Educational Needs Leadership Roles
<p>SENCO  Ness Radcliffe  <a href="mailto:vradcliffe@chesswood.w-sussex.sch.uk">vradcliffe@chesswood.w-sussex.sch.uk</a></p> 	<p>The lead professional SENCO is the lead professional for all SEND related aspects of school, reporting directly to the Head teacher.</p> <p>The SENCO is particularly responsible for SEND:</p> <ul style="list-style-type: none"> <li>• Strategic direction</li> <li>• Administration</li> <li>• Quality Assurance, Accountability &amp; Development <ul style="list-style-type: none"> <li>• Assessment &amp; Data Analysis</li> <li>• Learning &amp; Teaching</li> <li>• Leading &amp; Managing Staff</li> <li>• Resource Management</li> </ul> </li> <li>• Liaison professional and parental</li> </ul> <p>Should you wish to find out more about our provision for special educational needs and disabilities please do not hesitate to contact Ms Radcliffe with questions, queries or concerns. Our website also hosts two very comprehensive documents; The SEN Policy and the The SEN Information Report which includes the Local Offer – together these set out all aspects of SEN provision.</p>
<p>HLTA and SEN Academic Support  <a href="mailto:ksheppard@chesswood.w-sussex.sch.uk">ksheppard@chesswood.w-sussex.sch.uk</a></p> 	<p>The Academic HLTA works under the direct guidance of the SENCO with a particular focus SEN management and day to day organisation:</p> <ul style="list-style-type: none"> <li>• SEN Administrative Support</li> <li>• SEN Academic Support</li> <li>• TA Quality Assurance</li> <li>• HLTA Class Cover</li> </ul>



## 30. Pastoral Care

The core areas for pastoral care include:





This section describes how our “Inclusion Team” manage many different aspects that have the potential to affect a child’s well-being.





### 30.1. Pastoral Leadership

Pastoral Leadership	
<p>Jez Himsworth</p> <p><a href="mailto:jhimsworth@chesswood.w-sussex.sch.uk">jhimsworth@chesswood.w-sussex.sch.uk</a></p> 	<p>The lead professional for all pastoral aspects of school practice - including policies, guidance, professional development, systems, processes, quality assurance, determining and taking improvement actions and accountability for outcomes.</p> <p>Core Pastoral Areas Include:</p> <ul style="list-style-type: none"><li>• Children's attendance &amp; punctuality –</li><li>• Children feeling safe and adopting safe practices<ul style="list-style-type: none"><li>• Managing behaviour.</li><li>• Safeguarding all children</li></ul></li><li>• Ensuring the environment for children is consistently safe.<ul style="list-style-type: none"><li>• Children making a positive contribution</li></ul></li><li>•</li></ul>
<p>Safeguarding Manager (HLTA – Higher Level Teaching Assistant)</p> <p>Sally Harvey</p> <p><a href="mailto:sharvey@chesswood.w-sussex.sch.uk">sharvey@chesswood.w-sussex.sch.uk</a></p> 	<p>The Pastoral HLTA works under the direct guidance of the head teacher to provide pastoral support across the school. The Pastoral HLTA has a particular focus on :</p> <ul style="list-style-type: none"><li>• Emotional &amp; Social Welfare</li><li>• Child Protection support work</li><li>• Collaborative professional working with external agencies<ul style="list-style-type: none"><li>• Parent and family liaison</li></ul></li></ul>



## 31. Safeguarding and Child Protection

Chesswood Junior School

### Safeguarding Our School Community

**It is everyone's responsibility.**

*Are you a parent or a member of the community with a welfare or safeguarding concern for a child or children?*

Based on what you know, in good faith, at the time:

- Has the child or children come to **actual significant harm** as a result of action or inaction of others?
- Has the child or children been at **risk of coming to significant harm** now or in the future?
- Do you have a general concern or feeling about the welfare of a child?
- Is the child likely to come to some harm or be at risk of coming to some harm in the future?

If the answer to ANY of the above is YES or MAYBE contact our safeguarding team and we will provide direct help, refer to an external safeguarding team or sign post for further help, support or guidance.

Our Senior Safeguarding Staff			
Safeguarding Manager (SM):	Designated Safeguarding Lead for Child Protection (DSL):	Head Teacher:	Lead Governor for Child Protection:
<b>Sally Harvey</b> Pastoral Team Lead	<b>Jeremy Himsworth</b> Deputy Head Teacher	<b>Andrew Jolley</b> Head Teacher	<b>Carl Walker</b> Governor

Contact our safeguarding team  
Please contact us in writing, wherever possible, using the email address opposite. Provide as much detail as you can about the child, your concerns and details of any specific incidents.

Email  
[cplo@chesswood.w-sussex.sch.uk](mailto:cplo@chesswood.w-sussex.sch.uk)  
If information is highly sensitive use email below:  
[cpp@chesswood.w-sussex.sch.uk](mailto:cpp@chesswood.w-sussex.sch.uk)  
If you need to chat something through first or are worried about sharing information call: 01903 204141 and ask to speak to our safeguarding manager

External Contacts	Contact Details
West Sussex Children's Services - Multi-Agency Safeguarding Hub (MASH):	Tel: 01403 229900 (Out of Hours – 0330 222 6664) <a href="mailto:MASH@westsussex.gov.uk" style="color: blue;">MASH@westsussex.gov.uk</a>
Immediate danger?	Emergency Services & Police 999

In terms of safeguarding, speed of reporting is often a critical factor. Once you realise you hold a concern – report it immediately, even if you are not sure or worried about what will happen next – Children come first.

## Dream Aspire Achieve



# Chesswood Junior School

## School Brochure



Safeguarding children and child protection applies to all children up to the age of 18.

**Safeguarding** is the action taken to promote the welfare of children and protect them from harm.

**Safeguarding means:**

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

**Child protection is part of the safeguarding process.** It focuses on protecting individual children identified as suffering from, or likely to suffer, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

**Our school** takes its responsibility to safeguard children extremely seriously and this school will train and empower all staff to recognise and respond effectively to protect a child who may We will ensure that all staff members in our school maintain an attitude of '**it could happen here**' and **feel able to raise concerns** either about a child at risk or a member of staff whose behaviour may present a risk to a child.

**Further Information**

[HOME > PASTORAL > SAFEGUARDING AND CHILD PROTECTION](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Safeguarding+and+Child+Protection&pid=212>





## Learning Mentors

The Learning Mentors work under the direct guidance of the DSL and the Safeguarding Manager with a particular focus on individuals where barriers to learning or a specific vulnerability has been identified. This will include :

- Behaviour – Support and Response
- Academic group and individual intervention
- Attendance – intervention work
- Emotional Welfare & intervention
- Transition Support
- Undertaking administration and liaising with parents, colleagues and outside agencies as appropriate
- CLA (Children Looked After) Champion

Elaine Butler

[ebutler@chesswood.w-sussex.sch.uk](mailto:ebutler@chesswood.w-sussex.sch.uk)



Sharon Main

[smain@chesswood.w-sussex.sch.uk](mailto:smain@chesswood.w-sussex.sch.uk)



Louise Oswald

[loswald@chesswood.w-sussex.sch.uk](mailto:loswald@chesswood.w-sussex.sch.uk)



## Medical Officers

The medical officer is responsible for the administration and management of first aid, administration of medicines and accident recording and reporting.

Nicola Soltermann – Medical Lead

[nsoltermann@chesswood.w-sussex.sch.uk](mailto:nsoltermann@chesswood.w-sussex.sch.uk)



Treena Beech – Administration Manager

[tbeech@chesswood.w-sussex.sch.uk](mailto:tbeech@chesswood.w-sussex.sch.uk)







### 31.1. Social & Emotional Welfare

The social and emotional welfare of children is of paramount importance. The greater a child's social inclusion with the school community, combined with strong positive emotions almost always leads to a happier school experience, a positive sense of well-being and improved academic achievements. From time to time all children need additional pastoral support – Chesswood Junior School community takes great pride in its ability to provide help, guidance and support for children and families when they need it. Most often the help, guidance and support provided for a child or family is at a low level e.g. helping a child if they feel ill. However, the range and depth of pastoral support can and does vary enormously.

Class teachers are responsible for the day-to-day pastoral care of the children in their own classes. In the first instance, if you have any concerns about your child of any nature, then please arrange a meeting with the class teacher to discuss them. Class teachers are in a better position to resolve a concern if they are given an overview, in advance, in order that they may investigate the circumstances of the concern and prepare any information necessary – this may be completed by email or by letter. Therefore, class teachers may ask for 24 hours to investigate an issue prior to having a meeting with parents. If the concern is not resolved to your satisfaction, please contact the Head Teacher, immediately, in order that a resolution can be agreed as quickly as possible.





## 32. Children Looked After

Chesswood actively welcomes looked after children and their foster or adoptive families into the school community, and will seek to do everything possible to help, guide and support children who are often vulnerable, challenging and in need of security. The school receives additional funding (£2300) to provide specific support in partnership with the family, something we seek to do in all cases to ensure the bespoke support that is likely to be required is secured at the earliest stage.

Looked after children have a right to expect the outcomes we want for every child - that they should be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being<sup>1</sup>.

To achieve these five outcomes for looked after children, Chesswood will demonstrate the strongest commitment to helping every Looked after child to achieve the highest educational standards he or she possibly can.

The duty of Chesswood to safeguard and promote the welfare of a child looked after by them includes, in particular, a duty to promote the child's educational achievement. The school must therefore give particular attention to the educational implications of any decision about the welfare of those children.

Ultimately our school's role as corporate parents to promote and support the education of our Looked after Children. Asking the question, 'Would this be good enough for my child?'

### **Further Information**

[HOME > PASTORAL > ADOPTION, CHILDREN LOOKED AFTER, SGO, KINSHIP CARE](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Adoption%2C+Children+Looked+After%2C+SGO%2C+Kinship+Care&pid=239>



## 33. Service Children

Chesswood Junior School welcomes children of service families serving or have served with HM Armed Forces. Chesswood Junior School supports the Worthing Armed Forces Day annually, with its school choir, and does so with enthusiasm, in recognition of service men and women past and present.

We expect to work closely with service families and intend to provide the very best support for children in view of the unique service of their parent/s. Service children face significant challenges, particularly when a parent is away on duty for extended tours. We have access to 'SPP' Service Pupil Premium (£310 per child). Typically, the funding is used to support existing pastoral support services in school ensuring each child has a named key worker who will support them emotionally throughout their time at Chesswood and will liaise with parents to ensure they are happy and confident at school. **For the school to access this funding it is vital the family notify the school, in writing, during the admission process if any of the following apply:**

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<sup>1</sup> Promoting the Educational Achievement of Looked After Children



- one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full time reserve)
- one of their parents receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- they have been registered as a 'service child' on the January school census at any point since 2016.

Further Information

Government Guidance

<https://www.gov.uk/guidance/service-premium-information-for-schools>

### 34. Safety

Keeping every child safe at all times is the first and foremost priority that every educational professional and volunteer must satisfy. The school undertakes risk assessments, both formal and informal, in almost all areas including all school visits and in curriculum areas when appropriate.

In addition, there are opportunities for children to learn about the risks they will encounter and learn how they can manage these to keep themselves safe. Principle among these would be children learning to keep themselves safe online; knowing and being able to administer simple first aid; responding to bullying and discrimination; learning how to keep themselves safe on or near roads; rail safety; fire and electrical safety.

OVERVIEW	LINK
<p><b>FIRST INDEPENDENT JOURNEYS</b></p> <p>In this film, children discuss first solo journeys they're looking forward to and older children share what their first journeys were like. Both groups of children share their top tips to stay safe.</p> <p>This film is suitable for 8-12 year olds.</p>	<p><a href="https://www.think.gov.uk/resource/first-journeys/">https://www.think.gov.uk/resource/first-journeys/</a></p>

**Further Information**

[HOME > PASTORAL > PSHE - STAYING SAFE AND WELLROAD SAFETY](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Road+Safety&pid=838>





## 35. Parent & Visitor Guidance

### 35.1. *Passport Signatures*

From time to time, we are asked to act as signatories on passport applications for families. Whilst we are happy to oblige these requests, we do make a charge of £15 per passport. All income from these requests is paid into the school fund.

### 35.2. *Smoking*

The governors and staff have a statutory responsibility to ensure there is NO SMOKING anywhere within the school boundaries. This policy is endorsed even in sporting events outside on our field and all functions associated with the school. Our children have commented that parents' smoking outside the school gates is not pleasant and they ask parents to keep the school gates Smoke Free.

### 35.3. *Dogs*

Dogs are not permitted onto the school grounds at any time, unless it is a registered guide dog. Parents are also asked not to bring dogs to the playground entrance area at the beginning or end of the school day as the excitement at those times of day can cause dogs to become frightened and increase the risk of a biting incident.

### 35.4. *School Travel*

#### 35.4.1. *Walking*

Children are encouraged to walk to school. Parents should consider their child's level of maturity, and how they may act within a group, prior to allowing them to walk to school without adult supervision. We would also advise occasional unannounced spot checks!

#### 35.4.2. *Cycling*

Children may travel by bicycle if their parents consider they will be safe. Although it is parental choice, cycling unsupervised and without passing the 'Bikeability Test' in year 5 is not considered a safe option for any child. <http://www.dft.gov.uk/bikeability/>

- Have fun and enjoy cycling
- Keep yourself and others safe – Helmet & Cycle safety checks
- Remember cycling on a pavement is against the law and can cause significant issues for those walking. Give way to all people walking.
- Walk with cycle at all times when on school grounds
- park and lock bicycle in the bike store, immediately after arrival
- do not play on or with other children's bicycles even with permission – this often leads to trouble including accusations of breakages which is very upsetting for all
- Take cycle home at the end of every day

Any child not respecting the guidance above will not be allowed to store their bike on site during the school day.





### 35.4.3. Scooting

An alternative for many families and children is travelling by scooter.

- Have fun and enjoy scootering
- Give way to other people walking at all times
- Keep yourself and others safe – travel at a sensible speed and stay in control, keep off the road.
- Expect the unexpected – people stop and change direction without notice – be ready to stop – always.
- Walk with the scooter on school ground at all times.
- park and lock scooter to the scooter rack, immediately after arrival
- do not play on or with other children's scooter even with permission – this often leads to trouble including accusations of breakages which is very upsetting for all
- Take scooter home at the end of every day

Any child not respecting the guidance above will not be allowed to store their scooter on site during the school day.

***E-Scoters are not permitted on site and may not be stored on the school site***

### 35.5. Driving

Child may be dropped off at the Ladydell road entrance or Chesswood Road entrance. Please respect the guidance below in spirit and in deed so all children arrive at school safely. The overwhelming majority

#### **Do:**

- Show courtesy, care and kindness at the drop off and pick up times!
- Respect school staff when trying to keep children safe or preventing even more complaints from neighbours
- Practise "Park and Stride" from nearby roads. (See park and stride zones below)
- Record and report anti-social and dangerous stopping and parking using Operation Crackdown [www.operationcrackdown.org](http://www.operationcrackdown.org) , NSL 0345 680 1089, Worthing Taxi licensing <https://www.adur-worthing.gov.uk/taxi-complaints/> . Simply photo or video behaviour, there is no need to approach the driver.

#### **DO NOT:**

- **Cross the road away from the pedestrian crossing** – teach children good habits, keep risks of an accident low – cross at official crossing points on Chesswood Road.
- **Race the lights** – avoid moving through the pedestrian crossing on amber; never run a red light
- **Double park** – children cannot see to cross the road safely and drivers become frustrated and act recklessly.



# Chesswood Junior School

## School Brochure



- **Park on the pavement** – children cannot safely walk, nor can parents with prams and young children.
- **Block neighbours' drives** – They may need to get out or in – it can be really annoying when it happens every day!
- **U turn on Chesswood Road** - Although tempting to save time, undertaking a U Turn, especially when mounting the pavement can cause unwelcome distractions for other road users during the busy drop off and pick up times.
- **Enter Ladydell Road** – Do not drive into Ladydell road to drop off or pick up – it simply isn't safe as a three point turn is required which add to confusion and increased risk for children crossing.
- **Enter the staff car park** – Staff often need to get to meetings, children sometimes need to cross the car park, many support staff need to go home at 3.30pm. If your child is temporarily or permanently unable to walk please contact the head teacher to seek suitable arrangements.
- **Allow Taxi drivers to do any of the above** – Parents with children at Chesswood must advise the taxi driver to respect the above or risk losing taxi license. Put children's safety above passenger convenience.

### Park and Stride Zones

There are plenty of parking spaces within a 5 minute walk of the school ground. It is not realistic to think there will be a safe stopping or parking space immediately outside of school. Please plan day to include reasonable walking time from a safe and responsible parking space.





### Operation Crackdown – Anti Social or dangerous driving, stopping and parking

We will not hesitate to report anti-social driving, stopping or parking to the police. If you place any child or family at risk with your choices as a driver or indeed any car that you arrive in, you should expect a robust response from school staff and Chesswood families – we will always pursue the maximum fines as there is no excuse for placing convenience before the safety of others.

For repeated anti-social driving, stopping or parking we will consider banning the driver from the school premises and school events for a minimum of one term as they present a safeguarding risk.



Safety First  
Seen this?!



Use these 

Record it and report it



Operation Crackdown

[www.operationcrackdown.org/](http://www.operationcrackdown.org/)

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Park Politely

Have you abandoned your vehicle?



[www.operationcrackdown.org/](http://www.operationcrackdown.org/)

If you stop and block a driveway

- Stay with your vehicle
- Stop for the shortest possible time
- Be ready to move if the home owner needs access
- Be polite to our neighbours at all times

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# Chesswood Junior School

## School Brochure



### Zig Zag Guidance

Chesswood Road Main Entrance  
**NO STOPPING OR PARKING ZONES – WHITE AND YELLOW ZIG ZAGS**


- At collection and drop off time, please ensure no part of a car you are driving or travelling in stops or parks on the white or yellow zig zag lines.
- Stopping or parking in the **red zones** presents a **VERY HIGH RISK TO CHILDREN AND IS ILLEGAL**.
- Stopping or parking in the **amber zone** presents a risk to children and **is illegal**.
- Parking or stopping near the crossing distracts other drivers away from children crossing trying to avoid your car – we frequently see near misses and cars missing red lights because of stopped and parked cars – including when they move back into the traffic flow.



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Chesswood Road Main Entrance  
**NO STOPPING OR PARKING ZONES – WHITE AND YELLOW ZIG ZAGS**

- At collection and drop off time, please ensure no part of a car you are driving or travelling in stops or parks on the white or yellow zig zag lines.
- Stopping or parking in the **RED ZONES** presents a **VERY HIGH RISK TO CHILDREN AND IS ILLEGAL**.
- Parking or stopping near the crossing distracts other drivers away from children crossing trying to avoid your car – we frequently see near misses and cars missing red lights because of stopped and parked cars – including when they move back into the traffic flow.



If you see anyone stopped or parked on any Zig Zags please photograph the incident and report to:  
<http://www.operationcrackdown.org/>

Dream Aspire Achieve

### Further Information

[HOME > PARENTS > SAFETY AND EMERGENCY PROCEDURES > DROPPING OFF AND COLLECTING SAFELY](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Dropping+Off+and+Collecting+safely&pid=1121>







## 36. Medication and First Aid

We have a team of staff who are trained to undertake first aid; manage arising illness and administer medication - they are all very kind, caring and helpful. We have a well-equipped medical room to treat children when they feel unwell or are injured. The medical room provides appropriate privacy and comfort. Records are kept for all administration of medicines. In the event that your child receives a bump to the head during the school day, you will receive both a phone call and an email advising you of the incident that day. Also, in the case of medical circumstances where we deem that you may need to follow them up later that day when the child arrives home an email may also be sent in this regard.

### 36.1. Medicines

Medicines will only be administered in school when it is essential, i.e. where it would be detrimental to a pupils' health if the medicine was not administered during the school day. The school reserves the right to request confirmation by a medical professional regarding the authenticity of the request.

The school will only administer medicine prescribed by a doctor or other person authorised to do so, eg a dentist, qualified nurse or pharmacist.

All members of staff are bound by confidentiality and the communication of any personal medical information beyond the school's professional community may be considered a disciplinary issue. Occasionally, medical information will need to be shared with non-professionals, for example: parent volunteers on a school trip and sports coaches.

#### 36.1.1. Administration by School Staff

We will not administer medicines that:

- We do not have written consent from parents for
- Have been taken out of the original container
- Have had a dosage amended by a person other than a designated health professional responsible for the child
- Require precise measurement, for example, beyond one tablet or a teaspoon
- Any herbal medicine or any medicine not prescribed by a GP
- Any medication without a correct prescription label
- Contain aspirin or ibuprofen unless prescribed by a doctor

### 36.2. Child Health Care Plans & Personal Evacuation Plans

There is statutory guidance in place to ensure:

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions.



- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

Health Care Plans are a vital part of the school meeting the medical needs of individual children and the statutory obligations the school is accountable for. If your child has a medical condition that will require additional support, guidance or help from our medical team or it is important for us to be aware, please complete our child health care plan form:



<https://forms.office.com/r/Fi31Pu3eL2>

### **Further Information**

[MEDICAL INTERVENTION](#) [HOME > PASTORAL > MEDICAL INTERVENTION](#)

### **36.3. Insurance**

Children are not insured by the County Council or the school for any injury or loss, or damage sustained while at school, or whilst engaged in any school related activity with the exception of residential journeys and educational visits. **We strongly recommend that children do not bring anything to school that has any significant value i.e. greater than £5 or significant emotional or sentimental value. Should items be broken including by the recklessness of other children, it is unlikely any broken item will be replaced.**



### 36.4. Attendance and Punctuality

We do not measure, record or report attendance for any target driven reason, simply because any time away from the planned curriculum is likely to have a negative impact on your child's learning. The overwhelming majority of parents recognise this and take every opportunity to ensure their child attends school, even when they are not on top form or feeling under the weather – send them in this is the right thing to do.

The table below indicates the impact of certain proportions of time away from school:

How much time is really missed?	
Average Attendance	<u>Years</u> absent from school
95%	1 year absent in 20 (approximately six months over whole school life)
90%	1 year absent in 10
80%	1 year absent in every 5
75%	1 year absent in every 4
66%	1 year absent in every 3
Turn up, <u>Turn up</u> on time, Turn up ready for action...	
Dream Aspire Achieve	

Please ensure you work with the school in your child's best interests and maximise the time they attend school.

### 36.5. Attendance

#### Web Link [ATTENDANCE & PUNCTUALITY](#)

Like you, we expect children to acquire good habits by being punctual for school and maintaining good attendance. **Good attendance average is expected to be no less than 96% in any school year.** At the end of each term, and year, children with 100% attendance are recognised for their achievement – evidence shows that this group of children generally attain higher and progress quicker than others.



We expect that all parents who have day to day responsibility for their children will:

- encourage regular school attendance as part of their legal responsibilities;



- Instil the value of education and regular school attendance within the home environment;
- ensure that the child/children in their care arrive at school punctually, prepared for the school day;
- ensure that they contact the school whenever the child/children is unable to attend school, stating clearly the reason for absence;
- contact the school by phone on the first day of the child's absence and keep the school fully informed for longer periods of absence;
- contact the school promptly (before 9.00 a.m.) whenever any problem occurs that may keep the child away from school;
- inform the school of any change in circumstances that may impact on their child's attendance;
- not keep children in their care away from school for any unauthorised reason;
- avoid unnecessary absences. Wherever possible make appointments for the Doctors, Dentists etc. outside of school hours
- avoid making requests for term time absence unless there are **exceptional circumstances**.
- ensure that the school has up to date contact details.

### 36.6. **Absence**

If your child is going to be absent from school for any reason, it is essential that we receive notification, preferably in advance, on the first day of their absence and at the latest by 9:00 am on the first day of absence.

There are two types of absence processes:

#### **Reporting Child Sickness Absence**

Report absence when a child is ill and the absence is unplanned i.e. following flu symptoms; sickness and diarrhoea. On the day by 9:00 a.m. or from the previous days when a decision is taken that a child will be too ill to attend school the following day.

Online reporting is required unless the family does not have access to internet, please only call to report absence in exceptional circumstances.

#### **Web Link [REPORTING SICKNESS ABSENCE](#)**

Online Sickness Absence Form <https://forms.office.com/r/F1sKiAgxg5>

#### **Requesting Authorised Absence**

Authorised should be requested in exceptional circumstances.

When there is a known planned absence that requires authorisation e.g. medical appointment, doctor's appointment. This form would also be used to request absence when the family will be away from home during the term time e.g. wedding, visiting elderly or unwell relatives, holiday. This form should also be completed if a member of the family is ill and therefore the child cannot travel to school.

It is necessary for the parent requesting absence under exceptional circumstances so that leaders can make an informed reliable decision. It is important to note there are 14 weeks already available (including statutory INSET days). We strongly advise parents to avoid making any arrangements prior to absence being authorised. We may request a meeting with parents that do apply in





response to exceptional circumstances. Visits to the dentist or doctor for routine check-ups should be arranged outside school hours and in school holidays.

**Web Link** [REQUEST FOR AUTHORISED ABSENCE](#)

**Online Request for authorised absence** <https://forms.office.com/r/xKmNvQhVxh>

### **Absence and safeguarding**

Where children do not arrive for school and we have not received a notification from a parent this will immediately be considered by the attendance as a safeguarding concern i.e. we don't know whether the child has arrived at school until the register, if they haven't arrived and the family believe they are in school they are at risk. We follow the same process for all children whether they travel to school with a responsible person or not.

It is therefore vital, that parents notify the attendance team before 9:00 a.m. so we can be confident of children's safety and use staff time effectively i.e. valuable time is wasted when families do not inform the school by 9:00 of sickness absence.

Any absence that is not explained will be marked as unauthorised and at the next review period (half termly) unauthorised absence will be noted on your child's report and this may precipitate further action from the school and or the local authority involvement including fixed penalty notices.

### **36.7. Punctuality**

When children arrive late their learning and that of other children will be disrupted. Typically, they will not be ready for learning and therefore teaching will be less effective. They will need additional input from the class teacher - and this is likely to be time that could have been planned for another child or group of children.

- Children should not arrive before 8:30 a.m. at the school gates without adult supervision – Chesswood Rd is very busy and children are not always sufficiently alert to the dangers!
- **Children should always arrive by 8:45 a.m. so they can meet friends and avoid being late.**
- Children will enter their classroom between 8:45 and 8:50 so their learning day can start promptly.
- Arrival after 8:50a.m. when the gates are locked will be recorded as 'Late before registration closes'.
- Arrival after 9:20 a.m. the child will be recorded as absent for the morning session as the registers will have closed.

### **36.8. Penalty Notices**

A Penalty Notice may be issued as an alternative to the prosecution of a parent/carer for their child's unauthorised absence from the school and will be used by West Sussex County Council in the following circumstances:

1. Pupils identified by police and education welfare officers engaged on Truancy Patrols and who have incurred unauthorised absences.
2. Unauthorised absence in term times (5 days or 10 sessions or more). In such cases, the



# Chesswood Junior School

## School Brochure



Deputy Head Teacher/Governing Body may request that the Local Authority issue a Penalty Notice. Warnings will not be given where it can be shown that parents have been notified that such absences will not be authorised.

3. The issue of a Penalty Notice will also be considered where a child has secured 10 sessions of unauthorised absence during a 10 week period.
4. The amount payable for a Penalty Notice issued to each parent or carer, for each child, in any of the above circumstances is £60 if paid within 21 days of receipt of the Notice, rising to £120 if paid after 21 days but within 28 days, the recipient will be prosecuted in the Magistrates Court for the offence for which with Notice was originally issued.
5. If you believe at any stage that your child's absence from school may leave you liable to receive a Penalty Notice, it is extremely important that you act without delay to secure their regular attendance. If you have any questions or require further support to achieve an improvement, please contact Elaine Butler, Learning Mentor [ebutler@chesswood.w-sussex.sch.uk](mailto:ebutler@chesswood.w-sussex.sch.uk).

### Further Information

[HOME > PARENTS > ATTENDANCE & PUNCTUALITY](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Attendance+%26amp%3B+Punctuality&pid=203>





## 37. Good Behaviour

### Chesswood Bright Sparks

**B**e the best we can be, at all times

**R**espect the rights of others and take our responsibilities seriously

**I**nnovate – we are creative, ask questions, investigate new ideas

**G**o “the extra mile” in everything we do

**H**old high expectations of ourselves and others

**T**urn up, turn up on time, turn up ready for action

**S**eize the opportunities we have and make the most of them

**P**ersevere when challenged - think positively, find solutions, never give up!

**A**spire to great things – ‘Dream Aspire Achieve,’ be extraordinary

**R**ecognise our part in the community – school, local, national and international

**K**now we are part of the Chesswood team – we are willing to help and be helped

**S**how courtesy, care and kindness, all of the time



### 37.1. Aims

We all have a responsibility to support our whole school community act and interact in a way that allows individuals and the community as a whole to thrive and excel.

In order to thrive, all members of the school community children, staff, governors and parents, regardless of difference<sup>2</sup> are welcome without reservation and fully included in our community. To realise that aim, each individual within the school community is expected take fullest, most positive and active role in all aspects of school life that they are able. We are an **INCLUSIVE** school because all individuals within our community seek to include all regardless of difference.

- We strive to achieve excellence in academic achievement and social & emotional development for all children. In doing so they build essential confidence and ability to take advantage of future opportunities and become positive contributors to every wider communities. To realise this aim, it is imperative that all individuals within the whole school community learn to manage their social and emotional regulation effectively so that all children can thrive and, attend with without fear or anxiety<sup>3</sup>. Our values and policy guide the whole community<sup>4</sup> to optimise and respond to social and emotional regulation positively and effectively even when circumstances and individuals are challenging.
- Our positive ethos is built on our clear shared and embedded values and our shared commitment to the **CHESSWOOD COMMUNITY CODE**. Displaying courtesy, care and kindness at all times to all people within the school and wider community, regardless of difference and in preparation for being a good citizen is a fundamental aim.
- An active positive partnership between school, children and parents is essential for a school community to thrive and is a central aim to establish and sustain. When unacceptable actions and interactions occur we will aim to work closely with the children and parents to resolve the difficulty quickly and ensure disruption to learning and confidence is minimal, both for the child and others within the school community.
- Parents exert the biggest single influence on a child's action and interaction as they grow. "**The parent-child connection is the most powerful mental health intervention known to mankind**". Overwhelmingly, these are positive influences and accounts for the overwhelming positive experiences for children at Chesswood Junior School. However, experience shows they can also be negative, directly and indirectly, in a significant minority of cases. They can be significant factor in a child's social and emotional development and therefore their actions, interactions and responses. In such instances, we will always aim to mitigate for the negative attitudes, behaviour or neglect from parents.

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<sup>2</sup> gender, culture, language, socio-economic background, disability or special educational needs

<sup>3</sup> A very small proportion of pupils will experience disproportionate fear or anxiety in response to behaviours that are acceptable, in such cases we will work with the child and family to support resilience. In such cases, we would not expect to set consequences for an instigator.

<sup>4</sup> Children, parents, school governors, leaders and staff





- We treat all children fairly and always seek apply the values and systems in a consistent way. However, fairness is not about all children getting the same (equality) managing behaviour is not akin to managing a machine with fixed inputs and outputs. Instead it is about everyone getting what they need (equity) and to get what they need, our community will rely on our values interpreted and enacted consistently and with good professional judgment.
- We never set out to punish a child for any inappropriate act – this policy is not based on retribution. We are a school, our fundamental purpose is to teach. Childhood is a time to learn academically and socially and emotionally. In the same way, we would seek positive intervention for a child struggling with maths calculations or spelling; we will seek positive intervention when unacceptable behaviour occurs. This should not be confused with a school that looks the other way - we certainly will not, or is unwilling to take robust action – we certainly will. The resulting decisions and consequence are underpinned with a central aim to set things right, re-establish the equilibrium and reduce risks of repeat such is appropriate for the individuals and the context.
- Our response to incidents, where there has been unacceptable action or interaction will be led by our shared values and ultimately our considered and balanced professional judgement. Whilst our intention is to secure balance and positive closure for all, we recognise on a small number of occasions that may not be possible e.g. parent demands for increased punishments for a child. We aim to be reflective in relation to our professional judgements, we welcome communication, additional evidence and different perspectives on those judgements. When received they will be treated diligently and seriously. We expect to be flexible and adjust judgments, where it is appropriate to do so, however we will not be bullied, harassed or coerced into changing professional judgments. We will always act with integrity and without fear or favour in this regard. Wherever a significant difference of opinion exists on professional judgment all members of the school community are encouraged to escalate their complaint to allow a robust independent review.
- The school recognises and rewards<sup>5</sup> positive behaviour and effort wherever we can. We aim to strike a balance between intrinsic motivation to act and react in appropriate ways and extrinsic recognition and reward to motivate and reinforce positive actions and reactions. We believe that this process of constant reinforcement of expectations significantly reduces risks, particularly the frequency and intensity of unacceptable actions and reactions. It also embeds a sustained culture of courtesy, care and kindness that allows children to thrive and ‘be the best they can be’.

### 37.2. *Behaviour Management Values*

Our values in managing children’s actions, reactions and interactions include:

Our policy and guidance are values driven. We have chosen to underpin behaviour management in this way to ensure we can act as one team and one community, consistently and positively. We constantly face exceptionally varied incidents circumstances and contexts within and beyond school the school community that require professional judgement and response. Addressing the plethora of situations that arise with child action and interaction, when it is perceived that things may have gone wrong from minor to severe, requires us to be focussed:

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<sup>5</sup> Recognise – identify and acknowledge of; Reward – a thing given in recognition.



# Relentlessly



## ***Principles***

- Conform to statutory guidelines, at all times.
- Be underpinned by our embedded values
- Be guided by a thorough policy and sound professional judgement
- Enable all members of the school community to know their rights and take their responsibilities seriously.
- Always work towards our aspiration vision and aims



### 37.3. Awards and Rewards

There are many ways for children to gain positive feedback and reinforcement of the good things they do in school.

### 37.4. House system

There are four houses named after forests in England supporting our class name of tree found in England. The house system is underpinned by children gaining house points as they progress through the year. Subject leaders and class teachers are encouraged to identify opportunities for inter house competitions where children can gain house points. House points and achievements will be displayed within the school and on the school website usually updated monthly.

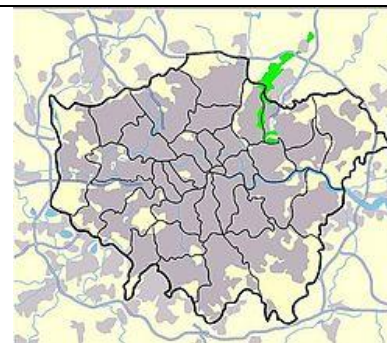
#### **Kielder - Blue**

Kielder Forest is a large forestry plantation in Northumberland, England, surrounding Kielder village and the Kielder Water reservoir. It is the largest man-made woodland in England. Its 250 square miles (650 km<sup>2</sup>) are three-quarters covered by forest.



#### **Epping Forest – Red**

Epping Forest is an area of ancient woodland in south-east England, straddling the border between north-east Greater London and Essex. It is a former royal forest. It covers 2,476 hectares (6,118.32 acres) and contains areas of woodland, grassland, heath, rivers, bogs and ponds, and most of it is a Site of Special Scientific Interest.



#### **Sherwood Forest – Green**

Sherwood Forest is a royal forest in Nottinghamshire, England, famous by its historical association with the legend of Robin Hood. A forest since the end of the Ice Age, Sherwood Forest National Nature Reserve today encompasses 423.2 hectares, (1,045 acres).

The forest that most people associate with Sherwood Forest is actually named Birklands and Bilhaugh. It is a remnant of an older, much larger, royal hunting forest, which derived its name from its status as the shire (or sher) wood of Nottinghamshire. When the Domesday Book was compiled in 1086, the forest covered perhaps a quarter of Nottinghamshire in woodland and heath subject to the forest laws.



### Ashdown Forest - Yellow

Ashdown Forest is an ancient area of heathland occupying the highest sandy ridge-top of the High Weald.

Ashdown Forest's origins lie as a medieval hunting forest created soon after the Norman conquest of England. The forest continued to be used by the monarchy and nobility for hunting into Tudor times, including notably Henry VIII, who had a hunting lodge at Bolebroke Castle, Hartfield and who courted Anne Boleyn at nearby Hever Castle.



### 37.5. Platinum, Gold, Silver and Bronze Awards

Each term children accumulate house points for a wide variety of achievements e.g. outstanding achievements (for the individual child) with class work; school representation; participation in activities; homework. The children with highest six house points are awarded a gold certificate. This certificate is then awarded within a special assembly in front of the school and where ever possible their family.

The next eight children are awarded silver certificates and the next 10 children secure bronze. The house points are restarted at the beginning of each term to ensure all children have every opportunity to improve on the certificate from last term and remain motivated as they have every chance of doing so. At the end of the year gold, silver and bronze annual awards are also presented based on the total number of house points achieved for the whole year. The ratio for these awards is the same as that applied to the termly certificates. Outstanding effort and achievement that has been sustained across the whole year is recognised with a platinum award for those children who have received a gold certificate for each of the three terms, along with an annual gold award. These are presented at final award ceremony in the summer term.



### 37.6. Class Celebrations

Every four weeks each class teacher leads a class celebration assembly where children are awarded cups for the following:

- 'Be the Best You Can Be' Award
- Courtesy, Care and Kindness Award





- Extra Mile Award (Homework Cup)

The above awards support the promotion of the community code, any child gaining one of these awards has done exceptionally well.

### **37.7. Attendance Awards**

To support the attendance policy and the promotion of good attendance, certificates are presented at the end of each term to children who have achieved 100% attendance each term and cumulatively for the year.

In addition, class cups are awarded weekly in assembly to the class achieving the highest attendance for the previous week.

### **37.8. Academic Awards**

#### ***TT Rockstars***

Children gain coins as they participate in this time tables game. As they gain more coins the children gain different 'Rock Star Status – New Artist; Garage Rocker; Gigger; Rock Legend. They proudly show wear their badges on their ties!

#### ***Accelerated Reader***

As children take and pass quizzes they build up a word count. There are three rewards for this.

1. Jedi status (Yes Star Wars – we couldn't resist!) children are given different Jedi Status based on how many words they have banked each year. Starting with no Jedi status children progress through the ranks each year - Jedi Younglings, Jedi Padawan, Jedi Knights, Jedi master and ultimately JEDI GRAND MASTER (The bar is set high and not many read enough to be the ultimate reading Yoda!)
2. Millionaire Certificates and a photo on the Millionaire wall

#### ***IXL***

1. Children are rewarded with similar Jedi Status to Accelerated Reader



# Chesswood Junior School

## School Brochure



### Further Information

[HOME > PARENTS > CELEBRATION](#)

<https://www.chesswood.w-sussex.sch.uk/page/?title=Celebration&pid=265>



### 37.9. Annual Awards

Each year towards the end of the summer term we hold an awards ceremony for year 6 children. All children nominated will receive a certificate. Each award below will have a girl and a boy winner. The awards given are:

Award	Description
Bright Sparks	This award is given to one boy and one girl, from Year 6, who've consistently demonstrated true 'Bright Spark' qualities as defined within the Chesswood Junior School 'Bright Spark' community code.
Academic	Nominees are identified by tests outcomes of 120 in reading, writing (GPS), Writing – Greater Depth and maths. Where no child secures 120 in all areas + greater depth writing, we will identify a group from 1 scaled score point below until there is a group to select from. In the event of a tie, a review of highest raw scores. If it remains tied then multiple awards will be given.
Sports	This award which has been a traditional trophy originally awarded when Chesswood Junior School was called Lyndhurst Primary School. The award seeks to recognise outstanding achievement, participation and attitude within PE and school sport. The award is given to one boy and one girl.
Music	The award seeks to recognise outstanding achievement, participation and attitude within music throughout a child's time at Chesswood Junior School. The award is given to one boy and one girl within year 6.
Courtesy, care and kindness – Nerissa Keet	This award is given in memory of Nerissa Keets who passed away in 2013 after 22 years supporting the most vulnerable children in school. Nerissa demonstrated courtesy, care and kindness to everyone she met, every day, as such Chesswood and the Worthing community miss her greatly. This award is given to one year 6 child who demonstrate the same values towards others as Nerissa did, undoubtedly doing good as they go and making our community a better place as a result.
Steady Legs	George Stedman was a much loved deputy head teacher who is fondly remembered for his sense of humour and his wonderful assemblies. Mr Stedman (a.k.a Steady Legs) retired in 2002 after 33 years dedicated and humorous service. This quirky award is given to a year 6 child who demonstrates the same spirit and humour - always looking on the brightside!
Endeavour	This award was donated by John Thompson. John was previously the Chair of Governors for Chesswood Junior School. At the end of John's tenure he wanted his annual award to recognise a child who had demonstrated outstanding endeavour (going the 'extra mile' to achieve something) in seeking to achieve a goal.



## 38. Keeping up to speed!

### 38.1. School Website

A website that contains accurate, timely information linked to all areas of school life

[www.chesswood.w-sussex.sch.uk](http://www.chesswood.w-sussex.sch.uk)



### 38.2. Weekly Communication

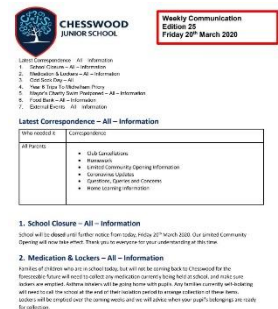
A weekly communication (Friday) with key information for the upcoming week.

Weekly Communication is found at:

<https://www.chesswood.w-sussex.sch.uk/page/?title=Latest+Correspondence&pid=176>

All letters are found at:

<https://www.chesswood.w-sussex.sch.uk/page/?title=Current+Academic+Year+Correspondence&pid=780>



### 38.3. Year Group Communication

Homework – Termly Takeaway Tasks – detailing the options for children to extend their learning at home in the forthcoming term

<https://www.chesswood.w-sussex.sch.uk/page/?title=Homework&pid=114>



### 38.4. School Website and Publicity

Our school website hosts a wealth of information for parents and is updated regularly. We have a very strong 'Twitter' presence, with regular posts keeping up to date with the day to day happenings at Chesswood, as well as extra-curricular events.

We will post pictures of Chesswood pupils on the school website and Twitter if we have parental permission to do so (parent consent form). However, if names of pupils need to be shown with photographs, typically only the first name will be used. If, however, pupils work is being shown with no accompanying photograph, we reserve the right to use the child's full name.

From time to time, the local press will run articles about events at school. For press articles to be





# Chesswood Junior School

## School Brochure



published, it is necessary to publish the full names of any children in photographs to be shown. Should your child potentially be in a photograph that is to be published, we will contact you in advance to obtain your permission for the photograph to be used and your child's name to be shown in the accompanying article.

“The content of this document represents the information required in Schedule 2 of the Education (School Information) Regulations 1981, and relates to the school year 2018/2019. It should not be assumed that there will be no change affecting the arrangements described in this document before the start of, or during the school year in question, or in relation to subsequent school years.

**The End!**

