



Together we learn, together we succeed



2023/2024

RUSPER PRIMARY SCHOOL

Rusper
Horsham
West Sussex
RH12 4PR

Headteacher: Mr N J Avey B Ed Hons

Chair of Governors: Mrs E Worskett



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Further information about our school can be found at:

<http://rusperprimary.eschools.co.uk>

Follow us on facebook



Our welcoming Learning Community nurtures the attributes and develops the fundamental skills necessary to enable all to contribute, flourish and succeed.



MISSION STATEMENT

At Rusper Primary we believe that a happy child is a successful child so we strive to create a great place for children to discover and learn. To do this we -

- Provide a nurturing environment that focusses on developing responsible citizens who show respect and kindness to others.
- Promote independence and life-long learning to enable children to achieve their best; now and in the future.
- Encourage everyone (children, staff, parents and governors) to work together to contribute positively to school life and the wider community
- Encourage all pupils to accept, value and celebrate difference; embracing all abilities, cultures, religions and choices.
- Aim for pupils leaving school to be excited to share their learning experiences and ready to embrace the opportunities of secondary school.

Head Teacher's Welcome

Welcome to Rusper Primary School. We are proud of the reputation we have built for knowing and nurturing all our pupils collectively and as individuals. Together we benefit from excellent relationships with parents and the wider community. We offer a broad and balanced curriculum built upon the foundations of our core values. Our curriculum is driven by the collective needs of our pupils within the unique context of the Rusper community.

Staff, children, parents and governors are committed to the school community, and we strive for the highest standards and positivity in all that we do. Both pupils and staff are cared for and enjoy being here! We pride ourselves on knowing and nurturing all of our pupils to a degree that individual learning and school experiences are personalised.

We encourage parental involvement in the school community and pupil learning at every opportunity. We are very lucky to have a proactive and effective Parent Teacher Association — the 'Friends of Rusper Primary School' who, through kindness and determination create excellent community cohesion and raise funds for the further good of all pupils.

In addition to highly qualified and effective teachers, all classes are supported by dedicated Teaching Assistants, whose key remit is to support learning through individual and group co-teaching.

The school is well equipped with resources and technology which enhances the teaching and learning. We have just installed a brand-new library; full of rich and diverse children's literature and ideal for promoting a love of reading for all interests. We have extensive maths, science, computing, science and maths resources. Each classroom uses the latest large screen interactive boards and plenty of laptops and i-pads to promote access to the curriculum. At Rusper we encourage learning outside. The Reception and Year 1/2 classes enjoy direct access onto a wonderful outdoor learning area where construction takes place alongside roll play. Beyond this, there is a large hard surface playground and an enclosed Multi-Use Games Area. We have a playing field with an adventure trail, climbing frame, a garden area and a wildlife area, which features a woodland trail and natural habitats. Forest schools is part of our curriculum. Outside, we also encourage healthy exercise all year round through timetabled and independent use of outdoor gym equipment, table tennis tables and climbing frames.

OUR CORE VALUES

Our values underpin the curriculum. Together we explore these values, identifying and teaching key skills that learners will need to demonstrate each value in practice. To be...

Collaborative: is being part of a team that works co-operatively in partnership



Independent: is to demonstrate attributes that aid learning for life. These attributes include resilience, perseverance, confidence, decisiveness, responsibility, courage



Enthusiastic: is showing ambition, motivation and being engaged and positive.



Curious: is to follow fascination and explore; question and seek answers to form a vision and be creative and innovative in making it a reality



Respectful: is to recognise the rights of every individual to have needs met, to make individual choices and to be treated equally



The Curriculum

We have just re-written our whole curriculum, improving the way our children gain **knowledge** and **skills**. Our curriculum now weaves together rich, purposeful and progressive learning experiences in every subject, built around a theme from a central children's book. Inclusivity is at the heart of our ethos, and our curriculum is planned to enable all learners to develop the resilience and aspiration for self-improvement according to their own needs.

In all specific academic subjects and more broadly, learning promotes our school values.

Respect, Independence, Collaboration, Enthusiasm and Curiosity

Our curriculum coverage is also driven by our local context, taking into account our children's lived experiences. Our Curriculum Drivers are **Community, Growth, Diversity and Oracy**

This means that learning experiences and curriculum content will be planned to develop specific aspects based that may be missing for our pupils. Examples of this can be found in

- **Vocabulary Development** via the discrete teaching of specific vocabulary to aid learning in all subjects. As part of this, pupils are given opportunities to use this vocabulary through talk.
- **Religious Education**, where we include lots of access to multi-faith, multi-cultural learning to counter a limited diversity within our family cohorts.
- **Relationships, Sex and Health Education**, where we emphasise developing pupil understanding of how to stay safe online and at home when relationships go wrong, in an age appropriate way.

Long Term Subject maps specify the **knowledge** coverage and the subject specific **skills** to be applied. **Skills** will be mapped progressively to correspond with age-appropriate developmental stages.

In terms of individual subjects

Reading is taught through

- **Phonics** (the learning of synthetic sounds and decoding strategies) taught primarily in Reception and Years 1 and 2. We use the 'Song of Sounds' scheme.
- **Guided Reading** (the teaching the technical skills of reading comprehension) in Years 1-6
- **Adults reading aloud** to children every day in every class
- **Allocated library slots** for all classes to promote a positive reading culture and love of reading
- Expectations for **reading school books at home** as part of home learning for all children

Writing is taught through

- **Handwriting** is taught and practised as a physical skill, teaching children to form and join letters aligned with a specific scheme.
- **Grammar and Punctuation** is taught discretely from Year 1-6 helping children to understand the technical elements of English language. This includes a specific approach to editing using **dictionary skills and other resources to ensure technical accuracy**.
- **Writing styles** are taught by example and practice from Reception onwards. This means giving pupils extensive exposure to different types of writing through children's literature; and the opportunity to write using these different styles. Our children are taught to understand writing for its purpose, technical elements and impact on the reader.
- **Spelling** is systematically taught as part of 'Song of Sounds' in Years R-2; and using the 'No Nonsense Spelling' scheme in Years 3-6 to teach spelling rules and common words.

The Curriculum

Maths is taught using the 'Mastery Approach' in all year groups. The aim is to build knowledge and retention of number facts, confidence with core operations, and to apply these operations with accuracy and reasoning. RPS follows the '**White Rose**' scheme to support with sequencing maths content.

Science is taught up to 90 mins weekly. As scientists, our pupils are taught to question, investigate, analyse and conclude. Over time they build a significant body of knowledge about physical and natural processes. Science delivery is supported by the '**CUSP**' resources

Relationships, Sex & Health Education is taught 45-60 mins weekly. We use this vitally important subject to teach our school and national values and help our pupils know how to be safe in all elements of their life. RPS currently uses the **Education 4 Safeguarding** plus other resources for supporting RSHE content; and additional social content e.g. British values.

PE is taught 120 mins weekly. We recognise the physical and mental health benefits of PE teaching. We teach a progressive programme of ball and racket sports + dance, gymnastics, athletics and outdoor adventure activities (including Forest Schools) to develop, fitness, strength, co-ordination, specific skills as well as building confidence, self-esteem and collaboration. RPS makes use of '**Twinkl**' resources and specialist peripatetic teachers to affect our desired outcomes.

RE is taught will be taught 45-60 mins weekly. Our approach is to build knowledge about different religious beliefs and practices, whilst at the same time encouraging our pupils to question; and in turn form and articulate their own opinions. We use '**Discovery RE**' resources to support our teaching.

Spanish is taught for 30-45 mins weekly from Year 3 onwards. We make use of the '**La Jolly Ronde**' resources to support effective delivery.

Foundation Subjects All other NC subjects are taught weekly as part of half termly topics. Subjects are linked within the themes of a central topic. All foundation subjects follow specific curriculum content, which is mapped out to develop knowledge progressively from Reception to Year 6.

History and Geography projects build subject-specific knowledge and practical skills with the aid of '**CUSP**' resources.

Computing, Design Technology, Art and Music projects build subject-specific knowledge and practical skills with the aid of '**KAPOW**' resources.

In **ALL SUBJECTS** teachers prioritise the explicit teaching of vocabulary. RPS follows research based evidence which promotes recognising 'Tiers' of vocabulary. Tier 1 = Common vocabulary Tier 2 = less frequent, complex vocabulary and Tier 3 = subject specific technical vocabulary. Our aim is to significantly build pupil vocabulary and improve accurate language use in all communication, by teaching Tier 2 and Tier 3 vocabulary.

We encourage home learning to support school learning using the 'Doodle' learning platform. This personalises spelling, punctuation, X table and number skills practice for each individual child.

The Early Years Foundation Stage

The Early Years Foundation Stage begins at birth, and therefore children will develop in a number of settings during this stage, attending part-time or full-time. We like to make contact with the setting your child attends before they start school, to help us build a picture of your child.

These principles guide our practice:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates

The curriculum for the Foundation Stage underpins all future learning (especially the transition into Year 1) by supporting, fostering, promoting and developing progress in the following areas:

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Our Rusper Reception Curriculum Goals

Communication and Language

I love learning new vocabulary and can use the words I have learnt independently.

I am a confident communicator.

Literacy

I am confident to use my phonics in my reading and writing.

I love reading and sharing my thoughts with others.

Understanding The World

I show compassion for others and recognise that everyone is different.

I understand a broad range of cultures and beliefs from around the world.



Personal, Social and Emotional Dev

I am confident to work independently and can persevere when things are challenging.

I care about my friends.

Maths

I can confidently count, recognise, subsidise, compare quantities, look for patterns and recall some number facts for numbers up to 10.

Understanding The World

I am a confident explorer and show curiosity and care for the world I live in.



Physical Development

I am confident to use my body in new and different ways.

I am confident to use a variety of tools competently and safely.

Maths

I am confident to talk about shapes and their properties.

I am confident to talk about measures and use these in my play.

Expressive Art & Design

I am confident to express myself in a variety of different ways.



Independent learning through play is highly valued and clearly demonstrates the skills with which the children are secure, as well as giving the opportunity to practise newly acquired skills. Adult led activities provide opportunities to introduce new skills and build on prior learning.



ASSESSMENT

Formative Assessment is the on-going process of assess and review against all learning objectives throughout all units of work covered. Also known as 'assessment for learning', it is the practice of determining next steps for every pupil. This undertaken by a cycle of written and verbal marking and feedback by the teacher and by the pupils themselves in personal and peer review.

Teachers track the progress of all pupils against all core objectives taught, to ensure that teaching always meets the learning needs of all our pupils. Regular assessments of progress are made throughout each year, and records of attainment are kept by class teachers.

Summative Assessment is the practice of determining the attainment of pupils against nationally agreed age-related frameworks. These judgements are fed by both teacher assessments and more formal testing methods.

In Reception, initial assessment is based on our observations of and interventions with your child, discussions with parents and information provided by pre-school settings. A school baseline assessment is established by Autumn half term. A full teacher assessment of the Early Learning Goals is completed at the end of the Reception year as a record of a child's achievements through the Foundation Stage.

At the end of Year 1 each child completes a statutory Phonics Assessment. The results published and compared against other schools in the locality, county and nationally. Pupils are able to re-sit this Phonics test at the end of Year 2 if they don't meet the expected standard in Year 1

At the end of Year 4, there is a statutory multiplication test assessment.

At the end of Year 6 children complete statutory assessment tests in Reading, Spelling, Punctuation & Grammar and Mathematics.

At the end of Year 6, assessment for writing takes the form of teacher assessment.

Individual results of these assessments are reported to parents in the annual report. Data for the whole cohort is published for comparison within the locality, county and nationally.

Parents are invited to consultations with their child's teacher in the Autumn and Spring terms, when successes can be shared, concerns raised and next steps discussed. A written report is prepared by each class teacher in the Summer term each year. This includes information relating to achievements and targets in the subjects of the Early Years Foundation Stage and National Curriculum alongside comments on general progress.



Inclusion

Inclusivity is central to the ethos of Rusper Primary. To us this means that the same high-quality curriculum is accessible to all. A combination of effective curriculum design and expert adaptation in the classroom ensures all children are able to access the learning equally.

Our teachers utilise excellent knowledge of different learning needs and a broad range of strategies to support inclusion in the classroom. Our collective knowledge is informed by an annual programme of training and evidence based research. We ensure our classrooms use displays and proven resources to support learning, effectively. We foster independence in our pupils by encouraging them to say what 'works for them' when learning, and to seek out and use the resources they find most helpful.

Where a child has specific learning, emotional or behavioural needs, special programmes of work may be devised by the class teacher, Special Educational Needs Co-ordinator or an advisory teacher, in close liaison with parents and the child themselves. Pupil and parent voice are a crucial part of all specific learning programmes. If further help is required, assistance is sought from appropriate external agencies. Rusper Primary accesses trained Speech & Language therapists, Play Therapists, Educational Psychologists, School nurses and counsellors through the joint commissions via our Horsham Schools network, and via the Local Authority.

Rusper Primary delivers excellent mental health support to any child displaying additional social/emotional needs. We have a highly trained Mental Health lead staff member who sees children either individually or in small groups, for weekly meetings. Together they explore difficulties or worries that may be preventing the child from engaging with learning, and engage in positive strategies to build self esteem and confidence. As a school we are keen to work with parents in partnership and this includes providing access to techniques and strategies for supporting the wellbeing and emotional development of children at home and school.

Where specific targets are set for pupils with individual learning plans, the progress towards these targets will be monitored. The governing body monitors and evaluates the implementation of the school's Special Educational Needs policy and its strategies for supporting disadvantaged children, via the Pupil Premium.

Copies of all associated documents which is available on the school's website, along with details of the Local Offer.



BEHAVIOUR MANAGEMENT

The primary aims of school behaviour management are to keep all pupils safe and to ensure that individual rights to learning, happiness and equal opportunity are upheld. Rasper Primary School applies a positive approach to discipline with expectations rooted in our core values. Qualities of respect, honesty, kindness and fairness are positively promoted within the school, and an emphasis is placed on self-discipline, team work and good manners. High standards of behaviour are expected from all those involved in the school. Staff and pupils treat one another with respect and courtesy.

Positive attitudes to learning are fostered in two key ways...

1: Through high expectations from staff members

2: Through a taught focus on learning behaviours e.g. understanding mistakes as useful, building resilience, questioning, editing and improving.

Children are allocated to one of two houses on arrival in school, and are encouraged to earn team points through appropriate behaviour, effort and achievement. Awards are presented each term to recognise each individual's total. There is healthy competition between Swallows (red) and Swifts (blue) and at the end of each term, the team point trophy is awarded to the house gaining most points.

Building on the success of the team point system is positive reinforcement. Tangibly praising and rewarding those who exhibit positive behaviour is expected from every staff member. To this end, each class negotiates class rules with their teacher, with an emphasis on the positive. This ensures that every child has been involved in the setting of the boundaries of acceptable behaviour.

For those who choose not to follow the agreed rules, there is always an emphasis based on honest discussion. All discussions regarding inappropriate behaviour are age-appropriate, and focus on encouraging individuals to understand the consequences of their actions and developing the maturity required to take responsibility. Alongside discussions, there are clearly defined protocols and sanctions designed to encourage reflection on the above values.

Parental support is sought in all matters of school behaviour management, emphasising the importance of the home-school partnership. Parents should expect good communication from the school in all associated matters. There is a written home-school agreement which specifies school, pupil and parent expectations. Parents are asked to discuss this with their children and sign it each year.

For more information about positive behaviour management, please see the Positive Behaviour policy on the school website, under 'Policies'.

Each day is always a fresh start.

SCHOOL COUNCIL

Pupil voice is at the centre of all we do at Rusper. School Council provides the children with a forum in which to air their views, opinions and suggestions on various aspects of school life. Representatives from each year group are elected to serve on the Council, which meets regularly with a member of staff and a governor to plan and carry out projects. School council are behind many of the whole school celebrations and first-hand learning opportunities.

The School Council Mission Statement is “Helping All Students Work and Play Well”

EXTRA CURRICULAR ACTIVITIES

The school offers a range of extra-curricular activities. Opportunities vary according to season and staff availability. Some are clubs which take place outside of class hours; others are additional learning opportunities. Clubs available in this current academic year include Fitness, Football, Dance, Confident Speaking, Cooking and Spanish. Additional opportunities available during class time include music lessons – woodwind and piano; and Gifted and Talented writing/maths events.

The most hotly anticipated additional opportunity is our school residential trip. Hobbit pupils (Y5 and 6) are invited to a week-long residential trip to the Marchant’s Hill outdoor activity and adventure site. Every child taking part gains confidence and self-esteem as an outcome from the trip.



HOME-SCHOOL PARTNERSHIP

We believe in partnership in children’s education and welcome the support that families can provide. Parental support in learning is an essential part of effective pupil progress throughout school as it helps to reinforce and join the dots with school learning. This takes a variety of forms, including supporting learning in the classroom and on visits or providing transport – we like to draw on whatever skills are available! To this end, workshops for parents are regularly offered by the school to help parents understand particular elements of the curriculum and key teaching approaches.

Home Learning activities, such as reading, problem solving, practical activities and online learning e.g. Mangahigh maths encourage children to continue their learning with an adult at home.

The PTA is an active body of parents and teachers, and all parents of children attending the school are members. It is a registered charity and is committed to fund raising and fun. The financial help given by the PTA supports a great many initiatives in school for the benefit of all pupils. Recent purchases include ICT equipment and outside play equipment as well as subsidies towards travel costs for visits. There is a meeting each term to which all parents are invited to discuss plans for fund raising – new ideas are always welcome.

Home School Agreement

The School will seek to.....	The parents / carers will seek to	The pupil will seek to
<p>Embody an ethos which fosters a love of learning and the values we wish to impart</p> <p>Create and maintain an environment which is accessible, stimulating and safe</p> <p>Uphold its duty of care to pupil safety and wellbeing without compromise</p> <p>Deliver a broad and balanced curriculum, rich in opportunity</p> <p>Deliver high quality teaching and learning with challenge and support for all learners</p> <p>Celebrate pupil achievement loudly</p> <p>Involve parents at all turns as equal partners in their child’s learning</p> <p>Provide school information and news efficiently and effectively</p>	<p>Support the school ethos and values</p> <p>Actively share their child’s learning journey at home and in school</p> <p>Maximise their child’s attendance and punctuality</p> <p>Ensure their child is dressed according to the school uniform code</p> <p>Inform the school of absence by 9.30am</p> <p>Inform the school of anything that may affect their child’s ability to engage at school.</p> <p>Act in accordance with school correspondence and policies</p> <p>Where possible, engage with school run workshops and open classroom sessions</p>	<p>Learn and demonstrate the school values</p> <p>Engage with their learning journey and complete tasks with effort and perseverance</p> <p>Make the most of all opportunities</p> <p>Respect the rights of others to learn effectively and to feel safe at school</p> <p>Be honest and take responsibility for their own actions</p> <p>Ask for support with their learning if it is needed</p> <p>Speak to an adult at school about any concerns they might have</p> <p>Respect school equipment</p>
Signed...	Signed...	Signed...

LOCALITY LINKS

We belong to two networks of schools. The Association of Small Schools in Horsham (ASSH) has 6 member schools from the villages around Horsham. This network provides opportunities for shared activities, particularly in sport and preparation for transfer to secondary education. Rusper Primary school has representative teams in ASSH football, tag rugby, netball, athletics, problem solving and rounders competitions.

We also belong to the Horsham Schools Partnership(HSP) which is made up of rural and town schools, both large and small, from the Horsham area. This locality group is school funded, and supports shared learning opportunities for children, staff and parents across the locality.

Our school is also a member of the Millais Teaching School Alliance. The alliance is a group of partners, including primary schools, secondary schools, a special school and a university to deliver high quality support for teachers leading to further improvement in standards. Further information can be found at <http://www.millaisalliance.org.uk>

COMMUNITY LINKS

Children are encouraged to support their local community, and the wider world, through involvement in local events and fundraising for charities. Seasonal shows and events such Carols and Nativity, Christmas Bazaar, Easter Egg Hunt in which all children participate, raises considerable sums each year for children's charities nominated by the School Council.



SCHOOL ORGANISATION

The children in the school are organised into four mixed age classes:

Gruffalo	Reception	Unicorn	Year 1
			Year 2
Pegasus	Year 3	Hobbit	Year 5
	Year 4		Year 6

SCHOOL PERSONNEL

SCHOOL STAFF

Headteacher	Mr N Avey (Safeguarding lead)
Class Teachers	Mrs E Rodgers & Ms C Jones Miss M Thornton Mr Z Rogers Mr M Snook (deputy Safeguarding lead)
SENDCo	Mrs R Matthews
Teaching Assistants	Mrs Lord Mrs Russell Mrs H Caplin (Mental Health lead) Mrs K Smallwood Miss K Bourne
Business Manager	Mrs C Garabet
Office Administrator	Mrs K Wickens
Learning Mentor	Mrs H Caplin
Peripatetic Teacher	Mrs A Klempa (Spanish) Mrs K Boyle (Woodwind)

GOVERNING BODY

Chair	Mrs E Worskett
Headteacher	Mr N Avey
Vice Chair	Mrs K Vallis
Parent Governors	Mrs L Anscombe (safeguarding governor)
Staff Governor	Miss K Bourne
Co-opted Governor	Mr A Patterson
Clerk	Mrs K Wickens

SAFEGUARDING

The safety of our children is of great importance to us and a shared responsibility of every adult working with the school. All staff, governors and volunteers are vetted via rigorous 'safe-recruiting processes prior to employment and are required to obtain a certificate from the Disclosure and Barring Service (previous referred to as CRB disclosures).

Rusper Primary undertake their duty to maintain annual safeguarding training for all staff. Training covers all elements of spotting signs of concern through to reporting them and taking next steps.

It is important for our pupils to feel safe at school and to understand how to keep themselves safe at school, at home and outside. At Rusper Primary we discreetly teach pupils about safe relationships, anti-bullying, online safety, about the dangers of drugs and alcohol etc. Full details of safeguarding teaching and learning content can be found in our PSHE and RSHE schemes of work, available on our website.

A copy of the school's Child Protection policy can also be viewed on the school's website.



Mr N Avey
Head Teacher
Designated
Safeguarding Lead



Mr Snook
Class Teacher
Deputy Designated
Safeguarding Lead



Mrs R Matthews
SENCO
Deputy Designated
Safeguarding Lead



Mrs H Caplin
Deputy Designated
Safeguarding Lead



Mr A Patterson Vallis
Safeguarding
Governor

THE GOVERNING BODY

The Governing Body is an elected group of volunteers that meets regularly to discuss issues relating to the school and its success. Individual governors have no power or responsibility except where the Governing Body has delegated a specific power to that individual. The strength of a Governing Body lies in its collective authority. Governors work with the Headteacher to make decisions about:

Standards – ensuring a strategic and systematic approach to promote high standards of educational achievement

Curriculum – ensuring that the curriculum is balanced and broadly based, and that the Early Years Foundation Stage, National Curriculum and religious education are taught

Reporting results – reporting on assessments and examination results

Policies – deciding how, in broad strategic terms the school should be run

Finance – determining how to spend the budget allocated to the school

Staffing – deciding the number of staff, the pay policy and making decisions on staff pay

Appointments – appointing the head and deputy head teacher and other staff

Discipline – agreeing procedures for staff conduct and discipline

Pupil Discipline – agreeing procedures for pupil discipline

Inspection follow-up – drawing up an action plan after inspection

LUNCHTIME

Hot meals are available provided by a private company, contracted to West Sussex County Council. Meals for pupils in Reception, Year 1 and Year 2 are provided free of charge under the Universal Free School Meals initiative, these meals need to be ordered via the school office. Alternatively, children may bring a packed lunch. Subject to certain conditions, your child may be entitled to free meals. Further details about the Free School Meals support system and how to apply are available from the school office. All applications are confidential.

Packed lunches should be brought in a lunch box clearly marked with the child's name. Parents are urged to purchase flasks of a non-breakable nature. We request that glass bottles, fizzy drinks and fruit squash are not brought to school.

Children may bring a snack to eat at break if they so wish. This should be fruit, raw vegetables or cheese, in accordance with our support of healthy eating.

Children in Reception and Key Stage 1 are provided with free fruit through the School Fruit and Vegetable Scheme.

UNIFORM

It is expected that all children attending Rusper Primary School will wear school uniform, our school uniform policy is non-gender specific:

- Grey trousers, skirt or pinafore
- White polo shirt, blouse or shirt
- Bottle green sweater, cardigan or school sweatshirt
- Green/white summer dress (optional)
- Low-heeled black shoes (all-black trainers are permitted)
- Wellingtons

For P.E. the uniform comprises:

- Blue or red T-shirt or sweatshirt (according to house)
- Black shorts
- Tracksuit trousers for outdoor activities in winter months (preferably black)
- Plimsolls (preferably black)
- Football boots or old trainers (Year 3 - 6)

Uniform with the school's logo, including P.E. bags, book bags and rucksacks, is available from Taylor Made Uniforms, where you can follow the instructions to purchase.

Hair longer than shoulder length should be secured up in a ponytail with a hair band. Hair bows and elaborate clips are not permitted for safety reasons.

All items of clothing should be clearly marked with the child's name. Jewellery, other than a wristwatch, is not suitable for school.

WHAT THE CHILDREN SAY...

I like school because we do a lot of different sports

I like school because there are lots of outdoor activities, like the climbing frames, MUGA, Adventure Trail, Wellbeing Walk and Wildlife area

I like Rusper School because there are not too many children and we all get on

I like school because we have Golden Time

I like the Learning Adventures because you have a different subject each term and it is really interesting

I like school because it has so many activities: making stuff, playtime, skipping

The teachers make our work more fun. Last year in Hobbit for our learning Adventure we learnt how an army attacked a castle and we made a wall out of tables



ADMISSIONS

Children are offered a place at the school from the September of the academic year in which they become five years old. Transition to full time attendance usually takes place during September, although this period can be extended to meet the needs of individuals. Places may also be deferred within an academic year following consultation with the Headteacher. There is no legal compulsion to send children to school until the term after their fifth birthday.

The admissions policy of Ruser Primary School is common to all community primary schools in West Sussex. This policy is outlined in a booklet entitled *Information for Parents – Starting School*, which is published by the Local Authority and made available to all parents of children eligible to start school. All requests for places, including those for children with disabilities, should be directed to the West Sussex Admissions Team:

Telephone: 03330142903

Email: admissions@westsussex.gov.uk

Further details relating to admissions can be found on the [West Sussex County Council website](#)

Priority for admission is given to children living within the designated area, but consideration will also be given to children outside the designated area if there is sufficient accommodation within the school. The current admission number is 15.

