

THE ANGMERING SCHOOL – PROSPECTUS 2009/2010

INTRODUCTION

Thank you for wanting to find out more about our school.

All of our efforts are driven by a shared set of values and aims. We are committed to high quality education and insist that our students aim for excellence. As our mission statement conveys, we value our students' abilities, talents and individuality. We also work hard to encourage our students to focus on achievement and progress.

In order to ensure that high standards are set and met within the school, we place emphasis on:

- Rich and purposeful work within the classroom
- High expectations of student conduct and progress
- Productive, positive partnerships between parents, students and the school
- Varied opportunities for extra-curricular activities
- Particular attention to the development of the individual student

The Angmering School was recognised by OFSTED in 2007 as a 'good and strongly inclusive school where students make good progress'. We are determined to become an excellent school and to that end are regularly testing our work against rigorous national standards. For example, we have Investors in People, Sportsmark Gold.

We have Sports College and Science specialisms. This is very exciting for us and is enabling us to develop many facets of our work in school, with the local community and with other schools.

We are proud of the way we work and the success our students achieve. We hope that you are able to visit us and see us in action. Do not hesitate to contact the school if you have any questions or if you would like to make an appointment to discuss what you have read here.

We look forward to meeting you.

Yours sincerely



D T Brixey
Headteacher



Anne Prior
Chair of Governors

"The Angmering School is committed to safeguarding and promoting the welfare of its students."

JOINING THE ANGMERING SCHOOL – 2009/2010

APPLYING FOR A PLACE AT THE ANGMERING SCHOOL

We are a community school. Admissions to community schools are the responsibility of the Local Authority and applications must be made through their offices at:

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

Telephone: 01903 839141
Fax: 01903 839214
Email: admissions@westsussex.gov.uk

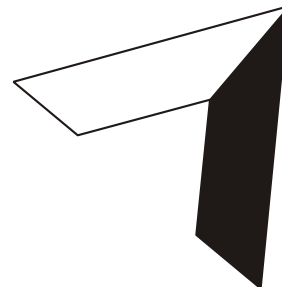
Under the Education Act you can express a preference for any school but you do not have a right to choose a school. West Sussex does however make every effort to meet parental preference where possible. Residing in the catchment area does not guarantee a place. Parents must make formal application to the Pupil Admission Office. Further information about how places are allocated at this, and other schools in the County, is contained in the Authority's **Information for Parents Booklet** a copy of which is available from the school office or the Pupil Admissions Office. Further details relating to admissions can be found on the West Sussex Grid for Learning, www.wsgfl.westsussex.gov.uk

FINDING OUT ABOUT US

- If your child is in the final year of his/her primary school education you will be invited to an **Open Evening** on **Wednesday 24th September 2008**, 6.30pm until 9pm. This provides an opportunity for parents to speak to the Headteacher and teaching staff and look around the school.
- We will also have two **Open Mornings** on **Thursday 25th September 2008** and **Friday 26th September 2008** with tours at 9.15am and 11.45am, that will provide parents with the opportunity to visit during the school day and see us in action.
- A copy of our Prospectus is sent to parents of all children in our designated area. Others may obtain a copy from our School Office.

Students join us from a wide geographical area. We try to make the move to Angmering as smooth and effective as possible. This is one of the features of our work within the Angmering Family Group of schools. The Family Group consists of:

- Clapham & Patching C E Primary School
- East Preston Junior School
- Ferring C E Primary School
- St John the Baptist C E Primary School
- Georgian Gardens C P School
- St Margaret's C E Primary School
- St Wilfrid's Catholic Primary School



JOINING THE ANGMERING SCHOOL – 2009/2010

STUDENT NUMBERS SEPTEMBER 2008

	Published Admission Limit	Students on Roll		
		Males	Females	Total
Year 7	252	127	127	254
Year 8	252	127	130	257
Year 9	252	129	125	254
Year 10	252	134	118	252
Year 11	252	138	115	253

WHAT WE DO TO HELP STUDENT TRANSFER

- Our staff will visit the primary schools. They will speak to the students who are transferring to us. They will also talk to the Headteacher and class teachers about the individual needs and strengths of the children. This will include information about academic achievement in Key Stages 1 and 2.
- All students joining us in September 2009 will be invited, with their parents, to attend a short interview with one of the Headship Team.
- Parents will receive our Key Stage 3 Guide.
- Parents will be invited to our **New Parents' Evening on 1st July 2009**. This will be an opportunity to meet the Group Tutor. Uniform and school equipment will be displayed.
- On 1st July 2009 our new students will visit the school for a day to meet their Group Tutor and to learn more about the school and how it works. They will work on tasks in our "Move onto Angmering" booklet which will be completed at the primary school and when they start at Angmering.
- Students will have bridging activities in Year 6 in their Primary Schools which are then completed at Angmering!

DATES OF SCHOOL TERM & HOLIDAYS 2009/2010

Autumn Term

First Day of Term	Thursday 3 rd September 2009
Half Term	Monday 26 th October – Friday 30 th October inclusive
Last Day of Term	Friday 18 th December 2009

Spring Term

First Day of Term	Monday 4 th January 2010
Half Term	Monday 15 th February – Friday 19 th February inclusive
Good Friday	2 nd April 2010
Easter Monday	5 th April 2010
Last Day of Term	Thursday 1 st April 2010

Summer Term

First Day of Term	Monday 19 th April 2010
May Day Bank Holiday	Monday 3 rd May 2010
Half Term	Monday 31 st May – Friday 4 th June inclusive
Last Day of Term	Friday 23 rd July 2010

Staff Training Days are published at the beginning of each school year.

“Working together ...”

PARENTAL INVOLVEMENT

Good working relationships between students, teachers and parents are essential to ensure all students reach their full potential.

We believe that parents must be kept informed of their child's progress. As well as operating the normal reporting system through Consultation Evenings and written reports, any parent who wishes to discuss the progress or welfare of their child at any time is welcome to telephone or write to the Group Tutor or Year Team Leader. Our Academic Target Setting interviews in November with tutors are a vital time of sharing for parents, tutor and students.

The student planner, which is used by students to plan their work, also serves as a means of communication about work between teachers and parents.

We have a very active Parent Forum which meets twice a term. The meetings are used to consult parents on a range of school policy issues and to allow parents to raise matters for consideration.

The Parent Forum acts as a network for providing practical help for the school including catering at some school events. It also decides on how to distribute the money raised through the Parent Gift Aid Fund

ATTENDANCE AT SCHOOL

Good attendance at school is essential if students are to reach their full potential. We follow common procedures with our Family Group of Schools on attendance. We expect parents to work with the school to ensure full attendance. We expect parents to telephone to tell us if their child is ill on the first day of absence. We use an automated absence system to contact you directly if your child is marked absent at morning registration. It will enable you to respond, if your child is away with good reason, giving the reason for absence and saving you writing a note.

Holidays in term time inevitably have an impact on students' learning. The Headteacher will only authorise holiday in term time if the student's attendance is good and no public exams are planned.

We will involve the Educational Welfare Officer in every case where we have concerns about a student's attendance.

PUNCTUALITY

We take a consistent approach to punctuality. We believe that punctuality is important and we want to stress it with all children. It is important that children are in school at the stated time for the beginning of the school day.

“Working together...”

HOMEWORK

We believe Homework is an important extension to the students' learning day and also an opportunity for students to develop their ability to work on their own, to carry out research or to extend themselves.

Our student planner helps to develop the important skill of planning and organising work. Parents are expected to check the student planner weekly and sign that they are satisfied that the work has been done. Parents who have concerns about homework, whether on an isolated occasion or a problem of a more general nature, should contact their child's Tutor to discuss their concerns.

TRAVEL TO SCHOOL

We have developed a School Travel Plan. Our aims are to reduce dependency on cars and to enhance student safety. We expect all parents to encourage their children to walk or cycle or to use public transport.

We work very closely with the Road Safety Officer and with the local Police to offer guidance and training for students on how to travel to school safely. There is also an opportunity for younger students to take a course in cycling proficiency. All students are strongly urged to wear cycle helmets if they cycle to school.

Cycles are brought into school at the owner's risk. Cycles must be locked in one of the designated areas by the student.

Transport matters for children attending this school are dealt with by the Transport Office based at The Grange, Tower Street, Chichester, West Sussex PO19 1RH. They can be contacted on 01243 753530 or email school.transport@westsussex.gov.uk

SCHOOL MEALS

Hot and cold food is available at break and lunchtime in the School Hall. Our Catering Contractors follow Government nutrition guidelines. Parents will appreciate that we cannot control the selection of food purchased by the students from the cafeteria, but an educational programme in school advises students on the need for a balanced diet.

Students may bring their own packed lunches.

INFORMATION

Statutory documents, curriculum documents and policy documents are available for parents to read at the school by arrangement with the Headteacher's Secretary. They are also available on our website www.angmeringschool.co.uk

“...to recognise the value...”

EQUALITY IN DIVERSITY

Every student at The Angmering School has equal value. Our policy of providing equality of opportunity whilst recognising the diversity of each student is based on the principle of respect for the individual. The school is an integrated whole, inclusive of the students with physical or sensory impairments, communication learning, social, emotional or behavioural difficulties. It addresses each person's unique needs, intellectual, physical, spiritual, emotional or social.

The whole school community works together to create an atmosphere in which each member can grow and flourish regardless of race, class, colour, creed, sex, age or ability. We foster positive interpersonal relationships in a climate of high expectations and respect for individual achievement.

Our students experience a community of diversity in which we value and celebrate the unique contribution that each individual makes.

The spoken or written language we use fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, age or ability.

Our students have full and open access to a broad and balanced curriculum and to a range of extra-curricular experiences. We aim to provide excellent resources and an appropriate environment to meet the needs of individual students.

Every area of our school life reflects this attention to individual needs and rights, as all our school policies are founded on these basic principles.

FULFILLING STATUTORY OBLIGATIONS IN RESPECT OF SPECIAL EDUCATIONAL NEEDS

Governors, in partnership with the Headship Team, ensure the fulfilment of statutory requirements, the provision of adequate resources and the opportunity for staff to develop and evaluate an appropriate curriculum.

The statutory responsibility is delegated by the Governing Board to the Student Support Committee working with the Deputy Headteacher, Ms Geraldine Tisdall. It is implemented and managed by the Director of Studies for Learning Support and Development, (SENCO), Mr Mark Andrews, who leads the Learning Support and Development Curriculum Area. Ms Tisdall is responsible for overseeing the provision of education for all students with special educational needs and for responding to complaints or queries.

The Learning Support and Development team leads the whole staff in their responsibility for identifying, assessing, monitoring and recording information on students with special needs and providing support and individual programmes as appropriate.

The team has regard to the revised Code of Practice (2001) recommendations and the Government's Strategy for SEN and oversee the monitoring, review and implementation of support. In all aspects of this work the Team focus on the "Every Child Matters" outcomes and work collaboratively with other agencies to support students. Mr Andrews leads the work of supporting more able students.

The Lavinia Norfolk Centre is a Specialist Support Centre with sixty eight planned places for students with physical disabilities and sensory impairment. Mr Stephen Richards is Teacher in Charge of children with physical disabilities. He works closely with a Teacher in Charge of students with sensory impairments, Mrs Pamela Shaw.

“...to recognise the value...”

The Inclusion Co-ordinator, Director of Studies (AST), Mrs Penny Meaney, liaises with Educational Psychologists, Counsellors, Social Services, Health and Education professionals who support students, including all those at risk of exclusion. She also leads the development work on and manages strategies for supporting positive behaviour in school and the support for students with emotional, behavioural or social difficulties.

Other key members of staff liaise with outside agencies providing support, advice or therapeutic intervention, and lead areas of work of supporting the learning of groups of students. A Coordinator works closely with each Year Team Leader and colleagues to provide a seamless support structure for every child on “Action”, “Action Plus” or with a Statement.

There is a large team of Learning Support Assistants led by Mrs Deborah Kempson, supported by Mrs Vanessa Jackson, an LSA and our First Aid Coordinator. This team is crucial to the inclusion and access for all students with individual needs.

Student Support Assistants work with students in each of the year groups and also cover lessons. They are led by senior Student Support Manager, Mr Shaun Smith, who liaises on behalf of the Year Team Leaders, with Learning Support and Development.

SHARED RESPONSIBILITIES

The Angmering School is committed to safeguarding and promoting the welfare of its students.

Each member of staff shares responsibilities for supporting students.

The Group Tutor has the responsibility to be aware of the needs of the students in his/her Tutor Group and to share the information with colleagues. She / he plays a central role in enhancing access and learning for the students in her / his care, working with the Year Team Leader and the Learning Support and Development Team. The Group Tutor also works with parents to set individual targets for monitoring and supporting students.

The subject teacher has the responsibility to be aware of the learning needs of her / his students, to differentiate materials appropriately, to assess students, set individual targets and to seek additional information and advice as appropriate from the Group Tutor or the Learning Support and Development team.

Liaison with the Local Authority and all other professionals working with students is encouraged and working practices established so that, working collaboratively together, a framework may be provided within which each member of the school community is able to grow and develop. The school is part of the Arun East Integrated Services (ISDA) Hub, a multiagency Team coordinating support for students within the Children’s Services framework to ensure the “Every Child Matters” outcomes.

Parents’ wishes, feelings and knowledge inform all decisions made in respect of the education of their children. They are given the opportunity to share their unique knowledge of the children in regular meetings throughout the school year. They are encouraged to participate in the collaborative effort of education of their children directly by involvement in school events, attendance at the meetings with tutors, subject teachers or review staff and, more particularly, by supporting and encouraging the children and monitoring their progress.

Students are encouraged to play a full and active role in decision-making. They have a right to be heard and are consulted about what provision may be made to meet their special needs. Students with statements participate fully in the collation of their Annual Review reports and in the meetings.

“...and realise the potential of everyone in the school.”

THE CURRICULUM

Our students study a wide range of subjects, both academic and practical. Our curriculum is broad, balanced and challenging for all our students.

The National Curriculum and the strong links with our partner primary schools ensure that there is a smooth transition as students change school. Careful monitoring and assessment ensure that students learning progresses appropriately from Year 7 right through to the Sixth Form. There are detailed curriculum guides available from school, which give further information for parents and students.

We have an excellent record of examination success for all students at all levels. In addition, we have an impressive number of students who achieve places at University. We believe strongly in academic achievement and we work closely with students to achieve their goals.

We ensure that we provide high quality learning resources to support student achievement. In particular, we have invested heavily in up-to-date computer technology.

In Key Stage 3 all students follow a core curriculum. This comprises Art, Design & Technology, Drama, English, French, German, Geography, History, ICT, Mathematics, Music, Physical Education, Religious Studies and Science.

In Key Stage 4 all students follow a core curriculum of English, Mathematics, Science, PE, ICT, Citizenship, Religious Studies. They will choose 4 other subjects with guidance to ensure breadth and balance. In addition, some students will follow vocational courses at our own Skillzone or at one of the Further Education Colleges.

In the Sixth Form a full range of courses is on offer. All students follow a General Studies and recreational PE Programme.

Separate Key Stage Guides give full details of our courses for Years 7 to 13 and these are available from the school.

SEX AND RELATIONSHIPS EDUCATION

We believe that Sex and Relationships Education should contribute to each child's personal growth, development and capacity for pleasure and for caring and loving relationships.

Sex and Relationships Education is taught as part of our programme of Personal, Social and Health Education, which spans Year 7 to 13.

The Sex and Relationships Education programme provides:

- comprehensive information about human sexual behaviour and relationships which is appropriate to the student's age.
- help to students in understanding and coming to terms with their own developing sexuality in ways that enable them to feel comfortable about their sexual desires, needs and identity.

“...and realise the potential of everyone in the school.”

- help to students in developing a moral framework for themselves within which they can make informed and responsible decisions about their sexual behaviour and relationships.

The Governors' Policy Statement on Sex and Relationships Education is available for inspection at the school.

DRUGS POLICY

We undertake to ensure a safe, secure learning environment for all students. The misuse of drugs poses a threat to our students' health, general welfare and ability to achieve their full academic and social potential.

We are concerned about the misuse of all drugs including tobacco, alcohol, solvents and medicines. We seek to gain positive support from students and parents for our policies as part of our induction process.

We maintain a high quality, wide ranging Personal Social and Health Education programme to educate students regarding drugs misuse. This builds on students' experiences in primary school and continues in various forms, through a range of subjects, from Years 7 – 13.

We provide information about sources of support for students who have concerns about the misuse of drugs.

We take concerted and careful action if any student is found to be mis-using any drug. This will always involve:

- An appropriate balance of support and punishment
- Involvement of parents
- Involvement of the Police if a student is found to be supplying another in school with an illegal drug
- Referral to external support agencies, if appropriate.

Any student found to be supplying others with illegal drugs on the school premises will be excluded from school, subject to the terms of the school exclusion policy.

Teachers will not offer unconditional confidentiality to a student. The school will always involve parents in any case where a student was found to be taking drugs. The school will wish to work together with parents in cases of this kind.

Smoking and the drinking of alcohol are not allowed on the school site or on a school trip or event. Alcohol is limited to adult social events.

CAREERS & INDUSTRIAL LIAISON

Careers education is given a high priority to enable students to meet the considerable challenge of the world outside school. To this end, a comprehensive careers guidance programme is provided for all students by the school careers staff and other agencies through the Connexions team.

“...and realise the potential of everyone in the school.”

Careers teaching in the school encourages all students to make a thorough assessment of their talents and personalities, and to collect information about the range of careers available. Later, when decisions have to be made about their choices at 16+, students will receive advice on writing up a curriculum vitae, writing letters of application and preparing for interview. This will place them in a strong position to get suitable jobs or to gain the appropriate places on College or University courses.

Connexions Advisors (Careers) will usually work with students in Year 10 and above. This may involve individual interviews which parents may attend. Careers Advisors also attend our Y9 and Y11 Consultation Evenings. Younger students can visit the “Careers Clinic” at the Area Connexions Office for consultation and advice as well as the “Drop In” sessions in the Connexions Resources base in L10.

BUSINESS & INDUSTRY LINKS

To prepare our students fully for adult and working life in a rapidly changing world, the school has developed links with the local business community. These links are initiated through a range of curriculum areas.

WORK EXPERIENCE

The Angmering School has a strong tradition of providing work experience for students. Over many years the school has established numerous work experience contacts in a wide variety of areas of employment.

For example, all Y10 students undertake 1 week of work experience in the Summer Term. Placements are organised by the student and the school and are carefully supervised.

MORAL, SPIRITUAL, CULTURAL & SOCIAL DEVELOPMENT

We attach great importance to the moral, spiritual, cultural and social development of our students.

We believe that students’ development in these areas will be enhanced by their involvement in our school. As stated in the section on Behaviour, we set out to help students develop a sense of their personal responsibility and the need for a commitment to the school and wider community. We encourage this for example, through involving students in the student forums and community service.

We are also clear that there need to be formal elements to our approach to helping students develop a system of values that will fit them for life in the adult world.

We have a carefully planned assembly programme with themes, which reflect important aspects of school life within a wider spiritual and moral framework.

“...and realise the potential of everyone in the school.”

BEHAVIOUR

At the Angmering School we promote high standards of behaviour. We expect students to take responsibility for their own actions and to consider their impact on others.

Our School Rules are clear and are reinforced regularly with students:

I am	polite and considerate on time equipped for lessons in full school uniform
I do	listen to others follow instructions straight away remove outer clothing in lessons my homework switch off my mobile phone / other audio device, remove headphones and keep them all in my bag in lessons. respect the school environment sit in the seating plan
I do not	bring any banned items to school drop litter leave school at breaks or lunch spoil the learning of others use violence to solve my problems

We take time and care to ensure that bullying incidents are dealt with promptly and effectively. We make it clear to all students that they are expected to talk to an adult, preferably a teacher, if anyone is bullying them. We also encourage our students to tell us if they see anyone else being bullied. An exclusive 'phone is available for students to use as a contact; also a bully box in the library.

We believe that students respond best to praise and reward. We have a clear system of rewards ranging from regular praise through to letters to parents and special awards.

Sometimes students let themselves down. We use a range of strategies to help them to change their behaviour and, where necessary, carefully measured sanctions to reinforce our expectations.

We work closely with parents to ensure each student develops and maintains high personal standards of behaviour. If any student behaves so badly that it is necessary to ask them to leave a class to allow other students to continue learning, they will be sent to a senior member of staff for the remainder of that lesson and parents will be informed of the incident by letter. Any student sent from a lesson may also be required to make up lost work after school.

All members of staff take responsibility for behaviour. There is a strong support framework in the school providing strategies and processes to create a close relationship between students, parents and staff and ensure high standards in behaviour are encouraged and maintained.