



Ocklynge Junior School



School Prospectus

Headteacher: Jon Reynard

Victoria Drive, Eastbourne, East Sussex, BN20 8XN

Tel: 01323 725839, Fax: 01323 646358

Email: office@ocklynge.e-sussex.sch.uk

Website: www.ocklynge.e-sussex.sch.uk

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A. Ocklynge Staff

Mr. J Reynard	Headteacher	
Mrs. S. Denton	Deputy Headteacher	Teaching Assistants
3WB Mr. A. Wood (4 days)	Head of Year 3	Mrs. P. Tompsett
3WB Mrs. S. Baxter (1 day)	Year 3 teacher	
3C Mrs. N. Cavaliere	Year 3 teacher	Mrs. P. Futter
3GF Mrs. J.Gietzen (3 days)	Year 3 teacher	Mrs. R. Clayton-Harding
3GF Mrs. M. Fryer (2 days)	Year 3 teacher	
3M Mrs. L. Middleton	Year 3 teacher	Mrs. J. Harley
3S Mrs. L. Swinger	Year 3 teacher	Mrs. C. Murrell
3WO Mrs. L. Overnell	Year 3 teacher	Miss. J. Edgoose
Mrs. J. Belcher	Year 3 Literacy groups teacher	
Mrs. S. Hiles	Year 3 Maths groups teacher	
4FB Mr. B. Foster (4 days)	Head of Year 4	Mrs. N. Burdett
4FB Mrs. S. Baxter (1 day)	Year 4 teacher	
4G Miss. T. Griffiths	Year 4 teacher	Mrs. S. Lord
4J Miss. L. Jones	Year 4 teacher	Mrs. L. Hooper
4LR Miss. D. Lansley (2.5 days)	Year 4 teacher	Mrs. K. Dawson
Mrs. J. Rolf (2.5 days)	Year 4 teacher	
4M Mr. J. McPhee	Year 4 teacher	Mrs. C. Mengham
4T Miss. H. Tutt	Year 4 teacher	Mrs. M. Barnes
Mrs. S. Souto	Year 4 Literacy groups teacher	
Mrs. J. Savage	Year 4 Maths groups teacher	
5BW Mrs. C. Carter (4 days)	Year 5 teacher	Mrs. M. Parfitt
Ms. E. Wilson (1 day)	Year 5 teacher	
5B Miss J. Barfield	Year 5 teacher	Mrs. D. Hanson
5HW Miss. A. Hebben (3 days)	Year 5 teacher	Mrs. R. Ribbons
5HW Ms. E. Wilson (2 days)	Year 5 teacher	
5K Mrs. J. Kelly	Year 5 teacher	Ms M. Castano
5N Miss. N. Shepherd	Year 5 teacher	Mrs. K. Laws
5S Mrs. S. Smith	Year 5 teacher	Mrs. S. Cooke
Mrs. S. Berhane	Head of Year 5	
Mr. D. Rannie	Year 5 Maths groups teacher	
Mrs. S. Taylor	Year 5 Literacy groups teacher	
6RB Mrs. B. Robertson (4 days)	Head of Upper School and Year 6	Mrs. M. Burr
6RB Mrs. S. Baxter	Year 6 teacher	
6B Mr. D. Buchanan	Year 6 teacher	Mrs.K. Ford
6D Miss. J. Dodd	Year 6 teacher	Mrs. A. Grist
6M Miss. M. McClymont	Year 6 teacher	Mrs. J. Kettle
6N Mrs. J. Nightingale	Year 6 teacher	Miss. K. O'Dell
6PW Mrs. S. Palladino (3 days)	Year 6 teacher	Miss. E. Bourne
6PW Mrs. J. Wilson (2 days)	Year 6 teacher	
Mrs. G. Gibbs	Year 6 Maths groups teacher	
Mrs. J. Johnstone	Music teacher	Mrs. V. Whisker

Ms. S. Knights

Assistant Head (Inclusion)
Special Needs Co-ordinator,
Designated Child Protection Officer
Parent Support Advisor and Information Contact

Mrs. J. Edgoose

Special Needs Assistants

Mrs. S. Albertella

Miss. S. Marsh

Mrs. V. Barker

Mr. D. Martin

Ms. L. Boniface

Mrs. J. Miller

Mrs. S. Cooke

Mr. J. Oastler

Mr. L. Chandler

Mr. J. Piercy

Miss. H. Goldsmith

Mrs. J. Simmons

Mrs. S. Hoad

Mrs. S. Skilton

Mrs. L. Hooper

Mrs. G. Ward

Miss. F. Kelly

Miss. A. Whisker

Mr. S. Winters

ICT Network Manager

Mrs. S. Henderson

ICT technician

Mrs. C. Adams

Business and Office Manager

Mrs. A. Hayden

Secretary

Mrs. K. Hurrell

Finance Assistant

Mrs. C. Lewis

First Aid/Reception/Clubs Administration

Mrs. T. Milsom

First Aid/Reception/Attendance Officer

Mrs. S. Stiles

Finance Assistant/First Aid/Reception

Miss. A. Figgins

Mid-day First Aider

Mr. S. Bland

Caretaker

Mr. D. Henderson

Assistant Caretaker

Mrs. N. Burdett

Sports Coach

Mrs. S. Davies

Sports Coach

Mrs. C. Holbrook

Sports Coach

Mr. K. Key

Sports Coach

Mrs. L. McNeil

Sports Coach

Mr. J. Piercy

Sports Coach

Mr. S. Hughes-Gage

Sports Coach

Mrs. L. Boniface

Sports Coach and Swimming Pool Manager

Mrs. S. Collison

Swimming Coach

Miss A. Figgins

Swimming Coach

Miss. F. Medhurst

Swimming Coach

B. Background Information

Ocklynge Junior School opened in September 1972 when the former St. Mary's Boys School and Ocklynge Girls School were combined. The school caters for children aged 7 – 11 and currently has approximately 840 pupils on roll.

Since the opening of the school there have been a number of extensions and improvements to the buildings. In addition to the classrooms the school now benefits from having a large multi-purpose hall with a stage, a second carpeted hall used for drama, dance, etc., a music room, a practical room for art and craft, a refurbished library, several rooms for small group or individual work, a swimming pool, a floodlit multi-use games area, a radio recording studio, two fully equipped computer rooms and a 'pavilion' where there is an extra classroom and spaces used for breakfast and after school clubs, individual music lessons and sports changing.

C. School Aims

In general terms this is what we are trying to achieve with the children in our care:

1. To help the children towards the realisation of their full potential.
2. To help the children to develop enquiring minds and the ability to listen, concentrate and apply themselves to tasks.
3. To develop children's self-reliance, confidence, and the ability to work both independently and co-operatively.
4. To appreciate and value each child's contribution and celebrate their achievements.
5. To instil respect and understanding for religious and moral values and tolerance of races, religions and ways of life.
6. To help the children learn courtesy, good manners, and consideration for others.

D. School Organisation

The children are organised into 6 mixed ability classes in each year group with 35 pupils in each class. These classes are carefully put together when children join Ocklynge in Year 3 from the feeder infant schools. It has been recent practise to reorganise these classes at the end of year 5. We have found that this reorganisation allows us to rectify any imbalances in the classes that develop over the years and it has given children the chance to broaden their friendship groups, whilst still maintaining a nucleus of children they already know. It has given all children the opportunity to make a fresh start for the important year 6 as well as helping them to prepare for the much more dramatic changes associated with moving to secondary school. In addition it has helped to raise the expectations of many children, thus contributing towards improving the standard of education provided at Ocklynge.



The class teacher will plan the work for all the children in the class and has a trained assistant who will provide extra support for individuals or small groups. Each year group has a senior teacher who is Head of Year and they co-ordinate the work of the whole year group. After the class teacher they can provide useful advice or guidance should you have any queries about your child's progress or behaviour.

E. Curriculum

Much of what we teach the children is now laid down by the National Curriculum which includes English, Mathematics, Science, Computing, Design Technology, Geography, History, Art, Music and P.E. There is also Religious Education and many cross-curricular themes (e.g. environmental education, health education, global citizenship), and we also now teach Spanish to all classes.

In all cases work is planned to cater for children of differing ability and aptitudes and at the start of each term parents are sent an outline of the work planned for their child's class.

English



By following the English curriculum children will be assisted in increasing their command of language by listening, speaking, discussing, reading and writing for a variety of purposes. We aim to enable the children to become confident, independent readers who understand that books of all kinds are a source of pleasure, information and new insights. Children are also taught to use the school library (which is fully computerised) and encouraged to make regular use of it. Drama can be an

important part of language development as it allows children to practise language in different situations and to use forms of language which might not occur elsewhere in the curriculum. We incorporate it into several areas of the curriculum. Extra English teachers are employed in years 3 - 5 to reduce class size and provide specialist input to some children.

Mathematics

Our work is based on the National Curriculum, supplemented by other work as appropriate. The strategy develops basic skills of maths, whilst encouraging an investigative approach to solving mathematics problems. With this approach we hope to develop the children's ability beyond basic numeracy to the point where they are able to choose the appropriate mathematical techniques to solve real problems. Extra maths teachers are provided for all years to provide some specialist input for the most able pupils and reduce class sizes for everyone.



Science



Science is based on investigative experimental work undertaken by children. This gives the children a good foundation of knowledge and understanding in Science so that they are able to understand the world in which they live and function efficiently and effectively in it.

Computing

Computing is concerned with the collection, storage and manipulation of data in electronic form and is therefore applicable to all areas of the curriculum. Much of this work centres around the use of the school's two computer rooms, which are maintained by the school's network manager. In addition each class has computers linked to the school network and there are interactive whiteboards, data loggers, mini laptops and a number of other devices available to support work in all lessons. We have a system that allows 'out of hours' access to the school system for all children with internet access at home.



History



History gives children the knowledge to make sense of their complex heritage and the skills with which to interpret history critically. The work with young children is centred on their own experience of 'old' things and recent events. As they grow they are introduced to topics such as 'The Saxons', 'The Tudors', 'Ancient Egypt', 'The Victorians', 'Ancient Greece' and World War II. Use is made of the

East Sussex County Council Museum Service to enhance teaching by the use of interesting artefacts and collections and special days, visits and visitors are organised to help bring the subject to life.

Design Technology

There is a full programme of Design Technology, which is an activity-based subject, developing children's skills in problem solving through a combination of designing and making assignments, focused practical tasks, and investigating and evaluating simple products.

Physical Education

Through Physical Education we aim to develop co-ordination, control, motor skills, awareness, appreciation and mastery of the body. Through participation at an early age we aim to instil a love of sport that will enable children to gain the full physical, mental and social benefits that sport can confer on those who take part in it.



The early work that the children do on throwing, catching, hitting and running, will develop into activities directly related to Football, Netball, Basketball, Rugby, Athletics, Cricket, Tennis, Rounders and Hockey. In addition, all children follow a programme of dance, gymnastics and swimming for which we have an indoor heated pool, which is used all year round. Year 6 children are encouraged to attend a residential course as an introduction to outdoor adventurous activities such as orienteering, climbing, canoeing, etc.

The school regularly participates in inter-school competitions in all the major sports and we have links with several local sports clubs.

We employ several sports coaches and assistant coaches who take all the games and swimming lessons and lead many of the after school activities.

Geography



Geography helps children to make sense of their surroundings and to understand and respect the natural environment. Work on the child's immediate surroundings is developed to include the wider regional setting, the national and European scene and the world perspective. Work is enhanced by visits to local places of interest.

Spanish

All children have short Spanish lessons each week, taken by the class teachers. These lessons are active and involve the use of songs, computer programs, drama etc. In addition, as many opportunities as possible are found in other curriculum areas to reinforce Spanish learning, e.g. counting in maths. We also have a link with a Spanish Primary School and this is used to enhance work in year 6.



Art



In Art we aim to give the children as wide a range of experience of 2 and 3 dimensional techniques as possible and to encourage children to experiment with colour, shape, pattern and texture. As part of their art experience the children are introduced to the work of various artists.

Music

A repertoire of carefully chosen songs and singing games are used to develop children's musical awareness and ability. Pitched and un-pitched instruments are used to accompany songs, for improvisation and for work on rhythm and pitch. There is also work done in our ICT suites using music software and the opportunity for all children to learn the harmonica. Listening skills are extended by use of live and recorded music. Our pupils perform in school and in various musical festivals throughout the year. All music lessons are taken by a specialist teacher who also runs the school choirs and orchestra, as well as various music groups.



Religious Education

Religious Education is based on an agreed syllabus which has been adopted as the official framework for this subject in East Sussex schools.

In addition school assemblies are held which are varied in form and content. Parents who wish their children to be withdrawn from any form of religious education or worship can make arrangements for this with the Headteacher.

Spiritual, Moral, Social and Cultural



There are many ways in which we seek to educate the children in these very important areas of life. There is a full programme of personal and social education. The personal example of the staff is a very significant factor and we strive at all times to exhibit those personal qualities we would wish to see the children develop.

Assembly is a particularly important time to explore themes and ideas that help with these areas of development. We are particularly careful to use books and other resources that are appropriate and in keeping with our overall aims.



We have established links with schools in Jamaica (year 3), India (year 4), Egypt (year 5), and Spain (year 6) partly to enhance the learning in projects based on these countries but also to try and develop the children's understanding of the world and their place in it.

The children are encouraged to participate in local events and we raise money for various charities. In these, and many other less obvious ways, we try to see that these areas of a child's development are given the priority they deserve.

Sex and Relationships Education

This particular area of study forms part of the Personal, Social and Health Education programme for the school. With children, questions and opportunities for discussion often arise as part of normal school work and these are dealt with in a manner appropriate to the age and understanding of the child. Pupils in Years 4 and 6 are introduced to Sex Education through an understanding of how their bodies function and change with maturity. Aspects of reproduction are included and supported by video programmes and worksheets. Comments and discussion are encouraged and it is hoped that the subject will be further expanded at home. Related social and emotional development is an important element. Before these topics commence, parents are offered an opportunity to view teaching materials with an explanation of how they are to be used.

Parents are reminded that they can withdraw their children from any part of the sex and relationships education programme, except that which is set out in the National Curriculum Guidelines.

Special Needs

All the staff are committed to the principle of providing for children with special needs, whether they are physical, educational, emotional or behavioural. Our aim is to identify these needs as

early as possible and to make suitable provision within the resources available to the school. The class teacher will plan work according to each child's aptitude and ability with extra support given to those children who need it, either in the classroom or by withdrawal from the class for individual or group work.

One teacher (Ms Knights) is trained as a Special Needs Co-ordinator and she is assisted by four teachers, who take the English groups. These members of staff work closely with the parents, class teachers, support staff and other professionals to develop and monitor individual programmes of work for those children identified as in need.

The school also has a Disability Equality Policy to help ensure equality of opportunity for all.

Special Curricular Arrangements



The opportunity is available for children to learn violin, guitar, cello, drums, brass, harmonica, flute, clarinet and keyboard from a variety of specialist instrumental teachers. These lessons take place during the school day and there is a charge.

In all year groups we operate a limited form of setting for maths and organise special literacy groups. We make special provision for exceptionally able children, which includes sessions in lesson time as well as after school, and we also run special sessions for children vulnerable to underachievement in our 'Oasis' room.

F. Homework

For full details of what is expected of children while they are at Ocklynge School, parents should consult the school's Homework Policy. However, to summarise, all children are expected to do small amounts of reading, spelling or number tasks each day, totalling about 20 minutes. In addition, children will be set one weekly task of approximately 30 minutes. Occasionally, if a child does not complete a reasonable amount of work they may be requested to 'catch up' at home.

G. Extra-curricular Activities

The school provides extra-curricular activities depending on the age of the children, particular interests of staff and the season of the year. The activities take place in the lunch hour or after normal school time. They include Sport (Tennis, Table Tennis, Football, Rugby, Netball, Badminton, Basketball, Hockey, Swimming, Rounders and Cricket), Chess, Drama, Dance, Cycling Training, JAM (Jesus and Me) JAFFA (Jesus a Friend for Always), Painting, Sewing, Cooking, Marimba Magic, Choirs and Orchestra. Some of these clubs are run by outside providers.



In addition we organise a breakfast club (7.15 – 8.40 a.m.), school holidays and on INSET days and after school child care until 6 p.m.

H. Pastoral Care

Each teacher goes to great lengths to provide for the needs of all the children in their class. This provision extends to a concern over their pastoral needs, as well as curricular ones. The Head also carries a general responsibility in this area. Every effort will be made to educate and care for the whole child. Good communication between home and school and vice-versa will help us to fulfil this responsibility. Please keep us informed of anything that is likely to affect your child in school.

I. Home/School Partnership

We place great importance on easy communications between home and school as we both share responsibility for the children in our care. Parents are very welcome to arrange to come into school to discuss any matters of concern about their children. We also will contact parents if we are concerned about a child's progress or behaviour. We hold information and open evenings during the year so that parents can come into school to meet the teachers and discuss work and progress.

Newsletters are sent home at regular intervals to keep parents fully informed about school events and these are also put on the school web site. There is a P.T.F.A. which organises an extensive programme of social and fund-raising events during the year and the money raised helps to provide many useful items of equipment for the school. Parents' help in school is also very much welcomed, e.g. reading, cookery, class outings and visits, sports matches, etc. Not everybody can commit themselves on a regular basis, but even occasional help is very useful. Please note that all regular volunteers will have to be CRB checked before they can work in school.

J. School Uniform



All pupils are expected to wear the school uniform, which is, black trousers or black knee length skirt, with black socks or tights, a white polo shirt and a school sweatshirt or cardigan.

P.E uniform consists of school t-shirt and shorts, trainers and in winter a warm tracksuit.

Children will need a swimming kit (one piece for girls and trunks, not shorts for boys), swim hat, goggles and verruca socks

K. National Curriculum Test Results (SATs)

The National Curriculum programme of work is arranged into different levels and teachers monitor pupils' progress and keep track of the level at which each child is working. They do this using their day to day marking of work, by watching and questioning pupils in the classroom and by half-termly tests. From time to time the teachers attend meetings to talk about their pupils' work so that they can be sure their standards are in line with those in other classes and schools. The whole process is called teacher assessment. In addition to teacher assessment, the 11 year olds take national tests in reading, spelling, punctuation and grammar, and mathematics. The tests do not cover all parts of these subjects and the results are based on a child's performance on a particular day in the year.

Last year was the final year of Key Stage 2 (year 6) SATs. Most 11yr olds (end of year 6) will have reached level 3, 4 or 5 with the expected level being level 4.

The table below shows the results for 11 year olds at Ocklynge in 2015 and the national results for all 11 year olds in 2015. The Government's intention is that you should be able to compare our children's performance with all children of that age in England.

TEST RESULTS: Percentage at each level

		Level 4 +	Level 5
Reading	School	89	48
Reading	National	90	49
Writing	School	89	36
Writing	National	86	33
Maths	School	88	39
Maths	National	89	42

Percentages may not add up to 100, due to rounding.

L. School Discipline and Rules

The children's own class teacher is responsible for the general welfare, development and progress of the pupils during the school day and applies the school's assertive discipline policy. If problems persist following warnings, children will miss playtimes, spend time in a different class, and face the possibility of temporary or permanent exclusion. The parents will always be contacted when a child's behaviour is a cause for concern.

We have very few rules and those we have are born of common sense:

1. Please, no jewellery in school, except for wristwatches or stud earrings.
2. Sweets are not permitted for dental and health reasons.
3. No child is allowed to leave school during the day unless special arrangements have been made with the Head or Deputy.

M. The School Day

There is a Breakfast Club that operates in the school pavilion from 7.15 – 8.40 a.m. (Tel: 07917107379 for details)

The doors open from 8.40 a.m. onwards and children may be left in our care from this time.

Registration starts at 8.50 a.m. School ends at 3.20 p.m. with the children being dismissed from the classroom. There is an after school child care club that operates in the school pavilion from 3.20 – 6.00 p.m. (Tel: 07977017152 for details)

Lower School (Years 3 and 4)

Session 1	8.50 – 10.00
Playtime	10.00 – 10.20
Session 2	10.20 – 12.20
Lunchtime	12.20 – 1.20
Session 3	1.20 – 3.20

Upper School (Years 5 and 6)

Session 1	8.50 – 11.00
Playtime	11.00 – 11.20
Session 2	11.20 – 12.40
Lunchtime	12.40 – 1.40
Session 3	1.40 – 3.20

At the beginning of the morning and afternoon there is a short registration time.

At various times there are assemblies lasting approximately 20 minutes.

The arrival and collection of many children by car causes considerable congestion around the school. To avoid inconvenience to neighbours and to help traffic flow, please park as carefully as possible and move off as soon as you are able. We encourage as many children as possible to walk, cycle or scoot to school. There are covered 'bike sheds' for those children who cycle or scoot to and from school.

N. Attendance

We are required to keep very detailed records of children's attendance, to record these on each child's annual report, and to inform you of the following statistics for the academic year 2013/14.

Number of children on roll throughout the year:	850
Percentage of authorised absence:	2.9
Percentage of unauthorised absence:	0.7

Authorised absence includes sickness, medical appointments, attendance at music exams, etc. Unauthorised absence includes truancy and parentally condoned absence (e.g. long weekends away). Lateness is also recorded.

It is very important that children arrive at school on time as lateness causes disruption to the rest of the class, as well as being embarrassing for the children concerned. We would also urge you to refrain from arranging holidays, days out, etc. during term time if at all possible, as our experience is that this causes a significant disruption to the child's education. Absence due to holidays in term-time is normally unauthorised.

O. Transfer to Secondary School

Most children transfer to Ratton, Cavendish or Gildredge House but a few transfer to other schools.

P. Complaints Procedure (Relating to the Curriculum and Religious Worship)

As there are now elements of a child's education specified by law, there has been established a complaints procedure for parents who may wish to challenge what is being provided for their child in school. The procedure includes the possibility of a formal complaint to the Governing Body, the Local Education Authority, and ultimately the Secretary of State. It is hoped that most complaints will be able to be dealt with on an informal basis in discussion with the Head and other staff of the school. A full copy of the complaints procedure is available from the Headteacher if required.

Q. Charging Policy

The Governing Body has adopted without amendment the East Sussex County Council Policy which was drawn up in accordance with the requirements of Section 110 of the Education Reform Act 1988, and is summarised below.

Charges are made to cover the cost of each of the following:-

- a) Individual music tuition which takes place in or out of school hours.
- b) Activities which take place outside school hours.
- c) Board and lodgings on all types of residential courses.

Where pupils are in receipt of Free School Meals it is sometimes possible for these charges to be waived. Voluntary contributions will be asked for in respect of any special events or activities which are planned to enrich the normal curriculum planned for the children.

R. DATES OF TERMS (SCHOOL YEAR 2016/2017)

Please note that because we have moved to a six term year there will be no 'half terms' as such. The old half term holidays will now be referred to as Autumn Holiday, Winter Holiday, and Spring Holiday. The dates are as follows:-

Term 1	Tuesday 6 th September 2016 – Friday 21 st October 2016 inclusive
Autumn holiday	Monday 24 th October 2016 – Friday 28 th October 2016 inclusive
Term 2	Monday 31 st October 2016 – Wednesday 21 st December 2016 inclusive
Christmas holiday	Thursday 22 nd December 2016 – Friday 30 th December 2016 inclusive
Term 3	Tuesday 3 rd January 2017 – Friday 10 th February 2017 inclusive
Winter holiday	Monday 13 th February 2017 – Friday 17 th February 2017 inclusive
Term 4	Monday 20 th February 2017 – Friday 31 st March 2017 inclusive
Easter holiday	Monday 3 rd April 2017 – Thursday 13 th April 2017 inclusive
Term 5	Tuesday 18 th April 2017 – Friday 26 th May 2017 inclusive
Spring holiday	Monday 29 th May 2017 – Friday 2 nd June 2017 inclusive
Term 6	Monday 5 th June 2017 – Friday 21 st July 2017 inclusive

S. OFSTED REPORT (May 2012)

The full report is available on request or on the school website and includes the following:

- “This is a good school where pupils achieve well because teaching is predominantly good.”
- “Pupils make good progress overall because they are taught well and the school uses its well developed assessment procedures very effectively to identify and support those pupils who are at risk of underachieving.”
- “Disabled pupils and those with special educational needs achieve well because of the effective support they receive from teachers and teaching assistants.”
- “Pupils behave well in lessons and around the school, and their positive attitudes contribute well to their learning.”
- “The school promotes pupils’ spiritual, moral, social and cultural development extremely successfully.”