



South Downs Learning Trust



Ocklynge Junior
School Prospectus

“The school’s new curriculum is imaginative and interesting and is inspiring better attitudes to learning.”

“The school makes a strong contribution to most pupils’ well-being and their personal, spiritual, moral, social and cultural development.”

OFSTED October
2016

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Ocklynge Staff

The full staff list can be seen on our school website. www.ocklynge.co.uk

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 800 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 benefits from having a large multi-purpose hall with a stage, a second carpeted theatre 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. We also enjoy the benefits of a swimming pool, a floodlit multi-use games area, a refurbished and fully equipped computer room, Forest School, Buttercup Barn with chickens, guinea-pigs and tortoises and a 'pavilion' where there is an extra classroom and spaces used for our before and after school clubs, individual music lessons and sports changing.



In December 2017, Ocklynge became part of multi-academy trust with Ratton School. The subsequent work of The South Downs Learning Trust has been of mutual benefit to both schools with shared resources and systems supporting the learning of all our pupils.

OCKLYNGE SCHOOL VALUES

We are Responsible –

We work hard, are helpful, reliable, look after property and co-operate with others.

We are Respectful –

We are polite, well mannered, considerate, gentle and understanding of others.

We are Reflective –

We are patient, honest, kind, good listeners, forgiving and admit when we have made a mistake.

We are Resilient –

We do not give up, we try to sort our problems calmly and give things a go.



School Aims

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

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

School Organisation

The children are organised into six mixed ability classes in each year group with up to 35 pupils in each class. These classes are carefully put together when children join Ocklynge in Year 3 from the feeder infant schools. Sometimes we reorganise these classes at the end of year 4 if we feel it necessary.

The class teacher will plan the work for all the children in the class and is supported by a Learning Support Assistant, who works alongside the teacher providing extra support for individuals or small groups. Each year group is led by a Head of Year (Assistant Head teacher) who co-ordinates the work of the whole year group, monitoring standards, the quality of teaching and learning, assessment, behaviour and pastoral care. After the class teacher these heads of year can provide useful advice or guidance should you have any queries about your child's progress or behaviour.



Curriculum

Our core values of being respectful, resilient, reflective and responsible, underpin the way we work together.

What we teach is driven by the outcomes we desire for our children;

- They care about the world they know and experience and are curious to learn about the rest of the world.
- They engage with and enjoy creative self-expression .
- They are confident to ask questions and to search for answers themselves.
- They discover their individual skills and talents
- They Seek challenges
- They develop a resilient and positive attitude
- They have high aspirations for their future.

Our curriculum is planned around a series of Creative Themes (Learning Adventures) that maximize cross-curricular links whilst ensuring rigour, breadth, balance and a clear development in the building of knowledge and the learning of key skills. Underpinning everything we do in school, is a relentless focus on the acquisition of basic skills, for without the ability to read and write and apply basic mathematical concepts to problems, children will be unable to access other forms of learning. We aim to provide our children with a rich, relevant and high- quality learning experience.

We recognise that all elements of the curriculum do not fit into this structure so some elements are taught as stand-alone subjects.

For PSHE and British Values We use the Jigsaw scheme, which is used by our two major feeder schools, so providing continuity. The themes within the scheme are visited every year so that pupils, over time, deepen their understanding and knowledge of each strand.

We follow the locally agreed RE syllabus, which enables our pupils to learn about the six major faiths and to learn from these religions. Children are given time to reflect on their learning and to think about how values of different faiths affect them or apply to their lives. We aim to promote the moral, spiritual and cultural wellbeing of our pupils by placing an emphasis on religious literacy and concepts so that they are able to function with tolerance and understanding in our multi faith society.

We plan our lessons with clear skills-based, learning objectives. These are developed from our curriculum overviews, assessment criteria and formative assessment. Long term planning shows that the National Curriculum skills are covered and taught progressively across KS2. Medium term planning crafts the learning across a range of linked subjects. This maximizes learning opportunities by teaching skills from multiple subject areas in one context. Topics start with engaging learning that, through skill development, leads to high quality outcomes. Short term planning is written and adapted, based on the needs of the pupils and collated assessment information. These are flexible plans, bespoke to the pupils in the class.

Subject Teaching

Mathematics is mainly taught in discrete lessons using a progressive curriculum, which develops opportunities for fluency, problem solving and reasoning. It develops concepts in the concrete and pictorial form through to abstract and is supported through the regular use of practical equipment. Where possible, we aim to link mathematics to other areas of the curriculum. We also develop pupils' mental mathematics skills through engaging starters and regular recall practice.

English At Ocklynge we provide an English curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.

INTENT AND IMPLEMENTATION OF READING

Reading is the curriculum enabler.

At Ocklynge we have the ethos that 'We are a reading school'. We explicitly teach the reading skills children need through whole class lessons, based around the VIPERS acronym (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise). Adopting the VIPERS approach and explicitly teaching the key reading skills based on readers' metacognition, means that children have a good understanding of how writers make choices to have a specific affect on the reader.

Using a variety of rich and demanding texts, ranging from picture books to the 'classics' and Shakespeare, children are immersed in rigorous text extract analysis which enables them not only to decode successfully, but also to enjoy reading and understand the skills of a writer.

We build on the children's cultural capital and foster a love of reading:

- whole school events like World Book Day, National Poetry Day, Summer reading challenge
- participation in school, local and National Children's Book awards
- Children running the school book fairs
- reading buddies with paired classes

- every class enjoying our school library once a week.

We also ensure children are read aloud to by having a rich, class text linked to their Learning Adventure which is read purely for pleasure. We encourage the use of audio books for this, so that children can also see teachers engaging with and enjoying books.

We continuously promote the value of reading – and for some year groups it is a choice for the children's reward time - so that children become critical readers, selecting quality texts that challenge and enrich their learning, while at the same time, developing their key skills.

Dysfluency is addressed through our comprehensive RWI programme and our reading buddy system which enables them to make rapid progression and catch up with their peers as quickly as possible.

Assessment is used well through the 'Rising Stars' termly tests which provide gap analysis for any necessary catch up and extension.

INTENT AND IMPLEMENTATION OF WRITING

At Ocklynge, we teach the National Curriculum and each year group has a detailed long term planning grid that scaffolds all the relevant requirements, showing the clear progression of skills, referencing previous year groups and showing how this learning will be built on in the next year group.

We:

- Present subject matter clearly by following the extended writing sequence of:
- WAGOLL(what a good one looks like)- specific Spelling, Punctuation and Grammar – model/shared write (I do, we do, you do)
- Check learners' understanding systematically and provide clear, direct feedback by:
- Assessment for Learning techniques, marking and feedback
- Identifying and addressing gaps in prior learning, using interventions as necessary.
- Respond and adapt teaching as necessary, without unnecessarily elaborate or differentiated approaches by:
- High expectations, reviewing and revisiting, interventions,

Over the whole Key Stage, teaching is designed to help learners remember in the long term by:

Spaced retrieval, continued practice, transferring learning from short-long term memory

Making classrooms an environment which allows the learners to focus on learning by:

Having high expectations for conduct (our values), classroom layout, purposeful working walls, hard work valued, practice as key, knowledge as power.

We are also developing as a 'reading in to writing' school, offering opportunities for children to embrace high quality rich texts through various learning adventures. We also use opportunities for curriculum enrichment by taking advantage of real writing opportunities following trips, visitors and focus days (such as National Poetry Day) and also spontaneous activities such as when a helicopter landed safely on the field!

Our specialist teaching offers pupils' high-quality teaching across all areas of the curriculum. Our creative curriculum includes discrete teaching in the areas of Physical Education, Spanish, Forest School and Music.

Wherever possible the following subjects are taught through the Learning Adventure approach.

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

The Computing curriculum is mainly focused on simple coding. It also involves 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 computer room. Each class has access to computers linked to the school network and there are interactive whiteboards in all classrooms. There are also a number of other devices available to support work in all lessons.

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 and Vikings', 'The Romans', 'The Pre-historic age', 'The Tudors', 'Ancient Egypt', 'Victorian England', 'Ancient Greece' and World War II. Teaching is enhanced 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 visitors and speakers coming into school and visits to local places of interest.

Spanish

All children have short Spanish lessons each week, taught by a specialist teacher. 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.



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 the opportunity for all children to learn the harmonica, ukulele amongst other instruments. Listening skills are extended by use of live and recorded music. Our pupils perform in school and in various musical festivals throughout the year. A specialist teacher who also runs the school choirs and orchestra, as well as various music groups, takes all music lessons.



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 arrange 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. Our PSHE lessons are run based on the Jigsaw scheme of work.

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.

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



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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. From Year 3 pupils are introduced to Sex and Relationships 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.



Rainbow Groups

The idea has been developed from a book called 'Creating Learning without limits' written in part by a Dame Alison Peacock, the Headteacher of a 1 form entry primary school in Hertfordshire. All children and staff have been allocated a colour group. They will remain

in this group for the whole time they are at Ocklynge.

The system is radically different from a traditional school council structure but is, in effect, a pupil council in which all children and adults are listened to and their opinions valued and acted upon. The listening culture across the school can then start to evolve.

Rainbow Rewards

At Ocklynge we believe that children should be rewarded for individual, group and team achievements at every opportunity throughout their day and be the best they can be in every aspect of their school life. All members of staff will reward children with dojos for upholding our 4 school values of; Respect, Resilience, Responsibility, Reflection.

Dojos can also be awarded for a variety of other reasons related to academic, emotional and social development.

At the end of the week the class Dojos will be represented by a coloured counter which relates to their Rainbow Group and displayed in the duty area, outside the Theatre in Perspex containers.

We will be extending the use of dojos from September to include individual certificates, class rewards and to unite the whole school in rewards through the use of rainbow group colours.



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.

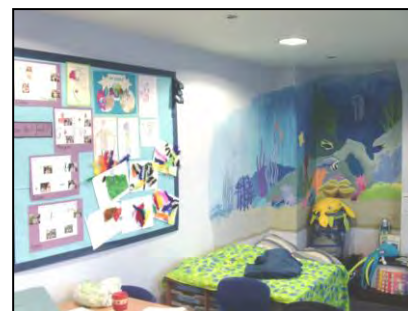
We have a SENCO who is supported by an Assistant SENCO and other external support agencies. These members of staff work closely with the parents, class teachers, support staff and other professionals to develop and monitor individual programmes of work for those children identified as in need.

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, flute, clarinet and keyboard from a variety of specialist instrumental teachers. These lessons take place during the school day and there is a charge.

We make special provision for exceptionally able children through well-differentiated lessons. This also includes sessions after school. We also run special sessions for children vulnerable to underachievement in our 'Oasis' room.



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.

Extra-curricular Activities

The school provides a broad range of extra-curricular activities. The majority of these activities take place after school. They include Sport (Tennis, Table Tennis, Football, Rugby, Netball, Basketball, Hockey, Swimming, Cross Country, Archery, Tri Golf, Rounders and Cricket at various times), Chess, Drama, Dance, Cycling Training, JAM (Jesus and Me), Arts and Crafts, Marimba Magic, Choirs and Orchestra. Some of these clubs are run by outside providers.

In addition, we have wrap around care, with breakfast club from 7.15 and after school child care until 6 p.m. This takes place in the Pavilion.

Pastoral Care

Each teacher goes to great lengths to provide for the needs of all the children in their class and we all recognise the importance of pastoral care. 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. We have on site Designated Safe Guard Lead (DSL) and Parental Support Lead (PSL) in school to provide further support if required.

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 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 DBS checked before they can work in school.

School Uniform

All pupils are expected to wear the school uniform. This consists of:

- black trousers/shorts
- black knee length skirt or black pinafore dress
- black, white or grey socks
- black, white, grey or red tights
- a white polo shirt
- school sweatshirt or cardigan
- Sensible black shoes



P.E uniform consists of school t-shirt and shorts, trainers and in winter a warm black or red tracksuit. Children will need a swimming kit (one piece for girls and trunks, not shorts for boys), swim hat, goggles and verruca socks. Our school uniform is available to purchase online.

National Curriculum Test Results (SATs)

The National Curriculum programme of work is monitored by teachers in terms of pupil's attainment and progress. This is done by keeping track of the learning of each child in each subject. They do this using their day to day checking of work and feedback, by watching and questioning pupils in the classroom in every lesson. Each term 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. This process is called teacher assessment. In addition to teacher assessment, the year 6 children 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.

Most children will be working at the expected standard by the end of year 6. The table below shows the results for year 6 at Ocklynge in 2018 and the national results for all year 6. 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

We are unable to show results for 2019-2020 as no SATS were taken because the school was closed due to Covid 19.

2018-2019			
% reaching the expected standard			
	Ocklynge	East Sussex	National
Reading	77%	72%	73%
Spelling Punctuation and Grammar	81%	72%	78%
Writing	78%	79%	78%
Maths	79%	75%	79%
R+W+M combined	64%	62%	65%

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 behaviour 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. Only healthy snacks and packed lunches are 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.

The School Day

The school gates are opened at 8.30am onwards and children drift in to the school building from 8:40 – 8:50 am, 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 school building. Parents or an adult nominated in writing must collect their child directly from the class teacher. Only year 5 or 6 children will be allowed to walk home alone and only with written permission from their parents.

There is an after school child care club that operates in the school pavilion from 3.20 – 6.00 p.m. Details are available from the school office

Lower School (Years 3 and 4)

Session 1	8.50 – 10.30
Playtime	10.30 – 10.50
Session 2	10.50 – 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.

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 2018-19

PLEASE NOTE THAT WE HAVE NOT INCLUDED THE DATA FOR 2019-20, AS COVID LOCKDOWN MEANT THAT WE WERE UNABLE TO GATHER DATA FOR THE WHOLE YEAR.

Number of children on roll throughout the year:

Percentage of authorised absence: 3.55%

Percentage of unauthorised absence: 0.9%

Authorised absence includes sickness, medical appointments, attendance at music exams, etc. Unauthorised absence includes holidays taken in term time, 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 possible, as our experience is that this causes a significant loss of learning. Absence due to holidays in term-time is always unauthorised.

We have put into place a number of reward-based incentives to encourage good attendance at school. We also give rewards to pupils whose attendance has significantly improved.

These rewards include termly certificates for pupils with high attendance, class trophies and the chance for pupils with high attendance to win a prize each term of book tokens/cinema tickets. At the end of the year, all children with high attendance will be entered into a draw to win an ipad or a cash prize.

Transfer to Secondary School

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

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.

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.

When school trips are organised we will request a voluntary contribution towards the cost of the trip. However, if insufficient contributions are made, trips could be cancelled. Where pupils are in receipt of pupil premium it is sometimes possible for these charges to be waived. Any contribution will only be asked for in respect of any special events or activities which are planned to enrich the normal curriculum planned for the children.

Dates of the school year 2020/21.

Full term dates and inset training arrangements have been published on our website we will always endeavour to liaise with our feeder schools and secondary colleagues when setting these.

Ofsted report.

Our last Ofsted was in October 2016 and this report is available on the Ofsted website. The Headteacher and other senior leaders will always be happy to share the current priorities for school improvement with parents



South Downs Learning Trust



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