

Welcome to Thorney Island Community Primary School



School Prospectus 2026 - 2027



To excite, challenge and support all learners to progress, make a positive contribution and achieve their potential

Perseverance



Community



Respect



Success



WEST SUSSEX COUNTY COUNCIL

Information relating to THORNEY ISLAND COMMUNITY PRIMARY SCHOOL published for the academic year 2026/2027.

GENERAL INFORMATION

Name: Thorney Island Community Primary School

Address: Thorney Island
Emsworth
Hampshire
PO10 8DJ

Telephone: 01243 371317

Website: thorneyislandcps.org.uk

E-mail: office@ticps.co.uk

Headteacher: Mr Dean Clegg

Chair of
Governors: Mr Peter Lovell

No. on roll: 181 in January 2026

Age Range: 4 to 11 years

Thorney Island School is maintained by West Sussex Local Education Authority whose address is:

Education Department
County Hall
Chichester
West Sussex
PO19 1RF

Telephone: 0333 0142 903

THORNEY ISLAND COMMUNITY PRIMARY SCHOOL

Dear Parents & Carers

Welcome to Thorney Island School. We hope this Prospectus will help to introduce the school to you and answer some of the questions that you may have.

We trust that all who attend our school will find it challenging, exciting and a happy place, where they will feel secure and confident. All who come to our school are expected to work hard, to show respect for others and their environment and to actively promote and support our school values. Through the tasks they do in their day to day work the children will be able to gain an understanding of their own world and the importance of their place in it. Our aim is to excite, challenge and support all learners to progress, make a positive contribution and achieve their potential.

We realise that in order to achieve success it is vital to work in partnership with you. Because of this we make parents welcome and are keen for you to be involved in the many aspects of school life.

A Prospectus can only provide you with an outline of what the school believes in, what it does and how it works. We would be happy, therefore, to show you around when the occasion arises, in order for you to gain a better idea of how the school operates.

Yours sincerely

Dean Clegg

Dean Clegg
Headteacher

Yours sincerely

Peter Lovell

Peter Lovell
Chair of Governors

Thorney Island Community Primary School is committed to safeguarding children and promoting their welfare and expects all staff and volunteers to share this commitment.

MEMBERS OF STAFF

Mr D Clegg	-	Headteacher
Mrs J Jones	-	Assistant Headteacher/SENCo
Mr D Vokes	-	Assistant Headteacher/Class Teacher
Miss R Goss	-	Class Teacher
Mrs J Young	-	Class Teacher
Miss J Hubery	-	Class Teacher
Mrs C Blamire	-	Class Teacher
Miss Z Noyce	-	Class Teacher
Mr T Stamp	-	Class Teacher
Mrs L Day	-	Class Teacher/PPA Teacher
Mrs K Edwards	-	Class Teacher/Teaching Assistant
Mrs J Morton	-	PPA Teacher/Teaching Assistant
Mrs B Clegg	-	Drawing & Talking Practitioner/Teacher
Mrs K Phelps	-	Teaching Assistant/HLTA
Mrs S Sawyer	-	Teaching Assistant/Lunchtime Supervisor
Miss L Butler-Waite	-	Teaching Assistant/Lunchtime Supervisor
Mrs L Moss	-	Teaching Assistant/Lunchtime Supervisor
Mrs R Bent	-	Teaching Assistant/Lunchtime Supervisor
Mrs A Keveren	-	Teaching Assistant/Lunchtime Supervisor
Mrs J Mercer	-	1:1 Support/Lunchtime Supervisor
Mrs S Unsworth	-	1:1 Support
Mrs E Richardson	-	1:1 Support/ Lunchtime Supervisor
Mrs A Lawes	-	1:1 Support/Lunchtime Supervisor
Mrs J Burnand	-	1:1 Support/Lunchtime Supervisor
Mrs M Hardiman	-	Teaching Assistant
Mrs M Guskova	-	1:1 Support
Mrs J Wright	-	1:1 Support/Lunchtime Supervisor/Cleaner
Mrs A Askew	-	Lunchtime Supervisor/ Cleaner
Mrs A Young	-	Cleaner
Mr G Clarke	-	Caretaker
Mrs S McCrossan	-	School Business Manager/Clerk to Governors
Mrs C Jennings	-	School Secretary
Mr D Wells	-	IT Technician (Contractor)

SCHOOL GOVERNORS

Mr P Lovell	- Co-opted Governor (Chair)
Mr C Hallam	- LA Governor (Vice Chair)
Mr C Bulmer	- Co-opted Governor
Mr D Clegg	- Staff Governor
Miss R Goss	- Staff Governor
Mr R Jennings	- Parent Governor
Mr J Drysdale	- Parent Governor
Mr C Pollitt	- Parent Governor
Mr A Poole	- Parent Governor
Mrs T Bangert	- Co-opted Governor
Mr J Johnston	- Co-opted Governor
Mrs A Ward	- Co-opted Governor



AIM

We believe that our school should be a challenging, stimulating and happy place in which learning is the core purpose. We want everyone in school to feel safe, secure and confident, with a positive self-image and know that their individuality will be fostered.

Through the tasks children do in their day to day work they will be able to gain further understanding of their own world and the significance of their place in it. They will develop skills, knowledge and attitudes which will provide them with a foundation for future learning and life. They will have the opportunity to achieve success whilst seeking to fulfill their potential as independent learners.

Adults, too, will have the chance to further their own knowledge and understanding of the work they do in order to support the core purpose of the school.

Everyone will be expected to work hard and to show consideration for others and the school environment. Great value is placed upon the partnership between home and school and every effort will be made to promote an understanding of the responsibilities shared by parents and professionals. We wish everyone associated with the school to feel welcome and appreciated.

Our fundamental aim is to provide the best possible education for all the children.

The school was last inspected by the Office for Standards in Education [OFSTED] in June 2023. We were extremely pleased that the inspectors acknowledged that:

Pupils are proud to attend this inclusive and harmonious school.

Pupils value learning and are eager to achieve well, knowing their teachers have high expectations of them.

Pupils love their school and enjoy learning new things alongside their friends. They work hard and take pride in their achievements, including those beyond the school gates.

Pupils live out the school's values because they are woven into every aspect of school life and they are taught the life skills they need to succeed in modern Britain.

There is a calm and purposeful atmosphere across the school. Leaders set high standards for behaviour. They teach pupils to be caring, thoughtful and kind.

Pupils know whom to approach if they are ever worried or need support.

ORGANISATION

For the academic year 2026/2027 the school will have seven classes for children aged from 4 to 11 years old. It is expected that the classes will be organised as follows: Owl Class for Year R, Osprey Class for Year 1, Falcon Class for Year 2, Kestrel Class for Year 3, Merlin Class for Year 4, Hawk Class for Year 5 and Eagle Class for Year 6. Occasionally, to maintain classes of equal size and to accommodate all those that wish to attend our school, we have to have some mixed year group classes.

Along with nine class bases, the building includes a Hall that is used as a dining room, for assemblies, P.E. and drama, as well as a Library and Food Technology area. In addition, there are sufficient cloakrooms and toilet facilities and administrative accommodation. The school grounds are constantly being developed with several hard-surfaced play areas, an adventure playground, a climbing wall, a quiet garden, an all-weather 'Daily Mile' track and a large field which is used for a variety of sporting and recreational activities throughout the year, as well as for part of the school's environmental studies programme.

PARENTAL INVOLVEMENT

We realise that in order to achieve success it is vital that we work in partnership with you, the parents. This may mean that while you are associated with the school we may ask you to help with reading at home, invite you into school to help make something or request your attendance at a meeting about new projects. This will happen because we want to involve you in providing the best possible education for your child.

Play and Share



Parents are involved in the work of the school community in various ways. Parents who are available are welcome to help in classes, perhaps with art/craft activities, or in hearing children read, or maybe accompanying the teacher in taking groups of children on a local visit.

Parents interested in coming into school to help are invited to chat with their child's class teacher. Parents are also encouraged to come to the school on an informal basis whenever they have any difficulties or concerns.

We do our best to keep parents informed about general school matters through our regular newsletters, information evenings and MCaS (My Child at School).



We have an active school community who support the school in organising a range of events over the school year.

SCHOOL UNIFORM (including PE KIT)

We believe a school uniform encourages a sense of identity and pride and that it is also an inducement to good behaviour. For these reasons it is expected that all parents support the tradition that all children wear the prescribed school uniform which is:

Grey or black trousers, shorts, skirt or pinafore dress

White polo shirt, white school shirt or white blouse, which can be long or short sleeved.

Red sweatshirt or cardigan embroidered with the school logo (available to purchase from the school office)

White/grey/black socks or plain red/grey/black tights

A sensible pair of black school shoes or plain black trainers are required for all pupils. Ankle length boots can be worn to school in the winter months.

Optional Items

Red and white check dress

Black or white sandals in warm weather

For PE, a white T-shirt in addition to their school shirt or blouse and black shorts are needed. Tracksuits may be worn in cold weather for outdoor games; these should be plain black, navy blue or grey. All children need correct footwear for P.E. therefore plimsolls or trainers are required.

Please ensure that P.E. Kits are in school each day to minimise disruption to lessons and to avoid children becoming upset.

ALL ITEMS OF UNIFORM AND P.E. KIT MUST BE NAMED

JEWELLERY and MAKE UP

Children are allowed to wear a watch and one pair of small, stud earrings. For health and safety reasons no other jewellery is allowed in school. If children wear rings or necklaces they will be asked to remove them, they will then be placed in an envelope and sent home. Stud earrings will need to be taped for P.E. lessons. Make up, including nail varnish should not be worn or brought into school.

BEHAVIOUR

The general behaviour of pupils is a matter of great importance in the running of the school and to the well-being of our community. Qualities of honesty, respect, kindness and fair dealing are constantly encouraged whilst politeness and thought for others are regarded as the basis of relationships between pupils, staff and visitors. Children are expected to be responsive to discipline and to observe school expectations and parents are consulted at an early stage when a pupil's behaviour causes concern.

The following thoughts and expectations were drawn up in consultation with the children. These apply just as much to the adults in the school as to the children.

- a) We believe that behaviour in our school should be based upon care, consideration and thought for other people.
- b) We believe we should always try to do our best to behave in ways which will not cause harm or nuisance to anyone else and be of benefit to everyone, including ourselves.

EXPECTATIONS OF BEHAVIOUR

- To create a culture of exceptionally good behaviour: Ready for Learning and Ready for Life.
- To ensure all children are treated fairly, shown respect and to promote good relationships.
- To promote self-respect and respect for others.
- To use "affective language" which encourages the learner to engage positively and understand the impact of their behaviour. (i.e. To explain how their behaviour impacts on the feelings of others.)
- To help children take control over their behaviour and be responsible for the consequences of it so that they develop self-regulation.
- To build a community which values kindness, care, good relationships and empathy for others.
- To ensure children understand that sanctions will be taken if our expectations are not met.
- To celebrate good behaviour.

PERSONAL PROPERTY (including prohibited items)

Toy guns, knives or any other form of weaponry are not permitted in school. A large variety of play equipment is provided by the school to make playtimes as enjoyable as possible so there is no need to bring equipment such as footballs from home. Sweets including chewing gum are not allowed. **Whilst it would take up too much space to list every item of personal property that is or isn't allowed, we do rely on parents to exercise their own good sense over personal property brought to school. In exceptional circumstances when high value items are brought into school e.g. mobile phones they should be handed in to the school office for safe keeping.**

Any personal property brought into school is brought at the owner's risk, and though we shall do our best to minimise loss, damage or breakage we cannot be held responsible for such occurrences.

LOST PROPERTY

To avoid many of the problems associated with lost property we ask that all items of clothing including PE Kit are named. Inevitably, items are mislaid and any property found in school and not named is retained until the end of term and then disposed of if unclaimed. Please enquire at the School Office if your child has lost any property.

ABSENCES

If your child is away from school for any reason, you should telephone the school, before 9.15am, on their first day of absence. Other than sickness, medical/dental appointments, absence from school will only be authorised for Pre & Post Operational Tour Leave (max 5 days) and when visiting a new school (1 day). Leave may also be granted in exceptional circumstances but this is at the discretion of the Headteacher. The school may involve Pupil Entitlement for any child whose attendance falls below 90% and a Fixed Penalty Notice may be issued when a child has a minimum of 10 school sessions recorded as unauthorised in any 10 week school period (a school day is divided into 2 sessions, am and pm).

MEDICINES

Administering medicine to children is an extremely complex issue. Staff at the school will administer medication both prescribed and non-prescribed in line with the school's Administering Medicines Policy, which is available to view on the school website. In brief, if your child requires medicine during the school day, please bring it to the office where it will be kept in a locked cabinet/fridge. You will be asked to complete a Consent Form giving details of the dosage and when the medicine is to be taken/administered. Only medicine in its original packaging, complete with the Patient Information Leaflet and requiring administration 4 or more times a day will be accepted.

LUNCHTIMES

Hot lunches are available at Thorney Island School and all children in Years R - 2 are entitled to receive this free of charge whilst a small charge is levied for children in other year groups; children are still welcome to bring a packed lunch if they prefer. Fizzy drinks should not be brought into school. Water for drinking is available at lunchtime and throughout the day. Mealtimes are supervised by school staff. If your child is eligible for a means tested Free School Meal, please let us know - all information is treated in confidence. Children may go home for lunch if parents so wish, but written permission from parents is necessary.



PLAYTIMES

We aim to make playtimes as enjoyable as possible and our School Council have bought many new games for the children to play with.



THE CURRICULUM

CURRICULUM PRINCIPLES

The curriculum aims to help pupils to acquire knowledge and skills and develop positive attitudes in preparation for future learning, a fulfilling adult life and employment. It is designed to provide progression and continuity.

Lessons are structured in such a way as to give a balance of learning opportunities in a wide range of subjects and in aspects such as Personal, Social and Health Education. The subjects taught are English, Mathematics, Science, Computing, History, Geography, Art and Design, Music, P.E., Languages, Design Technology and PSHE. Religious Education is taught in line with the West Sussex Agreed Syllabus. The school has always given English and Mathematics a high priority and as such these subjects form the majority of lessons in each year group. The school uses material from a range of sources to supplement and complement its own schemes of work.

A carefully structured but flexible approach to a child's individual needs will be established by means of small group work, individual, and whole class teaching as appropriate to the task and ability of the child.

Homework is an element of the curriculum and is set for all children. For guidance on what is expected from the school and parents of each age group, please refer to the Homework Policy. We believe it is absolutely vital that you are able to support your child in this work as it helps to establish the partnership between home and school and it reinforces the fact that the learning process is continuous. You are, after all, the first and most effective teacher of your child.

The school's Teaching and Learning Policy details the key principles behind the school's approach to teaching and learning and a copy of the policy is made available to all new parents.



SUBJECT INFORMATION

ENGLISH

English is a fundamental skill in children's lives as well as a building block for future learning in other areas of the curriculum. Children are provided with a high-quality English education that enables them to become better communicators as well as fostering a lifelong love of reading.

Reading for pleasure is celebrated and encouraged in a number of ways including: peer reading, awarding reading certificates in celebration assemblies and through events such as Books at Bedtime and World Book Day where children take part in activities around a favourite book.

Phonics is taught in EYFS and KS1 using the Monster Phonics scheme which uses engaging monster characters and colour coded words to help the children unlock the phonetic code. Children are given phonetically decodable books to practice and apply the skills they have learnt at home. In KS2 reading is taught through regular guided reading sessions which focus on developing comprehension using high quality texts.

Writing is delivered creatively and linked to other areas of the curriculum based on the topic the children are learning. Children are taught the writing skills they need and how to apply them in a range of contexts based around high quality texts. Children regularly write for different purposes for example writing a letter from Goldilocks to apologise to the bears. Writing is celebrated through creative displays.

Speaking, listening and drama is at the heart of everything we do. Children regularly use role-play to understand a story or character and take part in many speaking and listening activities such as holding a class debate when writing a persuasive argument or reading and performing poetry.



MATHS

We ensure that all pupils are taught a broad and balanced mathematical curriculum where they are able to become fluent in each area of mathematics studied as well as being able to give reasons for their answers and to solve problems.

We intend:

- For the pupils to see the relationship between the various aspects of mathematics studied and to see its use and practical application across other curriculum subjects and within the wider world.
- To develop mastery within and across year groups with mathematical learning building on what has already been taught.
- For our pupils to develop a growth mind-set when it comes to mathematics, being able to be imaginative, take initiative, be flexible and become fascinated by the use of mathematics in the world around them.
- To encourage pupils to solve problems in a systematic way where necessary.
- To ensure that pupils work both independently and cooperatively.
- To equip children with the necessary skills to enable them to study mathematics further as they progress and for them to understand its paramount importance in daily life.

We follow the progression of White Rose Maths and by doing so follow a mastery curriculum, where children develop their skills of fluency, reasoning and problem solving. We use concrete and pictorial resources to scaffold learning in order for children to be able to understand more abstract ideas.

SCIENCE

Science at Thorney Island Primary School is taught through practical and hands-on experiences, alongside opportunities to test ideas and theories based on scientific knowledge. Science in our school offers children experiences to help them explore and learn about how the world works. The school is well equipped with a wide range of science resources alongside a variety of high-quality books, to support learning. We aim to prepare our pupils for life in an increasingly scientific and technological world.

COMPUTING

At Thorney Island School we are acutely aware of the important role that technology plays in many aspects of the children's lives, both at home and at school. We are also aware of how quickly technology develops and changes; the benefits and problems that technology can cause; and the importance of teaching children the computing skills and computation thinking skills that will be required in the workplace in the future.

As a result of this, across Key Stages 1 and 2 we discreetly teach the following strands of computing:

- Computer Science (using programs such as Scratch, Scratch Jr)
- IT (where the children are taught how to effectively use a variety of programs both on laptops and iPads including: Book Creator; PowerPoint; Excel)
- Digital Literacy (where the children are taught about common uses of IT within and outside of school; and how networks, including the internet, work. Another important part of Digital Literacy is E-Safety which is taught to each year group and focusses on keeping the children safe in a rapidly changing digital world. (These lessons often link in to the PSHE curriculum)

In EYFS, computing does not form part of the statutory framework, but children are still exposed to a wide range of different technologies (including computers, iPads and Bee-Bots) as well as learning vital E-Safety lessons.

The use of technology is threaded through everyday life at the school and across all areas of the curriculum. Each class has access to class sets of laptops and iPads which can be used for Computing lessons and a wide range of other subjects. Where possible, we highlight to parents useful websites and apps that can support the children's learning at home, as well as giving the children access to these within the classroom.

We use SeeSaw as our home-learning platform across Key Stages 1 and 2 and Tapestry in EYFS. This allows parents to see some of the work that the children have been doing as well as enabling the children to upload work that they have done at home.

MUSIC

In music the emphasis is on children enjoying music. A practical approach involving the use of tuned and untuned percussion instruments is adopted to compose songs, tunes and accompaniments. Children listen to music and learn a wide range of songs, including traditional and modern arrangements. The use of new technologies is also being developed to promote both skills in composition as well as the children's ability to read music. Whole class clarinet tuition is provided in Key Stage 2 to ensure that each child has the opportunity to learn to play a musical instrument.

HISTORY

The intent of the History curriculum at our school is to stimulate our children's interest, curiosity and understanding of the past. Learning about the past and the skills we teach to study it, help pupils to make sense of the world in which they live. Our pupils experience an exciting and relevant history curriculum, which nurtures their curiosity about the past and their own place in the world. We have designed our history curriculum to be relevant to the children and our school, allowing children to investigate and interpret the places and events that have shaped and changed the world they live in and the communities which they belong to. It gives the children the

tools to make informed decisions as well as shape their attitudes and values based on the things they have learnt. It challenges them to consider their values and question how they can become involved in shaping their world for future generations.



GEOGRAPHY

In Geography it is hoped that children will gradually gain knowledge of themselves, their environment, and of their place in the wider world. The curriculum is designed to ensure continuity and progression for each child at his or her own level of skill and understanding. For the youngest children plans will include a programme of visits on or adjacent to the Island where the children's learning will start from first-hand experience.

As the children progress through the school, visits further a field will form part of their study and the pupils will begin to use other sources of information to develop their learning.



Much of the work will involve investigation and enquiry and is designed to stimulate children's ability to think through a problem and anticipate outcomes, both individually and in co-operation with others in a group. A good supply of books, and other resources are available and all pupils will be taught to use these essential tools in their learning.

ART AND DESIGN

Opportunities to draw, paint and model are fundamental to children's artistic and personal development. Art is important in its own right as well as in the contribution it makes to other areas of the curriculum. A range of materials are available to encourage and extend the children's creative talents. As they mature children are introduced to more sophisticated techniques in drawing, painting, printing, dyeing, sculpture, textile and clay work.



DESIGN AND TECHNOLOGY

Design and Technology encourages children to take risks and think creatively to develop as independent problem solvers. It requires them to work both individually and as members of a team, acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Through the evaluation of past and present Design and Technology, they develop a critical understanding of its impact on daily life and the wider world. In Design and Technology children become inventors.



PHYSICAL EDUCATION

At Thorney Island Primary School, we believe that Physical Education plays an important role in a child's overall development and promotes an understanding of a healthy lifestyle, teamwork and appropriate challenge. We aim to develop the children's physical literacy, knowledge, and emotional and thinking skills for PE, sport and life.

Within PE lessons, we follow the Get Set 4 PE scheme of learning. These lessons focus on fundamental movement skills (agility, balance, coordination), healthy competition and cooperative learning. Alongside core movement skills, children participate in team games (such as netball and rounders), athletics, dance and gymnastics, developing their social, emotional, problem solving and sportsmanship skills

Children are also encouraged to be physically active throughout the day. For example, through participation in the daily mile, music for dancing at break times, and a range of play equipment. There are opportunities for children to compete against other schools in a range of sports, and we also enjoy a traditional Sports Day which is fully supported by parents, other family members and the wider community.



Personal, Social and Health Education (PSHE) and Relationships & Sex Education (RSE)

We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. Based on the National Curriculum and our Jigsaw scheme, we aim to provide an environment that will enable each child to reach their full potential - spiritually, emotionally, intellectually, morally, physically and socially. We strive to ensure that children are given the opportunity to both explore and challenge alternative attitudes and beliefs, along with rights and responsibilities. Through delivery of a broad and balanced PSHE curriculum, children will be respectful, responsible, resilient and confident members of society within Thorney Island and the wider community. The tools, which our PSHE curriculum provides children with, will ensure they are able to maintain healthy and positive lifestyles with regard to relationships, diet and their own personal identity.

Sex education is taught in line with our School PSHE and RSE Policy and has been agreed by school governors. We believe children should understand the facts about human reproduction before they leave primary school so we teach this to our children. A letter is sent to parents in the Summer Term detailing the content of the curriculum and information about parents' rights to withdraw children from specific RSE lessons.

LANGUAGES

In Key Stage 2 the children will begin to learn French. Learning an additional language can open up opportunities for children in future employment and travel. We aim to provide the foundations for learning further languages, through providing engaging lessons which spark a curiosity of our multi-cultural society and wider world. Our emphasis is on equipping children with the confidence and ability to communicate in French. Through this study and other geographical topics, the children will be given an insight into the people and traditions of other cultures.

As they increase their understanding of the language they will have opportunities to apply their skills to read, enjoy and make use of familiar stories in French. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions. Write at varying length, for different purposes and audiences.

RELIGIOUS EDUCATION

All state schools are required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage. The aims set out in the West Sussex Agreed Syllabus 2020-2025 underline what we expect pupils to know and understand about religion and the skills needed to do this. Religious Education at Thorney Island Community Primary School engages pupils in an enquiry

approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. Pupils also study how religions relate to each other, recognising both similarities and differences within and between religions. This helps children develop a sense of personal responsibility, an understanding of others and a positive attitude towards playing a full part in the life of the school community.

The school has developed strong links with the Vicar of St John's in Southbourne - St Nicholas Church on Thorney Island lies within the same Parish. We are fortunate to work closely with the Vicar and Padre of the Island to enhance the children's learning of Religious Education.

If parents wish to withdraw their child from Religious Education they should contact the Headteacher.



Visit to Chichester Cathedral



Awe and Wonder



Children in Need



Visit to St Nicholas Church,
Thorney Island

CROSS CURRICULAR THEMES

There are many situations within the curriculum where the children are able to pursue themes that cross subject boundaries. Much of the work done in Science, History, Geography and Religious Education is through the medium of topics. It is this kind of study which provides the children with learning opportunities that do cross the subject boundaries and helps broaden their understanding of themselves and their world. Many of the topics lend themselves to links with Maths, Art, Music and Drama and, of course, English is a vital element of most topic work.



Hooks into Learning

We go on lots of visits to make sure learning is enjoyable and relevant.



International Week

Where children meet people from all over the world.



THE EARLY YEARS FOUNDATION STAGE

Our EYFS curriculum is designed to: recognise children's prior learning from various previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Whole class, small group and individual teaching is used to ensure that every child achieves their full potential. We provide enhancement opportunities to engage learning and believe that children's first experiences of school should be happy and positive, enabling them to develop a lifelong love of learning.

We aim to promote positive attitudes to both learning and behaviour. This will reflect the values and skills needed to promote responsibility for learning and future success. We also create a supportive indoor and outdoor learning environment.

Prior to children joining us, it is our aim for them to meet their new teacher, either in their pre-school setting or at a transition session within school. Parents too, will be given opportunities to meet the Early Years Foundation Stage Teacher, the class Teaching Assistant as well as the Headteacher and other key people at school. We find that children are then happy to come into school and the transition process is a smooth and positive experience for all.

Children are prepared to reach the Early Learning Goals at the end of the Foundation Stage and we ensure all children make good progress from their varied starting points. This supports their transition into Year 1 and their readiness to build upon their learning. We aim to ensure all children have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.



Developing our Fine Motor Skills



Outdoor Learning

EXTRA CURRICULAR ACTIVITIES

The school offers a wide range of extra curricular activities for all children. These normally take place after school, usually under the supervision of a teacher, teaching assistant or qualified coach. The activities offered in a particular term will be notified at the beginning of each term. They may include football, choir, netball, athletics, tennis, construction, creative, homework, ball games, cooking, chess, dance, cricket, yoga, computing or rounders to mention but a few.

Educational visits incur extra expenditure which the school is not always able to subsidise. Therefore, parents are requested to make a voluntary contribution towards the cost of the activity. A copy of the school Charging Policy is available on our website.

Runway's End Outdoor Centre



On residential visits, children take part in various activities including team building exercises, canoeing, caving, archery and climbing courses. In March 2025 we took the children to Runway's End Outdoor Centre near Aldershot.

PUPILS' PROGRESS

The progress made by pupils in all areas of the curriculum is a priority for parents and teachers. All parents are encouraged to take an active interest in their children's progress by attending the termly Parents Evenings. Annual Reports, including results of any formal assessment, are distributed prior to the Summer Term Open Evening with a Mid-Year Report being distributed prior to the Spring Term Parents Evening. Parents are welcome to discuss their children's progress at other times if the need arises and should telephone the headteacher to arrange an appointment. On occasions the school may contact parents if there is a particular concern. A Celebration Assembly is held each week to recognise pupils' achievements both in terms of behaviour and academic progress.

SPECIAL NEEDS

It may be anticipated that most pupils will make steady progress. Teachers test pupils' levels of competence and understanding regularly, particularly in Maths and English. Where children are identified as having special needs (and it is recognised that nationally 20% of all children will have a special need of some kind during their school life) arrangements are made within the resources available to address these needs.

These arrangements include:

- a) additional adaptation and differentiation of tasks within the planned daily work in class;
- b) individual support provided by a Teaching Assistant or the schools S.E.N.Co.
- c) the support and advice of the Educational Psychology service or other agency
- d) the provision of information regarding the process of acquiring an Educational Health Care Plan.

The school supports the principle of inclusion and believes that disabled pupils should have the same opportunities as non-disabled pupils in their access to education, in line with the Special Educational Needs and Disability Act 2002 and our school Special Educational Needs Regulations.

Parents are notified as soon as possible when children appear to be experiencing any major difficulties with learning and /or behaviour and are always consulted with regard to what action should be taken.

PROCEDURES AND STATUTORY INFORMATION

Parents and the general public have access via the school or its website to the following documents and information:

1. School Policies on the Curriculum, Behaviour, SEN, Accessibility, etc.;
2. Any statutory instruments (including statutory orders for National Curriculum subjects), circulars and administrative memoranda relating to powers and duties under Chapter One of the Education Act (The Curriculum) which are sent to schools by the DFE;
3. Any subsidised OFSTED reports which refer expressly to the school;
4. Any syllabuses followed, whether for public examinations or otherwise;
5. Publication Scheme under the Freedom of Information Act 2000

Any parent wishing to make a complaint should, in the first instance, contact the Headteacher. Full details of the complaint's procedure are available from the school.

ATTENDANCE

Statistics for children of compulsory school age in the year ending July 2025 were as follows:

% of half days missed through authorised/unauthorised absence: 4.4%

% attendance: 95.6%

At our last inspection our attendance was judged close to outstanding by Ofsted due to the fact that the children said they enjoyed coming to school so much as learning was fun. Historically, our attendance statistics regularly place us in the top 10% of schools in West Sussex.

NATIONAL CURRICULUM ASSESSMENT RESULTS

These will be available on the school website.

ADMISSION ARRANGEMENTS

All enquiries regarding admissions to Thorney Island School should be made via the West Sussex Admissions Office in Worthing, however, please feel free to contact the school if you have any concerns or questions. We welcome and encourage all prospective pupils and parents to visit our school.

Parents can choose when their child starts full time at school, however legally this must be once they reach compulsory school age. By this we mean the school term following their 5th birthday. Although most children start school in the September after their 4th birthday, we understand that each child is an individual and some cope better with starting school than others. If you do not think your child is ready to start school in the September, you can opt for a part time or phased approach. Adult to pupil ratios are far lower in schools than in nurseries so children do need to have a high level of independence if they are to enjoy and succeed at school.

The school's standard admission number is 30 pupils for each year group. Occasionally year groups will be larger than this and the Local Authority will make every effort to admit all pupils who live in our catchment area (Thorney Island) and whose parents wish them to attend Thorney Island School.

Meetings with parents of children who will be joining the Early Years Foundation Stage Class at the beginning of the school year are held in advance of the date of admission so that general information about the school can be made available. Parents can then have the opportunity to look around the school and discuss any questions they have with the Headteacher, while their children are invited to meet the teacher and to join in various activities. The school is open to all children from the local area, both able-bodied and disabled and, as the building is of a single storey design, access for the physically disabled is not a significant problem.

A copy of the West Sussex Schools Admission Policy is available on the West Sussex County Council website. You can also obtain a copy by emailing the Admission Office directly at admissions.south@westsussex.gov.uk or writing to Admissions Office (South), Centenary House, Durrington Lane, Worthing, West Sussex, BN13 2QB.

SCHOOL TERM DATES, 2026-2027

AUTUMN TERM 2026

Term starts: Tuesday 1 September 2026
Half-term: Monday 26 October 2026 - Friday 30 October 2026 (inc)
Term ends: Friday 18 December 2026

SPRING TERM 2027

Term starts: Monday 4 January 2027
Half-term: Monday 15 February 2027 - Friday 19 February 2027 (inc)
Term ends: Thursday 25 March 2027

SUMMER TERM 2027

Term starts: Monday 12 April 2027
Half-term: Monday 31 May 2027 - Friday 4 June 2027 (inc)
Term ends: Wednesday 21 July 2027

Early May Bank Holiday: Monday 3 May 2027

IN-SERVICE TRAINING DAYS (INSET)

The school will be closed on the following 5 days during the academic year 2026/2027 whilst staff undergo training:

Friday 23 October 2026
Monday 02 November 2026
Monday 22 February 2027
Friday 28 May 2027
Monday 21 June 2027

SCHOOL TIMES

School begins	8.45am
Morning break (whole school)	10.15am - 10.30am
Lunch	12.00pm
Afternoon session begins	12.55pm
Afternoon break (EYFS & KS1 only)	2.00pm - 2.10pm
School ends	3.15pm