



Information for Parents

2025-2026

Contact Us

**West Green Primary School
West Green Drive
Crawley
West Sussex
RH11 7EL**

Tel: 01293 526679

E-mail: admin@westgreenprimary.com

Website: www.westgreenprimary.com

About Us

West Green Primary School is an over-subscribed, popular, one form entry primary school taking children from Reception on their learning journey through to Year Six.

The school is housed in a single storey building with seven classrooms all with interactive whiteboards. The school also has a library, group rooms, a cooking area and hall.



West Green School has a long history dating back to 1935. The school has been on its present site since 1953 when it was opened as the first new school to be provided for Crawley New Town. In 2004 we entered an exciting phase in our history as we expanded to become a primary school.



School Vision

We provide a culture of high expectation as we strive for excellence, to ensure that our children become confident individuals with strong self-esteem, who believe they will achieve and be the best they can be.

Vision and Values

"Pupils are proud to attend this nurturing and inclusive school."

Ofsted report 2024

At West Green Primary School, we see education as an investment for the future. Our children are the most natural resource we have and we believe education should be built on the abilities and talents presented by each individual and unique child, respecting the values and traditions of our diverse community. We pride ourselves on providing a stimulating and safe environment where children are enthusiastic about coming to school and going home at the end of the day happy and fulfilled.

We achieve this through:

- ♦ Working effectively as a staff team.
- ♦ Sharing clear values.
- ♦ Providing high quality provision.
- ♦ Working together with others— pupils, parents, governors, outside agencies.
- ♦ Celebrating diversity.
- ♦ Keeping safe and healthy.
- ♦ Striving to improve what we do.

At West Green we value:

- ♦ Positive attitudes to learning.
- ♦ Consideration and empathy for the wellbeing of others.
- ♦ Respect for all members of the community regardless of race, religion, culture, age, gender, disability or sexuality.
- ♦ Self-discipline and a sense of responsibility.
- ♦ Honesty and courtesy.
- ♦ A pride in the school community and the environment.
- ♦ Positive responses to the instructions of adults.

We follow and support the UNICEF rights of the child.

The School Day

The school day starts at 8:50a.m. and children need to be in school by 8:50a.m. so they can be marked as attending in the class register. The school gates are open at 8:30a.m, and children may come in to school from 8:40a.m. Children arriving before 8:40a.m. remain the responsibility of the Parent/Carer, and should not be left unaccompanied under any circumstances.

Morning Session	Classroom doors open at 8:40a.m. Registration 8:50a.m. – 12:00p.m.
Break Time	10:45a.m. – 11:00a.m.
Lunch Time	12:00-1:00p.m.
Afternoon Session	1:00 – 3:20p.m.

Children can either bring in a packed lunch, or have a hot school meal.

Children in Reception, Year 1 and Year 2 are entitled to a free school meal (older children may also be entitled to free school meals, please see funding page for details). Alternatively you can opt to pay for a hot meal for your child in Years 3, 4, 5 and 6.



Hot meals are provided by Chartwells catering team based within the school. You will need to activate a ParentPay account to be able to order your child a hot school meal.

Absence

Our attendance target is 95% in line with the government recommendation. School attendance is very important. If your child is going to be absent from school due to illness, it is important that you contact the school office on the first day of absence before 8:50a.m. so we can accurately complete our registers. **If your child has vomited or had diarrhoea they cannot return to school for 48 hours from the last symptom**, which is the guidance given to all schools by the Health Protection Agency.

Lateness

It is very important that children arrive on time and are present in their classroom by 8:50a.m. ready to start their learning. Children who arrive after 8:50a.m. need to enter the school building via the school office, where they will need to be signed in. If your child is brought to school by an adult, the adult must sign them in.

Medical Appointments

We ask that you try to arrange these to take place outside of school hours; however we are aware that this is not always possible. Therefore we ask that you inform the school office of these appointments, and the time at which your child shall be absent. If your child will be absent for a whole morning or afternoon, a 'Request for Withdrawal from Learning' form must be completed.

End of day Collection

At the end of the school day children from Reception through to Year 6 exit from their external classroom doors. Children in Years 4, 5, & 6 are allowed to walk home alone only if written parental consent has been given. As a safeguarding measure it is vital that children leave school with the named adult. If collection arrangements have changed beyond the previous arrangements you have notified us of, please ensure that you make the office aware of these.

Withdrawal from Learning

If you wish your child to be absent from school for any other circumstances not listed above i.e. Religious Observance etc. you are required to complete a 'Request for Withdrawal from Learning' form. Holidays during term-time cannot be authorised and Fixed Penalty Notices may be issued by West Sussex County Council.

Uniform

The uniform options are as follows:

- Dark green fleece
- Dark green sweatshirt
- Dark green cardigan
- White shirt, polo shirt or blouse
- Green polo shirt
- Grey or black trousers
- Grey or black pleated skirt
- Grey or black shorts
- Grey or black pinafore dress
- Green gingham summer dress

Items with the school logo are optional.

Black leggings are a popular choice to be worn under skirts and dresses but are not to be worn on their own.

On PE days, children are able to wear PE kit all day. There are two main benefits to this:

- 1) The school does not have changing facilities for Year 5 and 6. During recent years as children have matured earlier, and also for religious reasons expressed by some parents, we have endeavoured to get pupils in year 5 and 6 changed in gender groups. This was highly disruptive to teaching organisation and wasted a lot of time.
- 2) For younger children in particular, it can be time consuming to get changed, and often clothing goes missing. Arriving ready for PE means more time is spent on actual PE activities.

Getting changed is however an important life-skill, and forms an element of the Early Years curriculum. For this reason, Reception children will still learn to get changed for PE. Staff are able to support the learning of this skill as part of the planned Reception curriculum.

For PE children should wear:

- Grey or black shorts
- Plain white T-shirt
- Plimsolls (for indoor use only)
- Sport trainers (plain colours, preferably black). Sport trainers are suitable for indoor and outdoor use.

Other items may be layered over PE kit on colder days, such as:

- Grey or black tracksuit bottoms;
- Plain hooded top;
- School sweatshirt;
- School cardigan;
- Plain gloves.

The following should not be worn for PE:

- No hi-top trainers;
- No bright colours;
- No large logos
- No fashion hoodies;
- No fashion tracksuits.

If a child should wear any items of clothing that are not in line with the school uniform policy then appropriate clothing from items donated to the school may be sourced for them to wear whilst in school.

Shoes and socks

Common sense should be used when choosing shoes for children to wear to school. Black shoes, black trainers or black flat soled boots (in winter) are all allowed. We also allow black trainers with a small amount of white such as white soles.

Socks should be black, grey or white.

For safety reasons the following should not be worn to school:

- No open toed shoes;
- No open toed sandals;
- No block heels;
- No other impractical shoe styles.

Hair

Hair longer than shoulder length should be tied back for safety reasons. Protective hairstyles such as cornrows are allowed. Extreme hairstyles such as shaved designs and colours are strongly discouraged.

When choosing hair accessories, the school prefers that these match the colours of the uniform and are not too large.

Religious head coverings are also preferred to be appropriate colours to fit in with the uniform.

Nails

Nail vanish, false nails, and/or nail decorations are not permitted.

Jewellery

Earrings

- Only stud earrings are to be worn in school.
- Stud earrings are worn at the parent or carers'/children's own risk.
- Earrings must either be removed by the parent/carer or child for PE lessons, or covered with tape by the parent/carer before school.

If your child wishes to have their ears pierced then please try to ensure that this is done at the beginning of the 6 week summer break to allow plenty of time for wounds to heal.

Staff are not permitted to remove or insert earrings on health and safety grounds. The school will not be held responsible for the storage of earrings.

Watches may be worn but any watch that can link to a mobile phone is not allowed.

Jewellery items not to be worn are as follows:

- No hoop earrings, or large/dangly earrings;
- No bracelets (except for medical bracelets);
- No necklaces (except for medical necklaces).

Other jewellery is not allowed unless it is for religious reasons. If an item of jewellery is worn for religious reasons then please inform your child's class teacher.

Purchasing:

School uniform can be purchased from any store that parents choose. Items such as fleeces and sweatshirts featuring the school logo can be ordered online at www.myclothing.com.

Help with Uniform:

Parents of children eligible for Pupil Premium* may get help from the school with the cost of uniform up to the amount of £50 each year.

Please ask at the school office for more information.

Head Teacher's discretion:

The Head Teacher has overall discretion regarding any part of this uniform policy, and reserves the right to disallow any item of clothing considered to be inappropriate.

*The school receives Pupil Premium for all children who are, or were, in receipt of Free School Meals any time in the last 6 years, other than Universal Infant Free School Meals. Families of children in Reception, year one and year two who receive Universal Infant Free School Meals should still apply for Means Tested Free School Meals if they are eligible. This enables access to financial help for uniform and school trips, as well as extra support in school.

After School Clubs

At West Green Primary School we are keen to provide a variety of after school activities for our children. All of the current clubs that are running in the school are detailed on our school website.

Examples of clubs we have previously run include:

- ♦ Karate
- ♦ Multi-sports
- ♦ Chelsea Football Club
- ♦ Reading
- ♦ Writing
- ♦ Maths
- ♦ Film Club
- ♦ Art & DT



Please Note:

After School Clubs work in different ways, and so we cannot always guarantee that we can cover them if staff are absent. Some clubs are run on a voluntary basis and others are services that we pay for. All clubs run by staff members are unpaid and they run them out of goodwill. We sometimes have to cancel them at short notice so parents should be prepared to find an alternative arrangement if this is the case. We will always try to give as much notice as possible.

Trips & Visits

At West Green Primary School we always have some fantastic trips, visitors, and extra-curricular activities to enhance the children's learning.

In the past we have been to visit popular London Landmarks, Bodiam Castle, the Imperial War Museum, London Zoo, Godstone Farm, Fishers Farm, London Science Museum, Bignor Villa, The British Museum, Weald & Downland Museum, Washbrooks Farm, Hever Castle, Hampton Court Palace, residential trips and many other exciting places.



Special Educational Needs (SEN)

West Green is a mainstream primary school. We are committed to ensuring that every child is happy in school, loves learning and makes the very best progress they possibly can. We have high aspirations for children with SEN and disability and we recognise and celebrate their strengths as well as identifying areas in which they require support. We want every child to have an understanding of their own talents and interests and we are committed to working with children and families to achieve the very best for each child with SEND, both academically and socially.

We are an inclusive school. We welcome and celebrate diversity and we have a fully inclusive approach to all opportunities and experiences for children with SEND.

We identify children's SEN and adapt classroom teaching or provide additional support to meet individual needs. Children's progress and additional provision are regularly reviewed.

We place high emphasis on learning basic skills but also on learning to be creative, resilient, independent and adaptable and we encourage a range of talents.

We have an open door policy and daily contact with parents. We work in partnership with parents to ensure the best outcomes for children with SEND.

We provide support for children with the following broad areas of SEN:

Communication and interaction including:

- ♦ Speech, language and communication needs (SLCN).
- ♦ Autistic Spectrum Disorder.
- ♦ Cognition and learning including learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

- ♦ Social, emotional and mental health difficulties including attention deficit hyperactivity disorder (ADHD).
- ♦ Sensory and/or physical needs including physical disability, and visual or hearing impairments.

Approach to teaching children with SEN:

We have high expectations for children with SEND in academic progress, in the social and emotional aspects of learning and in their full participation in the wider life of the school. We provide a broad and balanced curriculum for all pupils. High quality teaching with appropriate levels of differentiation promotes the highest levels of achievement for all learners, including those with SEN.

We use a graduated approach to providing additional support. This consists of:

- ♦ high quality teaching.
- ♦ light touch, short term, in class interventions.
- ♦ more intense group or individual support, recorded on an Individual Learning Plan (ILP).
- ♦ an Education, Health and Care Plan.

Behaviour Policy

We believe that children behave best when they are engaged in their learning and they feel valued and safe. Staff will be calm and clear about their expectations. They will firmly state why bad behaviour is unacceptable and apply this fairly across the class. The child's emotions will be taken into account and we will show awareness of how not to escalate situations.

In general we will try to praise children more frequently than reprimanding them or being negative. A 3:1 ratio is a minimum, 5:1 is good. Anything above 10:1 is a very positive classroom! Praising Children doing the right thing can often make the others pay attention.

In some cases the teacher and the child may both need time out. Upon the child's return to the class apologies should be accepted graciously and the child allowed to show they are going to behave. Children are not sent to stand in the corridor, buddy classes are used instead. Buddy classes are as follows: Y5 and 6, Year 3 and 4, Year R, 1 and 2.

We expect children to behave well and treat others in a kind manner in line with the principles below. Children should line up and walk around school in a quiet and orderly way on the left of the corridor. Children will be aware of an acceptable level of noise for the environment or situation. Children are not expected to be silent except when listening to assemblies, being taught, or receiving instructions from staff. Fire drills are expected to be as quiet as possible within the context.

Staff will apply rewards and sanctions in a fair and consistent way. Effort will be made to ensure children who may be in danger of going unnoticed are praised equally. It is acceptable to give rewards purely for consistent good behaviour. Due care and attention should be given to the legal duties under the equalities act in respect of safeguarding and in respect of pupils with SEND.

Incidents are logged on the schools CPOMS system where staff feel this is needed. Staff are free to exercise their professional judgement as to whether incidents are serious enough to record. More serious lunchtime and breaktime problems are reported by staff on duty so that teachers can follow these up at a suitable time.

Our Values

At West Green we value:

- ♦ positive attitudes to learning.
- ♦ consideration and empathy for the wellbeing of others.
- ♦ respect for all members of the community regardless of race, religion, culture, age, gender, disability or sexuality.
- ♦ self-discipline and a sense of responsibility.
- ♦ honesty and courtesy.
- ♦ a pride in the school community and the environment.
- ♦ positive responses to the instructions of adults.

Bullying

The school does not tolerate bullying and actively seeks to prevent it occurring. Bullying incidents are logged, as are alleged bullying incidents. These are fully investigated by SLT and appropriate action taken.

Rewards and sanctions that are applied across the school:

Rewards and sanctions are mostly used sequentially, but staff should see these as flexible. They are not rigorous steps to go through.

Rewards

- ♦ Praise.
- ♦ Stickers and other rewards personal to the class teacher.
- ♦ Star Chart*.
- ♦ Positive comment to parents.
- ♦ Head Teachers Award (sent to HT office).
- ♦ Certificates and awards (given out in celebration assembly).

*20 stars earns a bronze award given out in celebration assembly, 40 earns silver, 40 gold and 40 platinum. Children also receive a book token for the platinum award. A list of these children will be shared in the school newsletter.

Sanctions

- ♦ Verbal reminder.
- ♦ Warning/move places in the classroom.

- ♦ Time out in buddy class/miss playtime.
- ♦ Class teacher to contact parents.
- ♦ Sent to Deputy Head or Head Teacher.
- ♦ Head or Deputy to contact parents.

If these sanctions are not successful then the policy for extreme behaviour will be applied.

Policy for Extreme Behaviour:

Extreme behaviour is defined as follows:

- ♦ Definite physical violence (as opposed to pushing around etc...) .
- ♦ Swearing at adults.
- ♦ Definite racism or discrimination such as against a pupil with a disability or special needs.
- ♦ Inappropriate sexual behaviour including threats.
- ♦ Sustained inappropriate behaviour at lunchtime or breaktime .
- ♦ Being a danger to themselves or others.
- ♦ Disruption in lessons that cannot be controlled by other means.
- ♦ Inappropriate use of the internet.
- ♦ Refusal.

How extreme behaviour is dealt with is at the discretion of the Head or Deputy.

Sanctions may include:

- ♦ Recording the incident formally (CPOMS) .
- ♦ Excluded from class for the lesson.
- ♦ Excluded from breaks or lunchtimes for a set period of time.
- ♦ The parents of the pupil will often be contacted, depending on the severity of the incident.

At this stage a behaviour plan/risk assessment may be considered and a consultation request made to WSCC if appropriate. Counselling may also be requested if not already in place.

Homework Policy

This document is for teachers and parents of children at West Green Primary. It outlines a shared goal of supporting children to learn.

At West Green we value the time that parents can spend helping children with their learning. It is part of a partnership between the school and families. Homework is part of this, but parents should always feel that they can help their children in other ways too. We encourage parents to value the homework that is sent home and help children to see its worth. It's important to help children to be organised so that they allow time to get the homework done.

We understand that parents and children can have very different experiences with homework. Some children love it and can't wait to do it when they get home. For others it is a struggle, and they always want to leave it to the last minute.

We also know that some children and families are very busy outside of school: clubs, activities, family commitments and all sorts of other reasons. Because of this we will always aim to set homework in realistic amounts – enough to make it worthwhile, but not so much that it gets in the way of other things.

It's usually the case that homework is best done without other distractions like TV, music and smartphones. In rare cases children can find that some background noise helps with concentration.

If children have spent a reasonable amount of time actually concentrating on their homework and have not completed it, it is always acceptable to write a note to say "We spent half an hour and got this far" or something similar. Staff will not take this as criticism!

At West Green, doing homework is rewarded using the school's behaviour policy. Children are not punished for not completing homework. We will always try to provide clear instructions about what to do for homework, but parents should always feel free to talk to teachers to seek clarification. A homework menu will be sent home each half term. This will include weekly tasks and optional activities..

Homework that requires marking will usually be self-marked in school or feedback will be given as a shared activity in class.

The main things that children should do each week are reading at least three times and number bonds or tables practice. Our recommendations and expectations for homework in each year group are on the table overleaf. From time to time other things not on the list may be sent home as well.

Homework menus will be sent out by the class teacher explaining the homework over each half term.

Year Group	Reading	Number Bonds and Times Tables	Other (may include)	Weekly time suggestion (including reading time)
Reception	Reading activities with an adult	Recognising numbers to 20 Counting to 20 Number bonds to 5 and to 10		1 hour
Year 1	Reading at least 3 times a week with an adult	Number bonds to 20 Doubling Halving 2x, 5x, 10x tables	Maths and English activities Spellings Activities linked to curriculum	1 hour
Year 2	Reading at least 3 times a week with an adult	Multiples of 10 that make 100 Multiples of 100 that make 1000 2x, 5x, 10x, 3x tables	Maths and English activities Spellings Activities linked to curriculum	1 ½ hours
Year 3	Reading at least 3 times a week with an adult	Previous tables revision and 4x, 8x tables	Maths and English activities Spellings Activities linked to curriculum	1 ½ hours
Year 4	Reading at least 3 times a week with an adult. Sometimes reading to self and discussing with an adult afterwards.	6x, 7x, 9x, 11x, 12x, tables	Maths and English activities Spellings Activities linked to curriculum	1 ½ hours
Year 5	Reading at least 3 times a week with an adult or reading to self and discussing with an adult afterwards. Practise reading out loud with expression.	Tables revision Using tables to divide small numbers	Maths and English activities Spellings Activities linked to curriculum	2 hours
Year 6	Reading at least 3 times a week with an adult or reading to self and discussing with an adult afterwards. Practise reading out loud with expression.	Revision of other year groups Using tables to work out decimals	Maths and English activities Spellings Activities linked to curriculum	2 hours

STRONG VALUES
PASSION HEALTHY
CELEBRATION PRIDE
FAMILY CARE
WEST GREEN
PRIMARY SCHOOL
RESPECT SAFE
POSITIVE ATTITUDE COURTESY
WORKING TOGETHER
HAPPY
UNIQUE
EXPERTISE HONESTY
INCLUSIVE
EMPATHY
COMMUNITY
OPEN
SUPPORTIVE TEAM
COMMITMENT CONSIDERATION
WELLBEING
NURTURING



Please ask the school office for a list of school term dates.

