



Welcome to The Angmering School

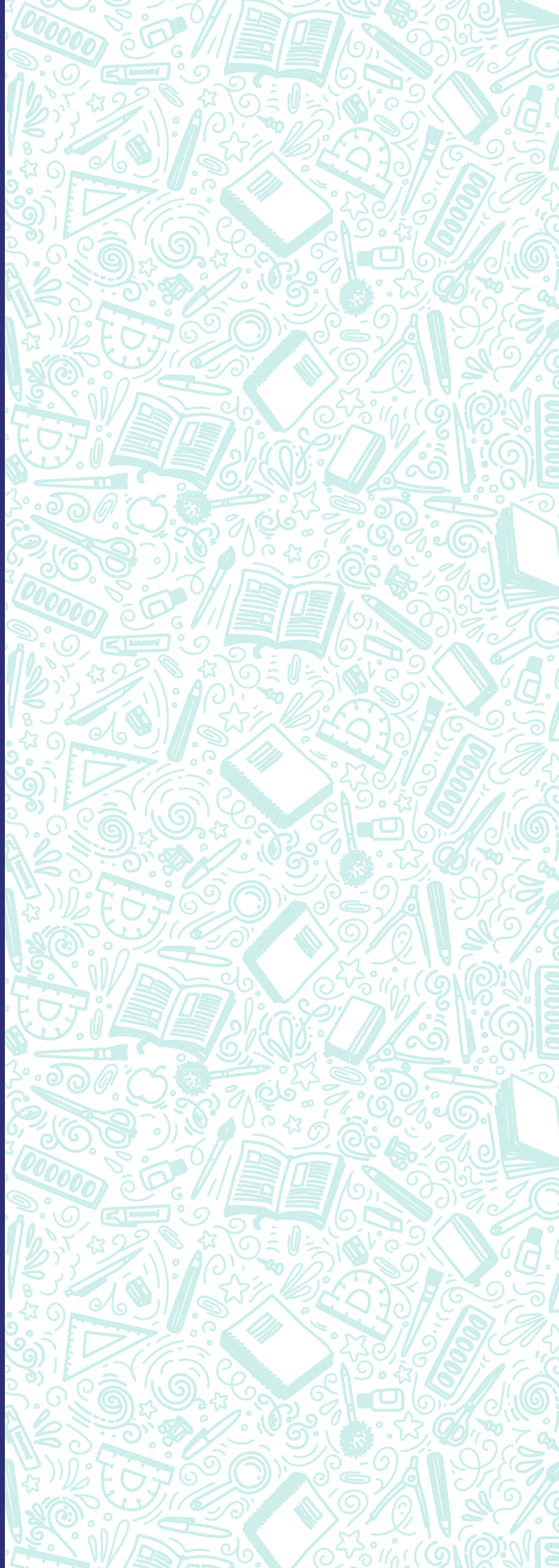


THE

**ANGMERING
SCHOOL**

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Welcome

Dear Parent/Carer,

This is an exciting time for your child and for you.

The move to secondary school marks an important period in any student's learning. It is vital to get the transition correct so that every student can continue to make progress and flourish.

Our core values of Ambition, Respect and Courage run through everything we do and form the grounding of our rich curriculum, strong pastoral care and continued drive for excellence.

The Angmering curriculum experience in Years 7 – 9 is designed to be exciting, challenging and engaging. The aim is that all students are ready for their GCSEs and continue to develop their skills and appetite for learning.

We believe that these goals are achieved through the partnership between parents, carers, school and students. This guide is designed to give you the information you need to support your child's learning.

We are a school with a very big heart, where our students are individuals, they are challenged and celebrated, and we recognise that our differences bring us strength.

The significant investment in our facilities over the last few years means that we now have a great learning environment to match the excellent teaching and learning which we pride ourselves on.

Please visit our website for more information to support you.



We are proud of our induction programme for new students. We aim to make sure every student looks forward to joining us, settles quickly and experiences success early. Our core ambitions are to be the school of choice for all local families and to deliver outstanding education and care to every student.

Many thanks in advance for your support and encouragement.

Simon Liley

Headteacher

Martin Smith

Deputy Headteacher

The application process

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

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

Telephone: 033 301 42903

Email: admissions.south@westsussex.gov.uk

You can apply online via the www.westsussex.gov.uk



Under the Education Act, you can express a preference for any school, but you do not have a right to choose a school. West Sussex Education Authority does, however, make every effort to meet parental preference where possible. Further details relating to admissions can be found on the West Sussex County Council website.

The application process for children due to transfer to secondary school starts in September each year. All West Sussex resident parents should have completed an application for a secondary school place by the closing date detailed on the West Sussex County Council admissions page.

Why chose Angmering?

Choosing a new school is one of the most important decisions you and your child will make. It is essential that you feel confident your child will be safe, supported and encouraged to thrive. At our school, we are committed to providing that reassurance while offering a broad and balanced curriculum alongside a wide range of enriching extra-curricular opportunities.

As a community, we are proud of all that we achieve together. Every day we work to support the individual needs of our students while helping each one reach their full potential. Our strong curriculum, high-quality teaching and dedicated support systems are designed to help every student succeed in their learning journey.

Our core values; **Ambition, Respect and Courage**, are at the heart of everything we do. They shape our teaching and learning, guide our extra-curricular opportunities and underpin our pastoral care. By placing students at the centre of school life, we foster a genuine love of learning that helps them achieve strong outcomes and opens up greater choices and opportunities for their future.

Our curriculum

At The Angmering School, we believe every young person should be inspired, challenged and supported to achieve their very best. Our curriculum is built around our core values of Ambition, Respect and Courage, providing students with the knowledge, skills and character they need to succeed in school and beyond.

We offer a broad, balanced and inclusive curriculum that enables students to discover their strengths, develop new interests and fulfil their potential. Learning is carefully planned so that knowledge and skills build over time, helping students to grow in confidence and independence as they progress through the school. Alongside academic achievement, we place great importance on personal development, preparing students to become respectful, resilient and responsible members of their communities and equipping them for the opportunities and challenges of adult life.

Key Stage 3

During Key Stage 3 (Years 7–9), students follow a broad and balanced curriculum that provides strong foundations for future learning. They study a wide range of subjects, including English, Mathematics, Science, Humanities, Languages, Technology, Computing, the Arts and Physical Education. Through this curriculum, students develop essential knowledge and skills while exploring new interests and talents. Our values of Ambition, Courage and Respect encourage students to challenge themselves, embrace new experiences and develop positive relationships with others. By the end of Key Stage 3, students are well prepared to make informed choices about their Key Stage 4 pathway.

Key Stage 4

Our Key Stage 4 curriculum is designed to ensure every student follows a pathway that provides the right balance of challenge and support. All students study GCSEs in English Language, English Literature, Mathematics and Combined Science, alongside a range of optional GCSE and vocational qualifications. Guided pathways help students select courses that best match their strengths, interests and future aspirations, while maintaining a broad and balanced programme of study. We encourage students to approach their learning with ambition, demonstrate courage when facing challenges and show respect for themselves and others as they prepare for their next stage of education, training or employment. For a small number of students, more personalised curriculum arrangements may be put in place following discussion with students and their families.

Key Stage 5

In the Sixth Form, students specialise in subjects that reflect their interests, talents and future ambitions. A range of A Level and Level 3 vocational qualifications enables students to pursue pathways leading to university, apprenticeships, employment or further training. Students are encouraged to take increasing responsibility for their learning, develop independence and contribute positively to the wider school community through leadership and enrichment opportunities. Through academic study, personal development and careers guidance, we support students to leave The Angmering School as confident, respectful and resilient young adults, ready to make a positive contribution to society and succeed in their chosen future pathway.

Culture for learning

At The Angmering School, we foster a strong culture of learning that reflects our core values of **Ambition, Respect and Courage**. We expect exceptional attendance and foster a culture of high expectations in both our lessons and wider school community. This means maintaining disruption-free learning environments where students take pride in their conduct in the classroom, around the school site, and when representing the school within the wider community.

Students are encouraged to take responsibility for their own behaviour through the use of an ARC Passport. This system recognises and rewards students who demonstrate our school values while also promoting positive conduct across the school site. Points go directly towards weekly, termly and annual rewards, ensuring that all students have the opportunity to be recognised for their effort, attitude and commitment to our school community.



English as an Additional Language (EAL)

As a school, we believe in welcoming and valuing the diverse cultural, linguistic, and educational experiences that our students with EAL bring to our community. We believe that every student deserves the opportunity to succeed.

To ensure that our EAL students have equal access to the curriculum, we have implemented school-wide strategies that provide support and assistance to them. By doing so, we help our EAL students become confident and fluent in English, enabling them to fulfil their academic potential.

Assessment

Reports for students are sent home twice each academic year and provide feedback on your child's progress in relation to their skills and subject knowledge, taking into account where we would expect them to be at this stage of their learning journey. At Key Stage 4, reports also include current GCSE grades which are benchmarked against projected outcomes for the end of Year 11. These judgements are based on the overall quality of classwork and homework, together with performance in assessments completed throughout the year. Projected outcomes are informed by prior attainment, including SATs results, and are therefore tailored to each individual student.

Reports will show the following statements to explain your child's progress:

Academic Progress Report Criteria



	Excellent	Good	Improvement Needed	Concern
Progress	Working above expected standard	Working at expected standard	Working below expected standard	Working significantly below expected standard
Learning Attitude	- Shows a high level of ambition, dedication and enthusiasm in lessons - Follows classroom routines - Role models the behaviours for a positive learning environment - Brings the required equipment for lessons - Responds to feedback and actively reflects on next steps - Engages with learning; asks / responds to questions and shows high levels of resilience	- Shows ambition, dedication and enthusiasm in lessons. - Follows classroom routines - Contributes to a positive learning environment - Brings the required equipment for lessons - Responds to feedback and reflects on next steps - Engages with learning; asks / responds to questions and shows resilience	- Following classroom routines is inconsistent - Can create a negative effect on the learning environment - Sometimes fails to bring the required equipment for lessons - Sometimes responds to feedback - Sometimes engages with learning; occasionally asks / responds to questions	- Fails to follow classroom routines - Creates a negative effect on the learning environment - Fails to bring the required equipment for lessons - Does not respond to feedback - Fails to engage with learning
Effort (Quality of Work)	- Dedicated and strives to produce work which is over and above expectations - Consistently completes the work set - Produces the required classwork; showing exceptional care and detail	- Completes the work set - Produces the required classwork; showing necessary care and detail	- Sometimes completes the work set - Sometimes fails to produce required classwork; work may be rushed or lack detail	- Does not complete the work set - Fails to produce required classwork
Home Learning	- Completes home learning beyond the expected standard - Home learning deadlines are met	- Completes home learning to the expected standard - Home learning deadlines are met	- Misses home learning deadlines OR - Consistently fails to produce work to the expected standard	- Misses home learning deadlines AND - Consistently fails to produce work to the expected standard

AMBITION

RESPECT

COURAGE

Assessment method A

Summative Assessment (Assessment of Learning – AoL)

This includes short tests, end-of-topic tests, homework, project work, practical assessments, coursework, mock examinations, and end-of-year exams.

Assessment method B

Formative Assessment (Assessment for Learning – AfL)

Teachers use formative assessment throughout every lesson to evaluate students' learning. This includes questioning, discussion, self-assessment, peer assessment, verbal feedback, and written feedback on students' work.

The purpose of formative assessment is to help students understand where they are in their learning and how they can improve their skills and knowledge. Teachers make clear the knowledge and skills being developed, linking these to prior learning and the wider curriculum so that students understand the bigger picture and are encouraged to challenge themselves further.

Formative assessment does not involve grades, percentages, or raw marks. Instead, it focuses on meaningful dialogue between teacher and student, or between students, that is specific to their learning at that point in time.

Students with EHCPs are allocated either a planned place in the LNC, or a place in the main school following consultation with West Sussex County Council. Parents considering such a placement are encouraged to visit the school. A tour of the school can be scheduled at any time in the year, followed by a meeting with a member of the SEND Team.

The Angmering School is well resourced to support students in their learning. Learning Support staff are led by our SENDCO (Special Educational Needs and Disability Coordinator), working with teaching colleagues to identify and respond to students' needs and evaluate student progress. In addition, we have more specialist staff who support students with EHCPs for physical, and sensory (Hearing Impaired/Visually Impaired) needs via the Lavinia Norfolk Centre.

If you have any queries with regard to the support the school provides for students with special educational needs and/or disabilities (SEND) then please do contact us on sen@theangmeringschool.co.uk or telephone us on 01903 778370.

The Student Services Team (see Help and Guidance) also offers support and guidance to students throughout the day. Student Services Officers liaise with teachers and the Learning Support Team with any relevant information that could impact on a student's learning and progress.

IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW

All teachers work to ensure learning for each student with SEND is personalised. They are aware of each student's needs, monitor their progress and inform the Learning Support Team if additional assessment and/or support is required.

Parents and carers may also request information about their child's progress at any time, and ask for a meeting with members of the Support Teams or their child's tutor if they are concerned about their child's progress.

SEND Cont...

Annual Reviews are conducted for all students who have an EHCP. Annual reviews provide parents, carers and staff with an additional opportunity to share information. Students are fully involved in all stages of this process of reviewing their progress. Students with special educational needs without an EHCP are monitored closely by class teachers and the SEND team.

We support a range of students with clear plans and interventions. This could be in response to difficulties with learning, emotions or behaviour. Interventions range from adjustment of learning activities by classroom teachers and learning support assistants to withdrawal from lessons for small groups.

Students also have access to a variety of additional support including counselling, careers and health support workers. Year Team Leaders and the schools Safeguarding Team ensure those students with more complex needs receive specialist support within the school and from external agencies.

Pupil Premium Evaluation

The school has, at its disposal, funding to provide additional support for disadvantaged students. This funding in large part pays for additional staff and curriculum resources, but can be used to help specific individuals who may need additional help. To find out more about Pupil Premium and whether your child is eligible for additional support please click the link below for our school website or contact the Year Team Leader.



Home Learning

Our approach to Home Learning is evidence-informed as we know that it plays an essential part in students' education. Parents and carers play a key role in encouraging and supporting their child to complete Home Learning. All homework at The Angmering School is set on My Child At School (MCAS). Additionally, to help our students establish good routines with their homework, we set weekly Maths, Science and Reading homework on one central platform known as Sparx Learning.

Home Learning tasks will focus on quizzing, building understanding and vocabulary or applying knowledge and skills. In Key Stage 4 some activities may link directly to coursework and in Key Stage 5 many activities will be 'flipped learning' (reading about the next topic in the course before the lesson). The full policy can be found on the school website.

What is the value of home learning?

- To revise, consolidate and check classroom learning by reviewing knowledge and skills taught in class in order to improve future progress.
- To build independent study skills and reflection in preparation for a increased expectation of this in further education.

How to best to support your child

A committed home/school relationship is essential to support, and influence, your child. This can be done in the following ways:

Checking My Child at School (MCAS) and Sparx for the work set and to access resources. A PIN at the start of the year will be issued that allows you to access your child's home learning set by their teacher. All home learning is recorded here. MCAS also allows you to see the behaviour record of your child in real time.

Ensuring your child reads their emails and notices on Google Classroom. Some homework tasks will be set to be completed on Google Classroom, but also logged on MCAS.

Encouraging your child to complete homework on the day it is set where possible. The Library is open every lunchtime and after school for an hour on Mondays to Thursdays for students with work to complete. Many students find it helpful to study in the library, rather than at home.

Help your child to adapt their home environment to suit their ways of working and avoid distraction. Distractions such as social media and music are proven to reduce the progress made and increase the time taken to complete a task.

How much time should be spent on home learning?

Home learning in reading, science and maths takes approximately one hour per week. Homework set in other subjects is less frequent but often takes approximately 30-60 minutes per task. If students do not complete their homework on time, they are set a compulsory catch-up session to ensure they complete their homework and keep up with the school's curriculum.

Our school day

We expect all students to be punctual.

- The school site is open from 8.00 am.
- Formal supervision of students by staff commences at 8.30 am.
- Students **MUST** be on site by 8.40 am. If they are late to school they will be issued with a same day after school detention.
- Students are called to registration (START) at 8.45am. and stay with their tutor until 9.00am.
- Year Groups will have one assembly each week.

Registration 8.45am - 9.00am	Break 10.55am - 11.20am	Period 4 12.40pm - 1.35pm
Period 1 9.00am - 10.00am	DEAR 11.20am - 11.40am	Lunch 1.35pm - 2.15pm
Period 2 10.00am - 10.55am	Period 3 11.40am - 12.40pm	Period 5 2.15pm - 3.10pm

School day timings are above and our exam period timings are on the school website.

Activities, clubs & DEAR

As you will have seen from the prospectus, there are a large number of clubs and activities on offer. These will be advertised via the Student Bulletin, which is emailed to students on a weekly basis. There are also notices displayed in the curriculum areas. A full clubs list is also included on the school website.



Many students have lessons to learn to play a musical instrument. If you would like your child to have lessons please contact the Music Department as soon as possible for further details. Further information can be found on the link below.



At the Angmering School, we believe that reading is the key that unlocks the curriculum. Students who read fiction regularly gain higher results across all of their subjects and research has shown that reading improves the life chances of students. A strong reading ability and fluency enables students to absorb and understand new information, and improves their vocabulary. We offer an environment where reading can flourish.

To support our students with regular reading for pleasure, we have DEAR time – Drop Everything And Read, on Monday through to Thursday, for 20 minutes. All students read using a ruler as a guide. At a time when demands on literacy skills in all subjects are increasing, DEAR is giving our students a real opportunity to improve their chances of success. We focus on oracy skills every Friday which concentrates on the ability to articulate ideas, encourage fluent expression, and effective communication.

We encourage all students to use our library, which is very well stocked with many excellent books to borrow and our amazing librarians are on hand to help with book choices. During DEAR, students read the Angmering canon – students read together with their tutor, with opportunities to discuss the themes of the texts. We also seek to improve students' speaking and listening skills through our oracy work every Friday where students talk about their reading, explore current affairs and learn how to be confident, effective communicators. In Y11, DEAR is used for our bespoke revision sessions.

ICT rooms are available at lunchtimes and after school on request. Clubs take place several times a week after school and at lunchtimes. Computers with internet access are available in the library before school, at break, lunch, and after school. The Library is open from Monday to Thursday 8:00am until 4:30pm and Friday 8:00am until 3:15pm.

Everyone who studies or works at the Angmering School is automatically a member of the school library. There is plenty of space for students to come and complete homework or choose something fun and interesting to read, whether that means reading around a subject they are learning about, finding out more about their favourite hobbies, or choosing stories from our wide range of up-to-date genre collections.

Students also take an NGRT Test online twice a year, which helps the school to monitor reading progress and identify students who might need extra help. The test also helps library staff make personalised reading recommendations for each child, although we do encourage children to enjoy making their own choices.

The Library staff run interesting lunchtime clubs, including educational games and 3D puzzles and seasonal crafting projects, or students can join one of our reading clubs. Students with homework to complete may stay after school most Mondays to Thursdays, with staff on hand to help. Occasionally this might need to be cancelled at short notice, but we aim to keep parents informed via the school website or social media

At various times during the year students can participate in national and local book awards, voting for their favourite new titles. At least twice a year we welcome an author into school to work with the younger year groups and the Library also hosts the annual Spellathon and Creative Writing competitions.

Students can borrow up to three resources at once from the library, but these must be returned on time and kept clean and dry. We recommend a plastic bag or wallet to line your school bag. Parents, please note that bills are issued via Parent Pay for all lost or damaged items, in line with the school's charging policy.

Students at our school range in age from 11 to 18+ and they come from many diverse backgrounds so we aim to stock stories and information books which reflect this. We do our best to ensure that students borrow material which is age appropriate. For instance, we seek parental permission before children in years 7 or 8 borrow books from our "Young Adult" section. Please do contact the library if you have any questions.

Getting prepared

The transition between schools is an exciting and challenging time for students. They need their parents' support to help prepare for the changes they face. The first step is to gather all the things they will need, and name everything clearly!

The uniform policy and list of appropriate and prohibited items are on the school website. Please read this carefully.

The School will expect the uniform code to be followed and all non-uniform items will need to be changed.

You will need the following equipment:

This compulsory equipment ensures students are prepared for all tasks that may be required to complete. Any missing items will result in a signature for missing equipment on the student's ARC Passport.

Aerosol deodorants, hairsprays etc. are not allowed in school, including water based aerosols. We do insist that these are not brought onto the school site as we have had acute asthmatic reactions and students/staff with other respiratory needs, which have required hospitalisation.

School uniform



Equipment list



- 4 Black/blue pens
- Purple pen
- HB Pencils
- Ruler
- Rubber
- Glue stick
- Calculator
- Sharpener
- Compass
- Protractor
- Highlighters
- Padlock
- Scissors
- Colouring pencils
- Hair tie

Personal organisation is one of the greatest challenges to new students. Here are some tips for students:

- Get used to your 2-week timetable by checking it every night to get ready for the next day.
- Log on to your school Gmail and Bromcom at least once per day to check messages, emails and the timetable. Get your parent or carer to do this with you for the first week or so.
- Get a sturdy school bag, which is big enough to carry all your books, and other equipment – a rucksack is the option for many students.
- Apply for a locker. To do this you must provide a padlock, which for security reasons must have a diameter of 7mm (min) and 9mm (max). Body width should be no more than 70mm. This is essential to fit our lockers. Only Year 7 & 8 students are allowed lockers due to the limited number available.

How to get to School

Many students will be facing a longer journey to school than in primary school. They may also be travelling on their own for the first time. We realise this can be a worry for parents. To alleviate any concerns it is advisable to accompany your child on a practice journey to school and possibly for your child to try an unaccompanied journey before joining.

If you bring your child to school, you will find it beneficial to avoid the front entrance roads and drop off to the south of the A259. Students may then use the footbridge to walk into school.

Alternatively you may wish to drop your child off on the Bramley Green estate. Please use the turning point at the junction of Rowan Way and Parsons Close and do not drive into the Walkway, Wayside Road or Willow Wood.

Limiting the number of cars on site is for the safety of students and ease of access to the Lavinia Norfolk Centre. Parents and carers of students who access the Lavinia Norfolk Centre may apply for a permit to access the school site.

Cycling to school is an attractive option for many students. **Students must wear cycle helmets if they cycle to school.** Cycles can be locked up in the special area at the front of the school or near the northeast gate.

However, cycles are brought into school at the owner's risk and students are advised to use a good quality lock.

The entrances to the school are often congested at the start and end of the school day. We can reduce this problem and promote general fitness for students by encouraging them to walk or cycle wherever possible, rather than be brought by car.

Students walking to school should use the A259 using the footbridge near the Station Road roundabout or by using the toucan crossing linking to the cycle path/footpath at the south-eastern corner of the school or the footbridge.

Anyone who uses the Sainsbury's crossing to come to school must follow the public footpath and cross Station Road using the new crossing. Students are not permitted to walk through East Drive, Ham Manor as this is a private road.

Transport

School transport from Findon Village is arranged by West Sussex County Council (WSCC). Parents of eligible pupils will be contacted directly by the end of the Year 6 summer term.

Eligibility for free transport is generally based on distance, with assistance provided to students who attend their catchment or nearest school and live three miles or more from the school. Further details are available on the WSCC website, or you can contact the School Transport team at school.transport@westsussex.gov.uk.

The Findon service typically departs the school site at approximately 3.30–3.35pm each day.

A second service, the R8 bus from Ferring, is operated by Compass Travel. This is a public bus service and fares apply for students using it.

For further information about routes and tickets, Compass Travel can be contacted on 01903 690025.

Families living in Clapham, Patching or Findon Village are encouraged to contact West Sussex County Council to discuss transport options and eligibility for school travel support.

School transport link



www.westsussex.gov.uk

Helping and supporting students

We have very high expectations of students' achievement and behaviour. We are passionate about disruption-free learning and maintain that high standards bring about positive outcomes. We also know that in order for students to achieve well, they need a feeling of belonging in everything they do at our school. We work hard to provide a positive and supportive environment in which every student feels valued and where everyone is treated as an individual. We ensure that all students have opportunities to experience and celebrate success.

Each tutor group is led and supported by a tutor who oversees the students' welfare and learning development. We do our best to arrange that a tutor group has the same tutor for several years.

The tutor will get to know the group well and this will promote a relationship in which the student will feel confident and able to communicate easily. Parents and carers are an essential part of this partnership and the tutor will be the first point of contact at school. Each year group is led by a Head of Year and supported by Student Support Officers. This pastoral team works to ensure students show Ambition, Respect and Courage (ARC) on a daily basis.

This team works closely with, and is supported by, the Student Services Team who deal with the welfare concerns of the students. They are available to students throughout the day and offer support and guidance on a range of issues.

Occasionally students may need support from agencies outside the school and the school will facilitate this where necessary, keeping you informed and involved in the process.

We expect exceptional levels of attendance to school as this has a proven impact on student achievement and progress. Please refer to our attendance booklet on the school website for more detailed information.

Attendance	Days Missed (Year)	Level of Concern	Evidenced Impact on Academic Progress	Lessons Missed (5-period day)
100%	0 days	Outstanding	Maximising achievement potential	0 lessons
97%	6 days	Excellent	On track to meet academic targets	30 lessons
95%	9–10 days	Improvement Needed	At risk - Gaps in learning may impact academic outcomes	50 lessons
92%	14 days	Early cause for concern	Significant learning gaps - unlikely to reach academic potential	70 lessons
90%	19 days	Significant cause for concern	Very unlikely to achieve academic targets	95 lessons
85%	29 days	Severe cause for concern	Extremely unlikely to achieve	145 lessons

Working together

We are an open school where your contributions and opinions are always welcome. We believe that to ensure excellent progress for your child we need to work closely together.

We encourage regular contact with your child's tutor or subject teachers. This can be by phone, email or a pre-arranged visit.

If a tutor or subject teacher cannot be contacted immediately then messages can be left with the Reception Team who will arrange for contact to be made with you.

We hold parent/carers meet events during the year where you can gain skills, knowledge and ideas that will help you to support your child's learning. At these events, we also have members of the headship team available to answer your questions on any issue you wish to raise.

A list of important dates for the next academic year will be provided at the beginning of the new school year. These will be posted on our website. Please also view our calendar on the school website, which will keep you up to date on school events.

To ensure the safety and wellbeing of students, we use a messaging system for the first day of absence. We urge parents and carers to call early in the morning to notify school on any occasion their child/children will be absent. Please call our attendance line on 01903 778331 or text 07860054571, to report all absences.

Key staff contact information



ParentPay offers you the freedom to make payments online using your credit or debit card whenever and wherever you like, safe in the knowledge that the technology uses the highest internet security available.

You will have a secure online account, which can be accessed with a unique user ID and password. You can change these to something you will easily remember.

ParentPay enables you to view all items available to each child along with relevant costs and details. Making a payment is easy as you simply select the item to pay for, and follow the instructions to complete your payment.

ParentPay holds an electronic record of your payments; to view later should you wish. On request, an individual daily limit of your choice can be set, to include a school dinner and break time snacks. Please note that credit will not be available.

ParentPay system is used as an option to pay for ingredients for Cookery lessons for Food Technology lessons. It is a one off payment amount for the whole term.

We will be in contact with you to give you your user name and password when they are ready.

The canteen

The canteen uses a cashless, biometric system. This allows parents to top up via Parent Pay. The canteen is available at both break and lunch times, with the hot meal deal being served at lunch time.

As well as our canteen we also have our snack shack available, serving a reduced menu in a separate area of the school.

Main meals typically do not contain gluten. There is signage around the canteen to request that students ask about any allergens if they have concerns. If you are concerned about allergies please ensure your child asks in the canteen for advice, or you make contact directly with the canteen to discuss.

There is a 20 minute break at 10.55 am, and a 40 minute break at 1.35 pm. Many students eat part of their lunch during break time to enable them to take part in the large variety of lunchtime clubs and activities. There are picnic tables and areas for play around the school and students have access to some classrooms where they may sit quietly and eat their lunch.

Students can purchase anything on offer or for £2.80 there are two meal deal options:

- a hot meal deal which consists of a main meal and pudding (no drink).
- a sandwich meal deal which is a sandwich, water (or milk for a student in receipt of free schools meals) and a piece of fruit or jelly.

A menu of what is on offer can be found [here](#).



Free School Meals and Pupil Premium

Pupil Premium status means funds are allocated for your child. This does not appear on Parent PayPay.

Entitled students will be allocated their free school meal funds each day to their account. They will need to scan their fingerprint to pay for the meal through their account. You have the option of topping this up in case they want something additional. It is important to note that their daily amount must be used in one visit to the canteen, it cannot be split between break and lunch.

Secondary School is very different to Primary School – we have over 1300 students and a much bigger site to cover (10 blocks). Unlike Primary schools where students are in the same classroom all day, our students will normally be in 5 or 6 classrooms throughout the day.

As you can appreciate, unlike Primary where items and messages can be sent down a corridor, we do not have the capacity to deliver forgotten items or pass non-emergency messages on to students. It is really important that they prepare themselves in advance and make sure they have everything they need for the day ahead.

What do I do if my son/daughter has forgotten something?

Students should go to Student Services where they can contact home. If you are able to bring the item in, it can be left in the 'drop off' box at the front of school by reception. The student can then collect it at break or lunchtime. If they have forgotten their lunchbox, they need to go to SSA. Please do not drop items off that the students are not aware of, as due to the high number of students, we are unable to deliver these.

What do I do if I need to collect my son/daughter early for an appointment?

You will need to leave a voicemail or email the attendance team. They will need the students' name, tutor group, reason for early collection and time of collection. Alternatively students can hand a copy of their appointment letter to their Student Support Officer. This can then be added to the register. Students will need to leave their lesson and sign out in reception. Please make sure they are aware of the appointment and collection time.

What if my child is late or returning to school after an appointment?

Students who are late for whatever reason need to access school via reception.

How do I pass a message to my child?

Please remember that messages can only be passed on in an emergency. Please contact the Reception Team of your child's Student Support Officer.

What if my child is feeling unwell at school?

Students need to go to our first aid room where one of first aiders will assess them. They must not contact parents directly.

What happens if my child loses their PE Kit or other items?

All items should be named in full (initials are not enough). If the items that are found are named they will be sent to our Student Support Officers. Students will need to collect them from their year team office or retrace their movements that day. Due to the size of the school site and grounds, it may take a few days for items to be found.

Student Emails

Please encourage your child to get into the habit of checking their school email everyday. Student Bulletin is sent out on a Monday morning with lots of important information, and staff will also email students with messages.

After School Clubs

We offer a great selection of After School and Lunchtime Clubs which change termly. Please ensure your child informs you if they are attending an After School Club so you know where they are.

How do I contact a subject teacher?

Your child will have all their teachers' names on their timetables. The teachers do not have telephones in their classrooms so you need to email them and they can either respond to your email or phone you. Their email addresses are their initial then surname @theangmeringschool.co.uk (e.g. ASmith@theangmeringschool.co.uk).

What if my child needs to take medication whilst at school?

Medication must be stored in original packaging and clearly named. You need to bring it into Reception and complete a Medication Consent Form. These must then be given in to our main reception. Medication must not be carried around or self-administered by students. The exception to this is inhalers and Epipens as prescribed.

Who should I contact if I have a query about my child?

Tutors should be the first point of contact. They will be teaching during the day so please email them and they will contact you when they are free.

Contacting the Head of Year

Each Head of Year is responsible for around 270 students so please be mindful that they may not reply to your phone message or email immediately and will probably have a list of parents/carers to call back. Your first port of call for any queries should be your child's form tutor.

How Do I Receive Information From The School?

The school no longer sends letters out to parents. All communication is done via email and social media or text. Please ensure we have a current email address and mobile number for all contacts linked to your child (please check your spam & junk mail and if our emails go in here, please mark us as 'not spam/junk' to prevent this happening going forward). All letters are also available on our website.

School Trips

Emails are sent out offering places on School Trips – spaces are normally booked through a linked Google Form in the Trip email.

Term Dates, Inset Days and Day Timings

For the latest term dates please click the link here:



How long do you get in between lessons to get to the next lesson?

There is a warning bell 5 minutes before START, DEAR and Lesson 5 to remind students to move to the next lesson. Students have 5 minutes between all other lessons. Teachers know that it can take longer when you are new so will be lenient.

Our School Site

We have an interactive map on our school website. A map can also be found in the student planner.



What happens if students get lost?

Go to student support or to reception or ask someone to help – everyone will be happy to help!

School contact details

Telephone: 01903 772351

Email: office@theangmeringschool.co.uk

Address: The Angmering School, Station Road, Angmering, West Sussex, BN16 4HH

Reception open hours:

Monday to Thursday 8am to 4.30pm

Friday 8am to 4pm

