



NEWSLETTER

“A Christ-centred school with a child-centred curriculum through wisdom and love”

Telephone: 01798 872007

WB 26th April 2021

It has been a very smooth transition in the mornings now we are not temperature checking. Thank you to everyone for your support with this.

Non-uniform day – Tomorrow Friday 30th April (£1.00 donation) - Just a reminder that it is PTA non-uniform day tomorrow. The PTA will be on the gate to collect the £1 if your child is in non-school uniform. If your child does not want to participate then they can come in school uniform.

Twitter – We are keen to get as many parents as possible reading our school newsletter to get the messages out. Please join our twitter feed at [@Pulb_school](https://twitter.com/Pulb_school). If you have any suggestions of how we can reach more parents please email office@ and let us know your ideas.



Vine leaves – Amara (USA) – she has shown wisdom and creativity in her learning, especially her input to class discussions. **Bea (USA)** – for perseverance in her learning and challenging herself. **Molly (USA)** - perseverance in her learning and challenging herself, especially with maths. **Skyla R (Tha)** - working very hard with her handwriting and Maths. **Theo R (Tha)** - working so well in all areas but showing particular progress in phonics and writing. **Caleb S (Mex)** for his humility and politeness – you should be proud of the young man you are growing in to. **Phoebe J (Fra)** for kindness with other members of the class, you are always there to support your class members without being asked. **Luna (SL)** for wisdom. Luna has been thinking of some very good questions in topic including 'How did we know what the hieroglyphs represented?' **Jensen L (SL)** a vine leaf for perseverance in maths, as he has been working extremely hard in maths this week, answering questions in class and working well in his maths book. **Rowan (Ire)** - She always puts 100% into her friendships and will make an effort with all her class friends. She has helped several times in class when there has been help needed to clear spillages or if there is a child that hasn't got a friend to play with she will offer.

Antonio Infantino - Antonio is a World Class 200m sprinter with a personal best of 20.41 seconds! He is based in London and working towards the Tokyo Olympic Games. He is the 3x British Indoor 200m Champion and has competed at European and World championships. He recently switched nationality to follow his Italian heritage and represent them at the Olympic Games, after an impressive few races in 2020. He is now the Italian 200m National Record holder! Antonio has also just come back from the 2021 World Relay Championships in Poland and has qualified for the Tokyo Olympics automatically for the 4x100m relay! He is looking to compete in the 200m at Tokyo in addition to this. He has an amazing story to tell and is a really exciting prospect with big goals heading into the Olympics this Summer and beyond!

Antonio's 2021 goals are to make the Olympic final in the 4x100m and the 200m. Following this, he is hoping to medal at the Mediterranean Games and Europeans Championships 2022, before looking ahead to his second Olympic Games in Paris.

Chad Miller

Chad is a Team GB Sprinter with a personal best in the 100m of 10.29! He has represented GB at 'World' and 'European' level. He is the current European Junior and Commonwealth Youth Games 100m receiving a bronze medal. This year he sets his sights on stepping up to be part of the Olympic team for Tokyo. Chad has been branded "one to watch" for this summer!

Vashti Hardy visit-



Learning - Science - Year 6 have started exploring the circulatory system and learning about the role of the heart, lungs and blood vessels. They have enjoyed using a visual representation of the arteries, veins, red blood cells and oxygenated and deoxygenated blood.



English: Shakespeare - The children have been captivated by the story of Romeo and Juliet and designed their own coats of arms for the House of Montague or the House of Capulet. They have learnt what the different colours and symbols represent, and thought carefully about which to include in their designs.



Poetry in Thailand – Peter S (Tha) wrote an acrostic poem:

*Mischievous monkey in the tree,
On the table drinking tea,
No, no, no not the ice-cream,
Krackle, krackle, krackle in the bush,
End this now, from down low.
Yes said the monkey, let's go!*

Clean up your park - We are so lucky to have the most wonderful park right on our doorstep! Please do your bit by either putting rubbish in the bins provided or take your litter home.



Thank you to the Pulborough Parish Council for maintaining and keeping the park looking so wonderful!



Becoming a school governor

Guidance for potential governors



School governors are volunteers who want to make a positive contribution to children's education. They do not need to be education experts or have formal qualifications.

The most effective governors are those who:

- listen, think and ask questions;
- believe that education is important;
- take an interest in the role of schools in the community;
- can work with others and assimilate a wide range of information and data;
- have a willingness to learn;
- have sound communication skills; and
- are prepared to give time to doing the job well.

A governor performs a vital strategic role as part of a governing body. Governors need to make time to:

- attend full governing body meetings, usually twice a term;
- attend committee and working party meetings about once or twice a term;
- attend school events;
- read reports and background

- papers before meetings;
- visit the school during the working day;
- take part, if necessary, in staff appointment panels, pupil exclusion panels, complaints panels and staff discipline and grievance hearings; and
- attend training.

The governing board

- Individual governors have no power or responsibility. It is only the full governing body that has legal duties and powers. However, all governors share in that corporate responsibility;
- The school's direction is agreed by the governing board, headteacher and senior leadership team, who also make sure the school is meeting its targets;
- The headteacher and staff manage the school on a day-to-day basis.

Excerpt taken from **Governance Handbook, October 2020**

'Governance has never been more critical to the education of our nation's young people. As Minister for the School System I see at first hand the impact of governors and governance professionals. The governance duty is, above all, to drive relentless ambition for the young people served by our schools system, whatever the circumstances'

Baroness Elizabeth Berridge, *Parliamentary Under Secretary of State for Schools*

All governance boards, no matter what type of school or how many schools they govern, have three core functions:

- ensuring clarity of vision, ethos and strategic direction;
- holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- overseeing the financial performance of the organisation and making sure its money is well spent.

Schools are looking for governors. People with the right skills, experience, qualities and capacity who:

- understand the purpose of governance and the role of non-executive leadership and have all the necessary skills, as outlined in the department's

Competency frameworks for governance and professional clerking, to deliver it well;

- include an effective chair and vice-chair with the ability to provide visionary strategic non-executive leadership;
- provide sufficient diversity of perspectives to enable robust decision making;
- are recruited through robust and transparent processes against a clear articulation of required skills which are set out in a role specification;
- use active succession planning to ensure the board, and the whole organisation, continues to have the people and leadership it needs to remain effective; and
- employ a professional clerk, and as necessary a company secretary, to provide expert advice and guidance and to ensure the efficient and compliant operation of the board.

Quotes from
West Sussex
governors

"Great satisfaction
in knowing I am
contributing to the
education of our
future generation
in a positive way."

"In investing in the
education, ethos and
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can be looking at the
future of our society
in terms of values
and social cohesion."

"Making a
difference for
all the children in
our community
– not just in
our school."

"You are not alone!
There is a really
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at County to help
you with queries."

Links and contact details

Governance Handbook

[www.gov.uk/government/
publications/governance-
handbook](http://www.gov.uk/government/publications/governance-handbook)

West Sussex Services for Schools

[http://schools.westsussex.gov.uk/
Services/3164](http://schools.westsussex.gov.uk/Services/3164)

If you are interested in becoming a school governor you could either contact a school directly or please email: governor.services@westsussex.gov.uk or phone the West Sussex governance team on 0330 222 8887.

School Support Officers contact details for further information

Jackie Gatenby

jackie.gatenby@westsussex.gov.uk
Phone: 033022 24080

Ruth Marsella

ruth.marsella@westsussex.gov.uk
Phone: 033022 24205

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Chartwells Catering has a Kitchen Staff vacancy at West Chiltington Community School

Are you interested in school catering that fits around your family life?
If yes, why not join our friendly, professional team?

Position is term time only. 11.30am – 1.30pm, 5 days a week.
Appropriate training will be given and uniform will be provided.

For more information please contact
Nicola Eves, Area Manager via email at
nicola.eves@compass-group.co.uk

