



# Downsbrook

Primary School

*Inspiring the future*

Educational excellence delivered for everyone, everyday, through: equality, engagement and empowerment.



Just Jeffrey, Head of School

“ Our aim is to provide all children with the best possible learning opportunities in order to develop into independent, confident and intellectually curious individuals.”

# Welcome

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Downsbrook Primary School is an inspiring, imaginative and forward thinking school that is full of creativity, ambition and drive. It is my great pleasure to introduce our prospectus which will provide you with an understanding of our school's vision, give you an insight into our school's successes and inform you of the exciting opportunities that our children have throughout their time with us.

Our aim is to provide all children with the best possible learning opportunities in order to develop into independent, confident and intellectually curious individuals. We are extremely lucky to have an incredible staff team who go above and beyond in their roles every single day to provide the very best education that they can for our children. The adults in our school are excellent role models and work together to uphold our 'no excuses culture', where every single child can and will succeed. Our staff embody this ethos through their determination, resilience and perseverance. We pride ourselves in the high expectations that we have of ourselves and our children. We encourage all members of our school community to be life long learners and we support all children to achieve above and beyond their potential.

Here at Downsbrook, inclusion is at the heart of all that we do: we believe in and value every child and adult who enters through our doors. Our robust approach to inclusion is rooted in partnership with families to ensure that every child is able to make progress, be successful and enjoy their learning. By working closely with families we can ensure that our children thrive and develop socially, academically and emotionally. We celebrate the diversity of our local community and support children to be good citizens, understanding

their own nationality and culture as well as valuing and understanding the diversity of the world we live in. Our school has a calm, warm and friendly feel and we work hard to promote an ethos of mutual respect, pride, celebration and acceptance of all: attitudes that we believe are essential to be successful in modern Britain. We pride ourselves on the excellent learning behaviours demonstrated by our children as well as their impeccable manners and respectful attitudes to all. This outstanding learning behaviour enables all children to make accelerated progress and develop a broad and deep understanding in a wide range of subject areas.

Our rich and creative curriculum ensures that all children are constantly challenged and have lots of fun whilst doing so. We provide children with a stimulating and engaging learning environment which showcases the outstanding learning that takes place in the classrooms. The education that we offer our children is aimed at developing critical learners and philosophical thinkers. We are exceptionally proud of the children who attend our school and take great pride in preparing them for the next step in their academic journey. I hope that you will choose to join Downsbrook; I have no doubt that you will quickly see just how special and unique it is.

# Schoolsworks Multi Academy Trust

Here at Downsbrook, we are delighted to be part of the family of schools which operate under the Schoolsworks Multi Academy Trust. Schoolsworks is primarily governed by a Board of Directors that bring together a range of skills and experience from within and around the education sector.

Since conversion to academy status in April 2108, Downsbrook has benefitted enormously from the wealth of shared expertise and excellence that exists throughout the family of schools. Schoolsworks currently works with seven primary schools in West Sussex with the aim of creating small hubs of schools which work closely together to collaborate, share best practice and improve outcomes for children.

The schools are:

- Medmerry Primary School in Selsey
- Rose Green Junior in Bognor Regis
- Edward Bryant School in Bognor Regis
- River Beach Primary in Littlehampton
- Rustington Community Primary School in Littlehampton
- East Preston Junior School in Angmering
- Downsbrook Primary School in Worthing

Five of the academy schools have been inspected since joining the Trust and all have been judged to be 'good'. Two of these have also been noted to have 'outstanding features'. School improvement is a major focus for the Schoolsworks Multi Academy Trust and here at Downsbrook we join them in continually striving to improve the outcomes for the children within all of the Trust schools. Being part of the Schoolsworks Trust allows us to learn from one another by:

- Sharing good practice
- Achieving economies of scale in purchasing services
- Working together at the strategic level to ensure future success of all schools
- Offering training and peer support to the teaching staff

Headteachers, Trust directors, local governors and senior leaders from all schools work closely together, resulting in key policies being consistent across the Trust. Working as part of a multi-academy trust means that staff at all levels are able to share good practice and expertise.

Examples of work undertaken together include; Board members, governors and senior leadership teams working on a future business plan, Headteachers working on a range of issues including performance management, analysis of data and improving teaching and learning. Deputy headteachers also work collaboratively across the schools to ensure consistency of provision.

Newly qualified teachers regularly visit other schools in the trust order to observe and learn from outstanding practitioners. At a financial level, school business managers work closely together in order that schools can achieve best value across the trust.

Academy Trust  
*Building children's  
futures together*

SCHOOLS  
WORKS

“ I have 2 children at Downsbrook, a daughter in Year 3 and a son in Reception. I am so proud of how much my daughter has achieved over the last few years, and my son, in just his first weeks. The school has wonderful facilities and the children learn in a safe and happy environment. They are both excited and happy to come in every day and very keen to learn. The teaching staff encourage and enable children to reach their full potential. There is excellent care, guidance, support and communication for both children and parents. The school has laid the foundations for their early education and I look forward to the years ahead that they will spend at Downsbrook.”

## Introduction

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Downsbrook is first and foremost unique because of our children, our families and our dedicated staff. The commitment, passion and care that our school community exudes is a testament to our belief in the future of Downsbrook and every child who walks through our doors. Our uniqueness shows itself in many ways and extends into the outstanding facilities that we have on site.

Our large school site amalgamates the buildings of two schools on one campus and affords us space and facilities that are rarely seen in a Primary school setting. Improvements to the school mean that we are very lucky to benefit from bespoke and dedicated spaces including a full school library, two ICT suites, interactive whiteboards in every classroom, two spacious performance areas, a food technology room, a music suite, an art and design room - incorporating a kiln - and a fully equipped science laboratory: enabling us to cater for the needs of all our children.

Our extensive playgrounds, nature areas and playing field are also a rich source that we value greatly and support us in delivering a broad and well rounded learning experience that extends into the outdoors through our Forest School Provision.



# Starting School for the First Time

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Starting school for the very first time is an important milestone for both you and your child. Here at Downsbrook we believe that this should also be a time of great excitement and opportunity. Because of this, we are firmly committed to ensuring that it is an experience that is as positive as possible; by working together we can and will make this transition smooth and enjoyable. This smooth transition begins from your very first encounter with us and we strive to maintain this through all areas of provision.

In the term prior to their entry, pupils are invited into school for a 'Stay and Play' session in their new classroom, as well as teachers going to nurseries to visit children in their current settings. This helps children become familiar with the school surroundings as well as allowing teachers and pupils to get to know each other very well, even before starting school in September. During this period, there will be information and welcome meetings for parents to discuss our partnership with you and talk about any concerns you might have. Pupils will be admitted to Downsbrook Primary School in the September of the academic year in which they are five.

At the start of each new school year, class teachers run workshops about the Early Years curriculum and how

parents can help their child at home. This supplements the regular and ongoing contact throughout the year. We look forward to developing home-school partnerships in Early Years. Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

Good parenting and high quality early learning together provide the foundation children need to be successful. Parents play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour. At Downsbrook Primary School we make every effort to involve parents in the learning and development of their child at every stage and in a variety of ways.



“ My child loved making her memory box for starting in Reception, and has loved the experience of starting school.”



# Inclusion at the Heart of Downsbrook

At the heart of Downsbrook is our inclusion ethos and the rigorous and fully comprehensive systems that supports this. Our aim is to ensure that every child is fully included both academically and socially; that we meet the needs of all children so that every individual child makes accelerated progress and meets their full potential.

We believe that there are no barriers to learning that cannot be overcome; it is our job to identify any potential obstacles and remove them through supporting children and their families both in and out of school. Our incredible inclusion team work tirelessly to ensure that every child who walks through our door gets what he or she needs to fulfil his or her potential. Our teachers plan lessons meticulously to ensure that each child in each class continues to make progress day after day; we strive for and succeed at educational excellence in our everyday practice.

All teachers at Downsbrook are committed to creative and inclusive learning environments that aim to meet the needs of all pupils. The learning environment incorporates different learning styles, gender, cultural diversity and a variety of interests. A variety of different presentation techniques are used including interactive displays and table top displays. All our displays include questions and allow the opportunity

for the child to engage with the display. We strive to find a balance between learning aids that support the children with their learning e.g. number lines and key vocabulary, but also to ensure we allow opportunities to celebrate the children's own work and learning by displaying it clearly and prominently in their classroom and around the school environment. Our classrooms incorporate opportunities to display a balance of all areas of the curriculum and displays are regularly changed and updated. For children with specific needs the learning environment may include their own timetable, a now and next support grid or an established area of the classroom with their own work station.



# Special Educational Needs

Quality First Teaching by the class teacher is at the core of our inclusive ethos and our provision for children with special educational needs or children with disabilities (SEND). All planning is therefore fully differentiated and has tailored variation so that all children can fully access the curriculum and make progress at their level.

Building on this Quality First Teaching, there is also an additional range of support and expert advice that can be put in place to meet the needs of children with special educational needs or when we identify that a child might be underachieving. If you are concerned about your child, please speak to your child's class teacher and/or the school's SENCO. They will be able to advise you on the range of support available and what would best meet the needs of your child. All support given will be measured according to the aims of the intervention to ensure that they have the desired impact as well as to ensure children are generalising and transferring the skills they learn back to the classroom.

All class teachers understand the importance of catering for children with Special Educational Needs or disabilities (SEND) and we work with both internal and external agencies in order to provide the best level of care for children, as well as tracking and monitoring academic

progress. At Downsbrook we are committed to helping each child realise their potential and want the children in our care to be happy at school. Whether your child's special needs are related to long term learning, emotional or physical difficulties, or a short period of crisis, it is important that their needs are recognised and that they receive appropriate support.

Our nurture group also provides intensive support for a small group of identified children as do our Lego Therapy sessions and a range of other sessions. We support the development of speech and language through the use of Makaton signing throughout the school. The school fully meets the DDA regulations and we have a robust and effective SEND Policy, Intimate Care Policy and Accessibility Plan in place.



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We have our two boys at Downsbrook one in reception and one in year 3. Our eldest son is in need of additional support at school and we can't praise highly enough the extra help and effort given to him by his teachers and the SEN team. He has a lot of extra things in place to make sure he doesn't feel overwhelmed and feels supported and the school keep us updated with regular meetings on his progress. The SEN team is fantastic, has done a great job looking after our son and we feel listened to as parents as well.”



# Behaviour and Welfare Support

Children will only learn and meet their full potential if they feel safe and happy. We recognise the importance of partnership working between home and school in order to ensure that every child's needs are met to support them to meet their full potential. We operate an open door policy and strive to ensure that we are able to meet and communicate with all parents as regularly as possible.

Here at Downsbrook we recognise that sometimes life doesn't go according to plan and there may be times when events outside of school affect children's happiness and ability to focus in school. We are very lucky to have a dedicated Behaviour and Welfare co-ordinator to support children in feeling settled, safe and happy in school.

In relation to this, we also understand that parenting is a hard job and, at times, there can be barriers to meeting a child's needs, such as housing, finances, bereavement etc. Our Inclusion Team are therefore able to provide support and guidance to access other services, provide advice as well as work in partnership with you to support you to help your child meet their full potential. The work that the Inclusion Team carry out is varied and individualised to the particular situations that you and your family might be facing.



# Working in Partnership

At Downsbrook we value the vital partnership between parents, carers and teachers and aim to take account of the wishes, feelings and views of those involved with your child's development. We encourage parents and carers to play an active part in their children's education. Some parents assist in after school clubs and activities, whilst others come in to help children read or help supervise school trips and visits.

We send home a fortnightly newsletter, hold welcome meetings for new parents, invite parents in for Maths and English mornings and have three parent/teacher meetings during the year. We have an open door policy for parents to come in and discuss any ideas or concerns that you may have.

In order to promote effective partnerships we ask that all parents and pupils sign our Home/School Agreement which clearly shows how we can work together effectively to support your child.



“ I have been very happy with the starting and settling in process as well as the communication between the school and parents. A very positive start, thank you!”

# Early Years

The Early Years Foundation Stage (EYFS) Curriculum is followed throughout the Reception year and sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe.

It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through self-initiated learning, short taught inputs and purposeful play, pupils develop the prime skills, confidence, independence and a love of learning to prepare them for their journey through Downsbrook Primary School.

Within the Reception Year, learning experiences of the highest quality are planned and resourced to consider children's interests, needs and achievements. Both child-initiated and teacher-led activities provide opportunities for all children to succeed in an atmosphere of care and of feeling valued. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments. The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships, thrive and

prepare for later learning. The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.



# Early Years

There are three prime areas in the Early Years Curriculum:

**Communication and Language Development**

- giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

**Physical Development** - providing opportunities for young children to be active and interactive and to develop their movement, co-ordination and fine and gross motor control. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, Social and Emotional Development**

- helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

**Literacy Development** - encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** - providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.

**Understanding the World** - guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive Arts and Design** - enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



“ I am so thrilled with how well our son has settled at Downsbrook Primary School. The Early Years team have a fantastic transition programme which ensured that he had an easy start to school. As a summer born child, I was worried about him settling at school, but to see his confidence and excitement at going to school each day just amazes me.



# Behaviour

It is the right of every child at Downsbrook to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others.

It is the right of every teacher and adult at Downsbrook to be able to teach without obstruction and to work in a mutually respectful environment.

At Downsbrook School we teach responsible behaviour to our pupils using a range of strategies. We raise pupil self-esteem and awareness of wider community and societal expectations of good manners and personal conduct. We integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction and we are explicit about what adults and pupils in the school can expect from each other. Our Behaviour Policy is available and fully outlines our approach.



## Anti-Bullying

At Downsbrook School, we regard bullying as particularly serious and always take firm action against it. We firmly believe that prevention is better than cure so we encourage the caring and nurturing side of children through positive behaviour management strategies. We promote a caring, co-operative culture and discuss friendships and positive relationships on a regular basis. We ensure adequate supervision in the playground and train all school staff in behaviour management and the prevention of bullying. We have a specially trained group of children who act as peer mediators to resolve playground disputes. All staff are ready to deal with bullying incidents in a sensitive and responsive manner and children are regularly reminded of our referral systems for bullying. We actively follow-up incidents as this is crucial to pupils feeling confident that the school has taken the incident seriously and that action will be taken. We have a robust Anti-Bullying policy which sets out our approach in more detail.

## Safeguarding

At Downsbrook, we recognise that your child is our concern. We have a well developed culture where Safeguarding is everyone's responsibility. All of our staff are trained regularly on Safeguarding and we take every possible step to ensure the safety and welfare of your child: both on site and outside of school. We want to work in partnership and discuss with you any concerns we or you may have in relation to your child's well being.

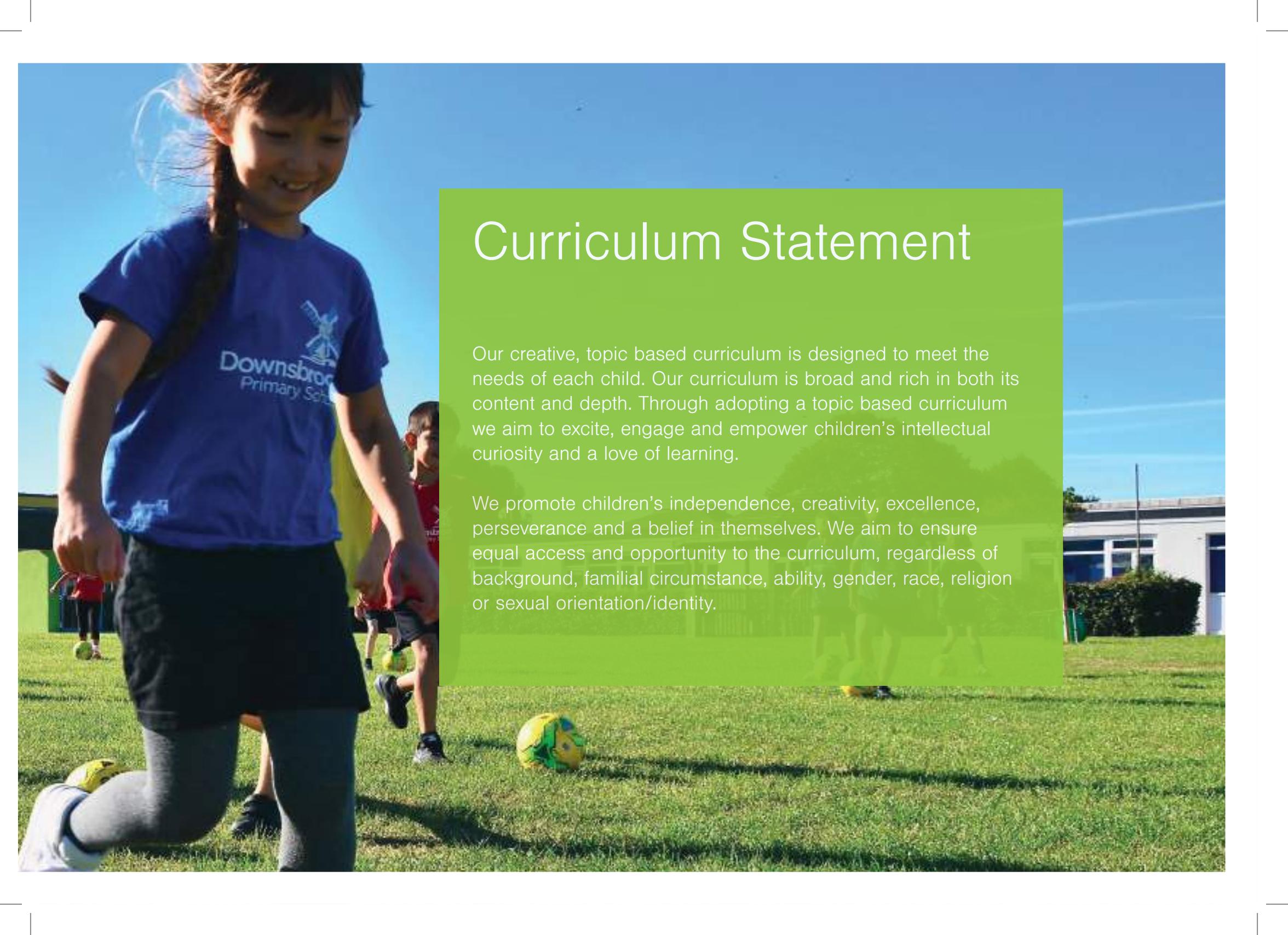
Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies

even before we contact you. The West Sussex Local Safeguarding Children Board has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all. We have a designated Safeguarding Team who are always on hand to discuss individual issues with you or your child.

## Security

Your child's safety is of paramount importance to us. To this end all visitors are asked to report to reception and sign the visitors' book. They wear a badge which is returned to the office at the end of their visit. Parents taking children out of school during the day are also asked to sign them out. Staff all wear badges and all entrances and exits are monitored.





# Curriculum Statement

Our creative, topic based curriculum is designed to meet the needs of each child. Our curriculum is broad and rich in both its content and depth. Through adopting a topic based curriculum we aim to excite, engage and empower children's intellectual curiosity and a love of learning.

We promote children's independence, creativity, excellence, perseverance and a belief in themselves. We aim to ensure equal access and opportunity to the curriculum, regardless of background, familial circumstance, ability, gender, race, religion or sexual orientation/identity.

# Assessment

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Throughout the year, children are regularly assessed and their progress is fed back to you through parent/carer's evenings. During these meetings you will be given specific feedback on what your child is doing well and what they need to do to improve in key areas of learning.

The assessments that are made of your child's learning and progress are used to inform next steps in teaching and learning and feed into the whole school provision mapping by the Inclusion Team and where needed, interventions and additional support. This ensures that swift action is taken to ensure that no child is left behind in their learning and progress.



## English

We are proud of our topic based approach to the teaching of English. Each half term the learning experienced by children in English is centered around their class topic, be that the Romans, World War Two or The Great Fire of London. All learning in English is fully aligned with the requirements of the National Curriculum and offers all children the opportunity to master a wide range of genres. In addition to this we ensure that there is dedicated time for reading, handwriting and phonics as well as spelling, punctuation and Grammar.

## Maths

Our children benefit from a maths curriculum that is rich in the development of vocabulary and uses concrete and practical resources as the basis for learning new concepts. Maths is taught daily and is supplemented by the specific teaching of times tables as well as skills in reasoning and applying.

## Science

Science is taught, following the National Curriculum Where there are links between the Science unit and the class topic for the half term we seek to integrate the learning. In doing so we ensure that the appropriate weight is retained in all science teaching. Where there is not a natural link to the class topic science is taught discretely. Here at Downsbrook we are exceptionally lucky to benefit from a bespoke science laboratory space where much of our science teaching takes place. In addition to this, our children benefit from the impressive outdoor spaces in the teaching of habitats, eco systems and living things.

## Humanities

Teaching and learning at our school is through a highly stimulating and engaging topic-based Creative Curriculum. Meaningful links are made between subjects, so that children develop a broad and coherent understanding of a topic.

We actively encourage highest quality, cross-curricular learning as a vehicle for children making accelerated progress. The curriculum is enriched with an extensive range of enjoyable and exciting activities for pupils. An immersion day - 'Hook Day' - is an important feature of the start of each topic, to enthuse and inspire pupils. Other enrichment activities include visits and workshops on site. We have introduced a range of themes days to further bring the curriculum to life. These days include a focus on a wide range of curriculum areas.

We seek to develop the highest levels of oracy and critical thinking; philosophical skills are planned for and taught throughout the curriculum. 'Thought of the Week' is used to stimulate discussion in classes. Oracy is scaffolded using speaking frames and subject-specific prompts. Pupil voice is an integral feature of learning in all schools. We seek to develop pupil independence and leadership through providing a variety of opportunities such School Council, Peer Mediation, and class assemblies.

## Arts and Music

We place a huge emphasis on Art and creativity in all its forms and encourage our children to develop a wide range of artistic skills. We hold whole school arts days, aimed at bringing the arts curriculum to life and engendering a passion for creativity. All of our classes are named after world famous artists and through this our children develop a broad knowledge of Art. The children take part in Christmas productions, choir and regular class-share assemblies. Year 6 also perform at their own Leavers' production at the end of the academic year. This year children are taking on Family Learning Projects linked to areas that have interested them in their topic-learning. These can be submitted in any format and can draw on a range of cross curricular skills.

## Sports and Physical Education

PE and living an active and healthy lifestyle is a very important part of the life of Downsbrook School. The children will learn about many aspects of sport and physical education including a range of invasion games such as football and hockey, dance, gymnastics, swimming, outdoor education, adventurous activities and athletics.

We participate in county level activities including football competitions and Cross Country amongst many others. We are proud of our sporting achievements and make excellent use of our extensive grounds. Sports day on our field is a key event in our sporting calendar and is a whole community celebration of our sporting attitude.

## Computing

Our computing facilities include two ICT suites as well as portable tablets for use in classrooms. All children are taught computing, in line with the National Curriculum requirements using the 'Switched on computing' scheme of work. All lessons are fully planned and have progression in skills built in. Teachers use these well as a tool to deliver differentiated computing lessons for all children.

## PSHE

PSHE education is a school subject through which children develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Our PSHE lessons aim to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).



# Trips and Visits

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As part of our broad and balanced curriculum, children have the opportunity to undertake a range of trips, visits and workshops related to their topics of learning.

In addition to this, children benefit from residential visits to a variety of locations. We are constantly seeking to find new and innovative ways to keep these experiences varied. These experiences are invaluable in developing social and life skills and the overwhelming majority of children participate in at least one residential trip during their time at Downsbrook.

## **Forest Schools**

Forest Schools is an innovative educational approach to outdoor play and learning. The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences.

By participating in engaging, motivating and achievable tasks in an outdoor environment children have an opportunity to develop intrinsic motivation, sound emotional and social skills.

We are pleased to be able to offer Forest Schools this year on our own school site and we have a fully qualified member of staff. Forest School programmes run throughout the year in all weathers.



# The Extended Curriculum

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We have an ever increasing number and variety of after school clubs. These clubs are run by our own teachers as well as external agencies with whom we have well established links.

No matter who a club is run by, you can be assured that they will be fully DBS checked and will be professional in their provision. Current club offerings include football, dance, cheerleading, gymnastics, archery, musical theatre, choir, cross country, netball, library crafts and many more. Some clubs will be specifically for KS1, some for KS2 children.

For identified children we have also established a 'chill out' club that takes place at lunchtime in the Rainbow Room. We have an OFSTED accredited pre-school breakfast club and after schools children's club, which have proved to be very popular. In addition to this we have a limited number of spaces for our in house 'nurture' breakfast club which is run by our Behaviour and Welfare Co-ordinator.

# Uniform

Our school uniform was designed by our pupils for durability, smartness and comfort:

- White polo shirt with the Downsbrook logo;
- Green School sweatshirt with Downsbrook logo;
- Black or grey trousers or skirt;
- Black shorts in the summer (no cycling shorts or leggings) or a green check summer dress;
- Black shoes or black trainers (no white trainers);
- NB. no jewellery may be worn except an analogue wrist watch and stud earrings. No digital watches are permitted in school.

## P.E. Kit:

- Black shorts;
- House T Shirt;
- Plimsolls or trainers (which must be different to their normal footwear)

NB. West Sussex County Council Regulations do not allow the wearing of any kind of jewellery (earrings, studs, watches, rings, neck chains, bangles, etc) during any P.E. lesson or other organised physical activities.

For Health and Safety, hair that is collar length or longer, should be tied up, especially for PE, Science or Technology.

# Admissions Policy

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In common with other local primary schools all parents wishing their children to join our School must contact:

## **Pupil Admission Office South.**

Tel: 03330 142 903 or email [admissions.south@westsussex.gov.uk](mailto:admissions.south@westsussex.gov.uk)

This office is open Monday-Friday 9.00am - 5.00pm, including school holidays.

Or contact:

Downsbrook Primary School on 01903 230467

## **Age Stage**

### **Early Years**

#### **Foundation Stage**

Reception: 4-5 years

### **Key Stage 1**

Year 1: 5-6 years

Year 2: 6-7 years

### **Key Stage 2**

Year 3: 7-8 years

Year 4: 8-9 years

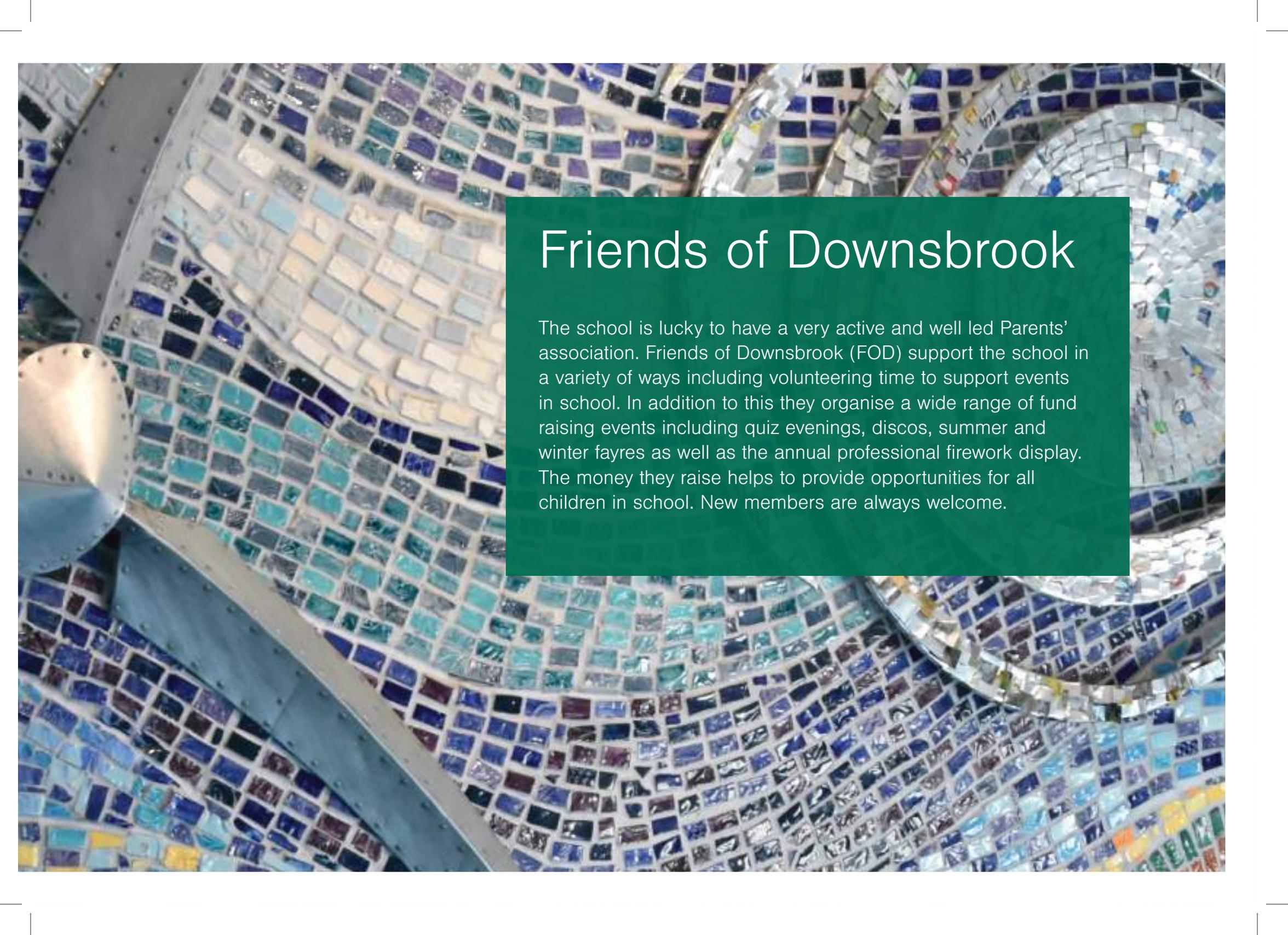
Year 5: 9-10 years

Year 6: 10-11 years

## **Complaints**

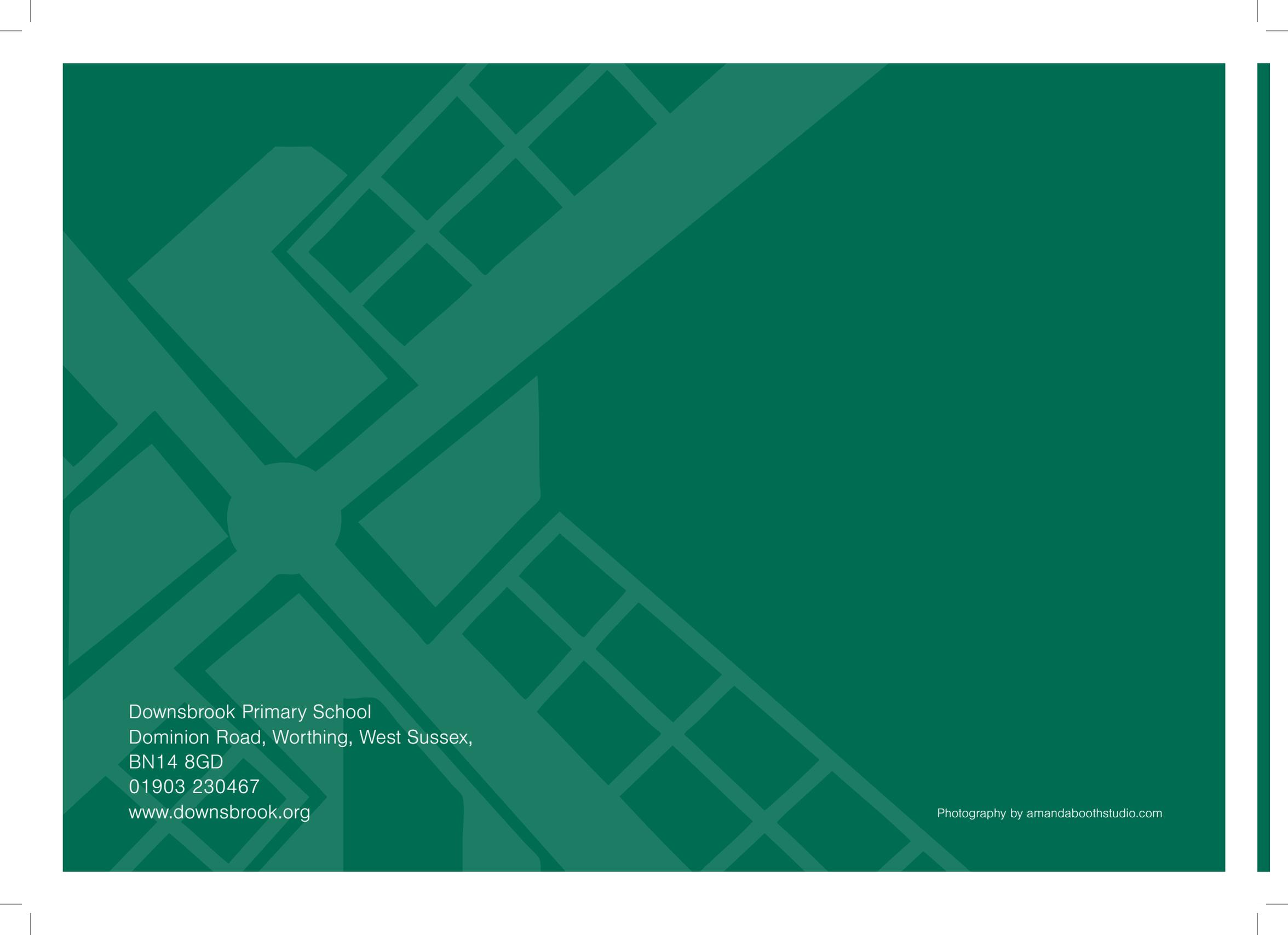
Through our partnership approach with families, we aim to minimise any cause for complaint. However, we do recognise that sometimes parents and carers may have complaints that they wish to raise. If you do have cause for complaint, please discuss the issue with the class teacher, in the first Instance. If your concerns remain unresolved, then the Assistant Heads or the Headteacher will be available to try and help. We appreciate the importance of sharing concerns and working together to support the children in our care. A copy of our complaints procedure is available from the school office.



The background of the slide is a photograph of a large, curved dome ceiling covered in a mosaic of small, multi-colored tiles in shades of blue, teal, and white. A green rectangular text box is centered over the right side of the image.

# Friends of Downsbrook

The school is lucky to have a very active and well led Parents' association. Friends of Downsbrook (FOD) support the school in a variety of ways including volunteering time to support events in school. In addition to this they organise a wide range of fund raising events including quiz evenings, discos, summer and winter fayres as well as the annual professional firework display. The money they raise helps to provide opportunities for all children in school. New members are always welcome.



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Photography by [amandaboothstudio.com](http://amandaboothstudio.com)