



Hassocks Infant School

NEWSLETTER NO. 5 - June 2025



Dear Parents and Carers,

The end of the school year is rapidly approaching – it is hard to believe that another school year is almost over! I have been so proud of the children at the start of this half term. Walking around the school, there has been some wonderful learning already and it is great to see the children engaging so enthusiastically with their new topics. We do hope that this newsletter provides a useful insight into some of the great learning that is happening throughout our school.

Over the remaining weeks of term, there are lots of opportunities for parents to come in to the school and to join us for a wide range of events. It is an incredibly busy term, so do check the calendar. We are mindful that for some families, our open afternoons have been tight. These have been particularly challenging for families with siblings at Windmills. Our next open afternoon takes place on **Monday 30th June**, from 3pm. We have extended the timing of this session until **4pm**. We are hoping that this will allow lots of you the opportunity to come in to the school, to speak to teachers and to share some of your children's learning.

Adrian Bates-Holland
Head Teacher

School Council Supporting Children in Madagascar

As a school, we're proud to support *The Madagascar Development Fund*, a charity that helps improve the lives of children and families in Madagascar. Our amazing FOHiS team also contribute by donating 10% of their profits to this fantastic cause!

Last term, the School Council held a wonderful book and teddy sale and raised over £100 in under an hour—what an achievement! A huge thank you to everyone who donated, helped out, or came along to support.

Later this term, we're excited to welcome the founder of the charity into school. He'll be sharing stories and photos that show the real impact of the children's efforts—bringing to life the schools and projects they're helping to support. It's a brilliant way for children to learn about life in different parts of the world and the power of kindness and community.

Our Year 2 children have been learning all about Madagascar and are planning a fun *Danceathon!* Brian (from the charity) will also be bringing pictures from children in Madagascar to share with the classes, helping to create a special connection across the globe.

This is a fantastic learning experience for our children, and it's all about getting involved, having fun, and learning the value of helping others. If families would like to make a donation for the dancers, that's wonderful—but there's absolutely no expectation to do so. More information will follow from the Year 2 team soon.

Here is a snap shot of our school councillors in action at the Teddy and Book sale, well done to them, they were fantastic!



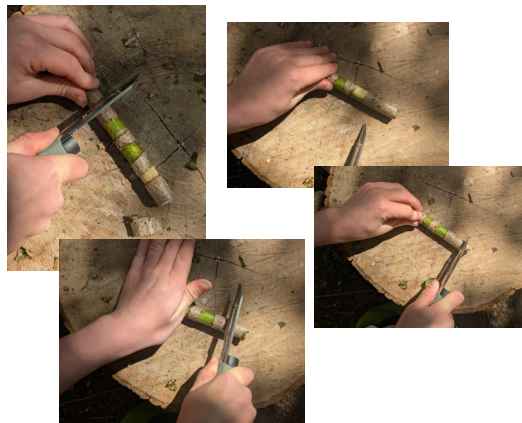


This half term forest school has continued with the children in Chestnut Class immersing themselves in nature based activities, building resilience, working as a team, being creative using their imaginations and learning more about the wonders of our natural world. We have had visits from our woodland fairies and elves who left us gifts for the children to craft with. The children have made their own Elder Pencils, used mallets to create natural art, grown their own herbs in our growing area, got to know the trees and designed and created their own necklaces. Amongst many other activities too!

The final week will be spent making elderflower cordial and cooking popcorn on our open fire.

All year round the seasons lend themselves to fantastic opportunities for the children outside, and the children in Year One have shown respect and cared for our forest school area beautifully, helping to keep it as a magical place to be.

Apple Class will begin their sessions on the 19th June which will take place each Thursday until 17th July. We will require the support of regular parent helpers. If you are interested in helping, please get in touch with the school office as soon as possible.



Midday Meals Supervisor

If anyone is interested in a lunchtime role; hour long sessions on a permanent or ad-hoc basis, please contact the school office for information and an application form.

Safeguarding Update:

A main part of our curriculum is teaching children about themselves, how to stay safe and how to navigate different challenges. A big part of this is how recognise and foster positive relationships with those around us and how to seek help if and when we need it.

This half term, all children have been learning about positive relationships. This is part of the national Relationships Education curriculum, the full document can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Our RE / PSHE Lead Alex Everett will be organising a parent event this half term where parents are invited to come and find out more about these lessons; and how they are a pre-requisite to the KS2 curriculum.

Here is a brief overview of what is covered in each year group:

Relationships: Reception	Relationships Year 1	Relationships Year 2
Family, friends and belonging. Making friends and managing friendships. Knowing how to help ourselves and who to talk to if we need help. Thinking about what makes a relationship positive. (family and friends). What do we know about our bodies? Naming all the parts we know and how they help us.	All families are different, and we are all special. Making friends and managing friendship challenges. Knowing what a positive friendship looks like and how to seek help when faced with difficulties. What makes relationships positive and respectful? Naming all body parts and introducing / recapping on correct terminology for private parts.	All families are different, and co-operation is important within all relationships. What is stereotyping and how can we challenge this. (E.G pink is for girls) Problem solving with friends and safe touch. We all have different likes and dislikes – how can we act respectfully towards each other. Exploring trust and kindness. Celebrating and appreciating our positive relationships. Naming all body parts and recapping on correct terminology; including private parts.

If you need to find our schools safeguarding policies; they can be found on our school website. Our school DSL's are Mrs Stedman, Mr Bates and Mrs Nash.

News from Year Two

Year 2 have had a busy and enjoyable half term, full of hands-on learning and new experiences. One of the highlights was our trip to Wakehurst Place. The children took part in a seed workshop, explored nature using their senses on a spring walk, and created artwork using natural materials.

This term we have been learning all about marvellous Madagascar. The children made posters to persuade others to help protect the rainforest, and in DT, they explored the flavours of Madagascar by designing, making and tasting their own fruit skewers.

In science, we've been learning about everyday materials. The children applied what they had learned in an *eggcellent* experiment where they designed and tested protective coverings to stop an egg from breaking when dropped from the treehouse. There were lots of creative ideas and some very successful results!



Dear Parent/Carer,

I would be grateful if you could complete this short survey about your experience of SEND support (special educational needs, disability and neurodiversity) at our school.

There are some general questions and also questions which gauge whether further information or training would be useful for parents. There are also specific questions about autism; this is because we are part of the WSCC Autism in Schools Project and these questions may not be applicable to your family.

Please use this QR code to access the survey; your responses will be really useful in helping us to reflect on our provision.

Your support is greatly appreciated.

Sara Nash, SENCO



Reminders and Information

Book Bags, Key Rings and Shoes

Our cloakrooms throughout the school are very tight and we are struggling with the number of large backpacks which are being sent into school. Just a reminder that unless children are attending an after school club, the majority of children should only need a book bag. If your child does need a bag, then please send in a small one. We don't have enough space for lots of gigantic bags!

We are also seeing lots of children coming in to school with lots of key rings and items attached to bags. We would like to ask parents to avoid sending these in to school as they cause a lot of difficulty if they get lost or damaged.

Shoes

Just a reminder about footwear. All of our children have access to the outdoor area as part of their day. It is important that children are wearing the correct footwear and this helps children to stay safe when they are playing. Our school uniform policy asks that children **wear plain, black shoes**. Boots and sandals / flip flops should not be worn into school. Please do bear this in mind as you are planning to buy new shoes over the summer holidays.

Lunch Boxes

Please can you cut up food items which may be a choking hazard, particularly grapes and cocktail sausages. When packing up lunch please also remember that we are nut free school.

Play Equipment – start / end of school day

Please be reminded that all children should not use play equipment including the no-mow area. Children should remain with adults at all times, both pupils and siblings.

Year One's British Wildlife Centre Visit

Our Year 1 children recently enjoyed an exciting day out at the British Wildlife Centre, and what a wild adventure it was! From the moment we stepped off the coach, the children were full of wonder and anticipation, eager to explore the world of British wildlife up close.



We were lucky enough to see a wide range of animals, including deer, foxes, owls, and even a very sleepy badger! The children asked brilliant questions and listened carefully as the keepers shared fascinating facts about each animal. One of the biggest highlights had to be the playful otters, everyone loved watching them zoom around and squeak at each other. There were plenty of giggles and excited pointing as they splashed about!

Another favourite moment was meeting the hedgehogs and learning how they hibernate. The children were amazed to discover how different animals survive in the wild and made some wonderful connections to what they've been learning in class.

We're incredibly proud of how curious, kind and respectful the children were throughout the day. Their behaviour was fantastic, and they represented our school beautifully. A big well done to our Hassocks Heroes, what a special day it was!



Reception Update

Earlier this term the reception classes all enjoyed the Rainbow Theatre visit and attended a Fairy Tale Ball.

Great fun was had by all.



SUMMER FAIR

Splat a Rat		Wine or Air
Cornhole		Uniform
Mouse Hole Golf		Books
Tin Can Alley		Plants
Hook a Duck		Tombola
Arts and Crafts		Tropics
Facepainting		Lemon Heart Gifts
Sweet Tombola		Temporary Tattoos
Teddy Tombola		Bric a Brac
Books		

INFLATABLES!

Finalising some more...

Summer Fair

Our wonderful FoHIS committee have been busy planning the Summer Fair and it is looking like an exciting afternoon. The Summer Fair takes place on **Saturday, 28th June** from **1pm-4pm**.

Thank you to everybody who has already volunteered to support at the summer fair. FoHIS do urgently need some more volunteers to help out at stalls. If you are able to spare some time to help out, then please sign up here: <https://signup.com/go/RDmJWoz>.



Parent Survey 2025

Firstly, thank you to all of the parents and carers who took the time to respond to our Parent Survey. Your input into this really supports our team with School Improvement Planning. We saw a significant increase in the number of responses compared to last year. In 2024, we received 10 responses. This year, 91 families responded which is a very positive response!

We do receive some feedback every year on the questions used in this survey and the limited number of options for responses. This survey is based on a model used by OFSTED. Whilst this survey is not perfect, this does allow us to compare our data to other settings nationally. It also enables us to capture feedback on a wide range of themes.

We were delighted to see that overall, the majority of questions had a very positive response from all families. It is wonderful to see that like us, many families are proud of our wonderful school and everything that our children, families, staff and community do to make it a great place for the children to learn.

In some of the comments, there were some queries and feedback about communication. Earlier this year, we shared a communication pathway for parents. A copy has been included in this newsletter. We do hope that this helps to clarify who to speak to if you have concerns and timescales for responses. In most cases, we do ask parents to speak to your child's class teacher, this includes queries about support for children with special needs.

Within the survey, there are also some suggestions for further enhancing our provision in school. We are delighted that we have already got plans in place to develop many of these aspects, including access to clubs, our music curriculum and playtimes. Please do keep an eye on future newsletters where we will be sharing further updates about our school improvement plan.

Summary of Parent Survey Responses 2025

No.	Question	Strongly Agree Or Agree	Agree or Strongly Disagree	Don't Know	Does not Apply
1	Your child's year group <ul style="list-style-type: none"> ● Reception 32 ● Year 1 27 ● Year 2 32 				
2	My child is happy at this school	98%	2%		
3	My child feels safe at this school	94%	4%	1%	
4	The school makes sure it's pupils are well-behaved	89%	5%	6%	
5	My child has been bullied and the school dealt with the bullying quickly and effectively	Out of the 12% who felt this question applied to them:			88%
		70% (7)	30% (3)		
6	The school makes me aware of what my child will learn during the year	97%	2%	1%	

Summary of Parent Survey Responses 2025—continued

7	When I have raised concerns with the school they have been dealt with properly	Out of the 51% who felt this question applied to them:			
		63% (33)	37% (9)		49%
8	Does your child have special educational needs and/or disabilities? If yes, how strongly would you agree with the statement: “My child has SEND, and the school gives them the support they need to succeed”.	Out of the 10% who felt this question applied to them:			90%
		78% (7)	22% (2)		
9	The school has high expectations for my child	79%	11%	10%	
10	My child does well at this school	94%	2%	4%	
11	The school lets me know how my child is doing	91%	8%	1%	
12	There is a good range of subjects available to my child at this school	92%	2%	6%	
13	The school supports my child’s wider development	84%	9%	7%	
14	I would recommend this school to another parent	Yes: 98%		No: 2%	

Summary of Additional Comments

- Positive feedback about the transition arrangements into the school and high standards of care from team.
- Praise for the staff team and individual staff members.
- Feedback about online parent consultations and request to return to face-to-face meetings.
- Request for additional lunch time and after school clubs, including a STEM focussed club.
- Chartwells lunches and a request to improve the quality and range of school meals.
- Lots of exciting learning opportunities for the children: special visits, school performances, clubs and forest school.
- Greater access to outdoor learning opportunities and the forest school.
- Wider range of music and language opportunities.
- Question about support for pupils with additional needs and dysregulated behaviours and impact on safety.
- Arrangements for Christmas performances and changes to the Year 1 performance this year.
- Query around challenge and extension for more able pupils.
- Lots of positive comments and thanks for individual staff members and their support for the children.
- Excitement of child when coming in to school and positive about their learning experiences.
- Good focus on supporting children as individuals and support for wellbeing.
- Greater opportunities for children to learn musical instruments throughout the school.
- Query about responses to emails and expectations for response times.
- Stronger communication around school events, clubs and confirmation if a child is not attending a club.
- Addressing the challenges of limited resources and support for all children, including those with additional needs.
- Challenges of playtimes and support for behaviour.