

## **Welcome To Worlingham CEVC Primary School**



I am delighted to welcome you to Worlingham CEVC primary school's brochure. Through it, we hope to provide you with an insight into the high quality provision offered within our school. I hope that you will find plenty to interest you, be that as an existing member of our school community or someone who is looking to find out more about the school.

The staff, governors and I are committed to working together to provide the highest quality education to develop the whole child, rooted firmly in our distinctive Christian values as a Church of England school. We are proud of our curriculum, which teaches children the key knowledge and skills of the national curriculum and allows them to apply it in engaging and exciting learning opportunities. This successful approach means we build a love of learning in our children and attain very good results. Our staff and children work hard.

We aim to ensure that all our children enjoy their time in school and strive for excellence. Equality, fairness and a sense of belonging are nurtured within our school, underpinned by those distinctive Christian values such as wisdom, hope and dignity. Together, these foster strong relationships both between children and the adults who support them. We celebrate children's successes in all areas and help them to embrace challenge.

Our school is welcoming and friendly. We value parents and carers and work in partnership to secure the best outcomes for our children. You are invited to contact us or visit at any time to discuss your child's needs.

We are a forward thinking school and are continually looking to improve and develop our practices and our staff. Whether through the use of technology, outdoor learning or the Arts we constantly seek to provide memorable learning. Each year we improve our school further through development plans informed by research and best practice taken from other schools.

Our school was judged to be 'Outstanding' in all areas by OFSTED in June 2018, and 'Excellent' in our SIAMS inspection of February 2019. We now aim to build on that success and continue to look for ways to improve even further, just as we would want our children to do when they succeed.

Mrs Holly Marchand  
Headteacher

## **WORLINGHAM PRIMARY SCHOOL AS A VOLUNTARY CONTROLLED CHURCH SCHOOL**



All Saints Parish Church is an integral part of the life and work of the school. The whole Governing Body carries a responsibility to promote and maintain the school's Christian ethos. Together with the school Leadership Team, the Governors are committed to developing and increasing strong and supportive links between church and school.



The church is regularly involved in leading worship both within the school and when the children visit church. This includes regular 'Open the Book' assemblies which introduce the children to the stories of the Bible and to the Christian faith.

The school's ethos is embedded in the beliefs of the Christian faith where everyone is valued and equal in the sight of God.

## THE SCHOOL COMMUNITY



### The School

Our school currently has 335 children on roll in twelve classes. Our intake number for each year group is currently 45. As a Church school, we enjoy close links with All Saints Church, Worlingham. Members of the Church regularly visit the school. Children also attend services at the Church.

All children attend a daily act of collective worship. Assemblies are predominantly based on the Christian faith but also cover other faiths and cultures. Through worship we aim to develop the child's spiritual, moral, cultural and personal understanding, giving them a sense of community and belonging.

Parents have the right to withdraw their children from this and from the RE curriculum.

### Parent Helpers



If you are interested in volunteering please call into the main school office where your name will be added to a list. Any time given to support children in this way is very valuable. All parents/carers that volunteer to help will need to sign a Volunteers Code of Conduct, which includes a confidentiality clause. The school requires parent/carer helpers to be subject to the usual Safeguarding checks.

### Friends of School (FOS)

The 'Friends' are a registered Charity who support the school in a variety of ways such as Fundraising and Social Events. 'Friends' hold regular meetings, to which all are welcome.

### School Council

We have an active, democratically elected School Council giving all children the opportunity to be involved in the life and development of our school. One child is nominated per class with optional reserves.

## OUR SCHOOL



Worlingham is a Church of England Voluntary Controlled Primary School with a delegated budget for children aged 4-11 years. Reception children are admitted at the beginning of the school year in which they become 5.

Our School offers a wealth of indoor learning spaces including a Discovery room, Music room, Sports hall and large exhibition spaces.

We have a variety of outdoor playing spaces, both grass, hard surfaced and apparatus.



Outside organisations utilise the school hall and sports hall for community functions

If you have any queries or would like further information on any matter, please do not hesitate to contact us:

Address: Garden Lane. Worlingham, Beccles, Suffolk, NR34 7SB.  
Telephone Number: 01502 712375  
E-mail: [office@wcevcps.org](mailto:office@wcevcps.org)



## VISION STATEMENT

This graphic is our values-led vision. It demonstrates our 6 core values as a school, along with a bible quote based on Ephesians 3:17 – it shows our overarching vision – for children to have **Growing minds, kind hearts, rooted in love.**



## OUR STATUTORY INSPECTION OF ANGLICAN AND METHODIST SCHOOLS (SIAMS) REPORT (FEBRUARY 2019)

**The distinctiveness and effectiveness of Worlingham as a Church of England school is excellent:**

- ✚ The inspirational leadership of the Headteacher, supported by dedicated staff and able governors, has led to an inclusive Christian community in which the vision is clearly at the heart of the school and lived out daily enabling all adults and children to flourish.
- ✚ The highly effective impact of the vision is clear in all areas of school development. It motivates and inspires pupils and adults including parents.
- ✚ Collective worship is creative, inspirational and inclusive, providing opportunities to worship in a variety of ways including through song.
- ✚ The vision and values are the foundation from which all pupils are enabled to achieve their potential spiritually, academically and socially. They have a strong impact on pupils' highly positive attitudes to each other, to life and to their learning.



A copy of the church  
found at:

or on our school website [www.worlingham.org](http://www.worlingham.org)

inspection can be  
[www.cofesuffolk.org](http://www.cofesuffolk.org)

## STAFF



### Headteacher:

Mrs Holly Marchand

### Deputy Headteacher:

Mr Matthew Brown

### Teachers:

Mr M Brown	Year 5/6
Mr B Eden	Year 5/6
Mr D Marchand	Year 5/6 and KS2 Lead
Mr R Idle	Year 5/6
Miss A Stevenson	Year 3/4
Miss B Cleghorn	Year 3/4
Mrs W Jennings	Year 3/4 and SENCO
Miss E Hunt	Year 3/4
Miss L Rush	Year 3/4
Mrs M Wood	Year 2
Mrs L Donovan	Year 2
Mrs K Stannard	Year 1
Mrs E Hall	Year 1
Mrs C Warnes	EYFS and EYFS/KS1 Lead
Miss R Pearce	EYFS
Mrs L Bickers	HLTA
Mrs J Leuenberger	HLTA
Mr D Baker	HLTA
Mrs S Brennan	Teaching Assistant/HLTA
Mrs S Hart	Teaching Assistant/HLTA
Mrs S Brooks	Teaching Assistant/HLTA
Mrs K Watson	Teaching Assistant
Mrs J Chatten	Teaching Assistant
Miss H Coote	Teaching Assistant
Mrs A Brooks	Teaching Assistant
Mrs E Day	Teaching Assistant
Mrs D Buckingham	Teaching Assistant/Squirrels
Mrs E Muttitt	Teaching Assistant
Mrs D Vaughan	Teaching Assistant
Mrs J Head	Teaching Assistant
Mrs K Mayall	Teaching Assistant
Mrs G Wright	Teaching Assistant
Mrs E Sayles	Teaching Assistant
Mrs C Williams	Teaching Assistant
Mrs Z Chambers	SEN/PP Intervention
Mrs H Aldridge	Casual Teaching Assistant

### Squirrels Staff

Mrs D Buckingham	Out of School Club Manager
Mrs K Blake	Squirrels Supervisor
Mrs J Perrin	Squirrels Supervisor
Mrs H Turner	Squirrels Supervisor

### Office/ICT Staff

Mr S Bickers	ICT Technician
Mrs L Hughes	Bursar
Miss T Barber	Finance Assistant
Mrs K Gill	Office Administrator
Mrs A Stevenson	Clerical Assistant

### Lunchtime Staff

Mrs D Buckingham	Midday Supervisor
Mrs J Perrin	Playleader/Midday Supervisor



Mrs A Prettyman	Midday Supervisor
Mr K Copeman	Midday Supervisor
Mrs L Stewart	Midday Supervisor
Mrs E Bowen	Midday Supervisor
Mrs L McMahon	Midday Supervisor
Mrs C Lewis	Midday Supervisor
Mrs M Gibbs	Midday Supervisor
Miss J Tuthill	Midday Supervisor
Miss J Humphreys	Midday Supervisor
Mrs G Stannard	Midday Supervisor
Mrs L Mouncer	Midday Supervisor

### **Cleaning Staff**

Mr K Copeman	Caretaker
Mrs S Thacker	Cleaner in Charge
Miss L Mannion	Cleaner
Mr C Fisher	Cleaner

### **Kitchen**

Mrs J Matthews	Cook in Charge
Mrs G Partridge	Kitchen Assistant
Mrs H Turner	Kitchen Assistant





## WELCOME FROM THE CHAIR OF GOVERNORS

We are an outstanding happy thriving school where children receive a rich, creative and stimulating curriculum which encourages them all to reach their full potential. We teach children from the Early Years Foundation Stage up to Year 6.

We have a dedicated team of teachers and support staff who work hard under the excellent leadership of our Headteacher, Mr Paul Seeman, to make our school successful. We believe that education is a partnership between home and school and we encourage parents and carers to become fully involved in their children's learning.

We are a Church of England Voluntary Controlled School and have strong links with our local church and the diocese. Our strong Christian Ethos is important to us and the children are taught to care for each other. They attend church on several occasions in the school year, leading acts of worship and learning the importance of Christian values. They also visit the church on other occasions to explore the building and learn its significance.

The Governing Body is active and committed, working in partnership with Mr Seeman and his staff as part of the Leadership Team. We provide both support and challenge, helping to take the school forward working towards our shared vision of excellence in all areas of school life.

We welcome your interest in our school and hope that you and your family will join us to become part of our outstanding school community.

*Stephanie Holbrough*

Stephanie Holbrough  
Co-Chair of Governors

*Peter Hobbs*

Peter Hobbs  
Co-Chair of Governors

## THE GOVERNING BODY



The Governing Body consists of 14 members made up as follows;

Local Authority Governor	1
Parent Governors	5
Staff Governor	1
Headteacher	1
Co-opted Governors	2
Foundation Governors	3
Associate Members	2

### Members of the Governing Body

**Co-Chairs of Governors:** Mr Peter Hobbs & Mrs Stephanie Holbrough

**Vice Chair of Governors:** Mr Oliver Garwood

**Local Authority Governor**

Mr M Bodmer

**Co-opted Governors**

Mr B Axon

Mrs J Sutton

**Parent Governors**

Ms S Holbrough (Co.Chair)

Mr O Garwood (Vice Chair)

Mr N Miller

Mr M Fitt

Mrs J Duncan

**Foundation Governors**

Mr P Hobbs (Co.Chair)

Rev. P Cudmore

Dr. B Darch

**Staff Governor**

Mr R Idle

**Associate Members**

Mr M Brown

Mrs L Hughes

**Headteacher**

Mrs H Marchand

## ORGANISATION OF THE SCHOOL



The school has a total of 13 classes: (September 2022)

- 2 Foundation Stage (Reception)
- 4 Key Stage One Classes (2 x Year 1, 2 x Year 2)
- 4 Lower Key Stage Two Classes (4 x Year 3/4)
- 3 Upper Key Stage Two Classes (3 x Year 5/6)

The school has a PAN (Pupil Admission Number) of 45 for each year group.

The Governors follow Local Authority guidelines which stipulate Key Stage One classes of no more than 30 children.

We aim for Key Stage Two classes to be no more than 30 pupils in a class.

The organisation of classes is reviewed annually to ensure that class sizes stay balanced and the children receive effective teaching time.

The school does not have a maintained nursery, but children from pre-school providers in the area are admitted in their Reception Year.

The school now runs a breakfast club 'Worlingham Squirrels' from 7.50am – 8.50am daily and an after school club which runs from 3.15pm – 6.00pm.



## THE SCHOOL DAY

The school day starts at 8.50am, although classroom doors open at 8.40am, and ends at 3.15pm.

All children have a playtime break of 15 minutes in the morning.

For Reception and Key Stage 1, the morning session ends at 12 noon. The afternoon session begins at 1.00pm. There is a short afternoon break for Key Stage 1.

For Key Stage 2, the morning session also ends at 12 noon and the afternoon session begins at 1.00pm.

Children should not arrive at school before 8.40am. We encourage parents to do all they can to ensure their children are punctual.

School assemblies are held daily, with a whole school assembly on Monday and Friday. Key Stage assemblies are held on a Wednesday and Thursday with a singing assembly on a Tuesday.

### Lunch Time

The lunch break is from 12 noon to 1.00pm. Children stay at school to eat their packed lunch or hot school meal and are always supervised.

### Fruit

Foundation, Year 1 and Year 2 children are provided with a piece of fruit for a playtime snack through a Government initiative. Children in Year 3, Year 4, Year 5 and Year 6 are allowed to bring a piece of fruit or cereal bar to eat at morning break. A tuck shop offers healthy snacks, with a few treats on Friday which is popular with the children.

### Healthy Eating

The school actively promotes Healthy Eating and therefore we ask that children do not bring sweets or chocolate into school. Water is provided to drink at lunchtime and fresh drinking water is available during the day.

### School Meals

A choice of school meals are available at a cost of £2.30 each day. Menus are sent home to parents and can also be found on the school website. Specific dietary needs can be catered for on request.

Dinner money should be paid through our Parent Pay system at the start of the week. Alternatively, cash and cheques are acceptable (cheques made payable to 'Suffolk County Council').



As an alternative to school meals, children may bring a packed lunch. The Healthy Eating request above, also applies to packed lunches.

We ask that you do not send in nuts as part of your child's lunchbox. There are an increasing number of children with nut allergies in school.

All children in Key Stage 1 and Early Years Foundation Stage will be entitled to a Universal Infant Free School meal. When your child moves to Key Stage 2 you may still be eligible to receive Free School Meals. Families in receipt of Income Support, income

based Jobseekers Allowance, income related Employment and Support Allowance, Guarantee element of State Pension Credit, Child Tax Credit or Working Tax Credit may be eligible. If you would like further details, please see the School Office.

## ATTENDANCE

To give your child the best possible opportunity to learn, it is essential that he or she attends school regularly and punctually. We do expect all children to arrive at school on time. Legally we are required to monitor absences. If your child's attendance falls below the school average you may be invited to a meeting to discuss ways to improve it.

If your child is absent from school, please telephone to let the office know on the first day of the absence. There is an answering machine if the office is busy.

Holidays during term time will not be authorised, however exceptional personal circumstances i.e. close family bereavement/funeral, can be discussed with the Headteacher when authorisation may be given.

Further guidance can be found on the Suffolk County Council's main website: [www.suffolk.gov.uk](http://www.suffolk.gov.uk).





# THE CURRICULUM



## FOUNDATION STAGE (Reception Class)

The Early Years Foundation Stage 'EYFS' gives each child opportunities to interact in positive relationships and enabling environments fostering the characteristics of effective learning:

- ✚ Playing and exploring.
- ✚ Active learning.
- ✚ Creating and thinking critically.

The EYFS supports children from birth to 5 years in 7 areas of Learning and Development:

### The Prime Areas

- ✚ Personal, Social, and Emotional Development.
- ✚ Communication and Language.
- ✚ Physical Development.

### The Specific Areas

- ✚ Literacy.
- ✚ Mathematics.
- ✚ Understanding the World.
- ✚ Expressive Arts and Design.

For more information about the EYFS and how it is delivered in our reception area please make an appointment to see the Foundation Stage staff or the Headteacher.

## THE CURRICULUM - YR 1 TO YR 6

Worlingham CEVC Primary School follows the National Curriculum in all subjects and has adopted the local authority agreed syllabus for religious education.

Full details and curriculum maps for our subjects are available on our website, however a brief description of each curriculum area follows.

### English

At Worlingham CEVC Primary School we provide the pupils with an English curriculum which will ensure individuals to be literate, creative, independent, inquisitive, enquiring and confident. We also provide a stimulating environment and resources so that pupils can develop their literacy skills to their full potential.

The school teaches Literacy through the English Curriculum which lays down firm foundations and builds upon these throughout school. The English Curriculum aids teaching through a progression of skills. This ensures children learn to read and write with confidence.



We make sure that children become competent readers and writers. In Key Stage One children are taught phonics progression using the Letters and Sounds programme as recommended by the Government. In Key Stage two children develop their spelling and grammar skills through sessions using specific schemes. For the love of Reading is embedded throughout the whole school as a means to ensure all children develop both decoding and comprehension skills.

Parents and Carers are encouraged to work in partnership with the school in developing their child's literacy skills. Children are encouraged to read at home and asked to use either the school library or the local library.

English skills are also taught in other curriculum areas. Drama and school productions are just one way for children to develop their confidence in using speaking and listening skills. During their time at Worlingham CEVC Primary School we encourage children's love of literacy and their desire to continue to develop their literacy skills throughout their higher education.

## **Mathematics**

The National Curriculum for Mathematics is taught throughout school via the "White Rose" scheme to ensure that a progressive coverage of mathematical skills is taught. We use a range of

practical resources to help us deliver all mathematical concepts, including Numicon, to support calculation processes.

Mental skills and strategies are strengthened during the first part of numeracy sessions. The main part of the lesson will then focus on a variety of mathematical topics including number skills, shapes, measuring and calculations. Children are encouraged to discuss their work and explain their thinking to each other to develop their understanding and reasoning skills further.

Emphasis is placed on children using and applying their mathematical skills. This might be by solving given mathematical problems, conducting mathematical investigations or in cross-curricular ways, for example using measuring and data handling (drawing graphs and charts) in science or using calculations to find out how much materials will cost in DT.

We develop children's knowledge and skills in the rapid recall of number and multiplication facts so that when the children leave school they are confident using a range of mathematical skills within practical everyday situations.

## **Science**

At Worlingham CEVC Primary School Science is exciting. Children learn through practical experiments where they develop the scientific skills of observing, prediction, hypothesising, experimenting, recording and drawing conclusions. This leads to children learning to work as scientists, planning and becoming confident at undertaking scientific investigations. It is important that children get plenty of hands on experience in order to take control of, and further their own learning.



Various areas of science are covered across the school. These include:

Scientific Investigation that specifically looks at the skills necessary to understand how to set up an experiment in all topics of science;

Life Processes and Living Things which involves the biology of plants and animals, life processes, human biology, classification and ecology;

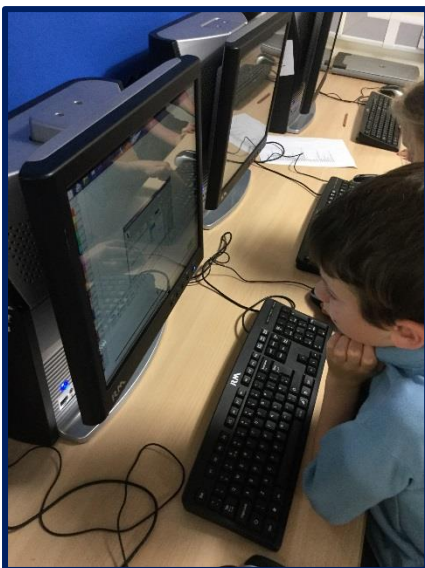
Materials and their Properties introduce the children to a broad study of materials: rocks, minerals and soils; types of materials and their uses; chemical reactions and the theories, which explain the properties of materials.

Physical Processes involves a study of electricity and magnetism, light and sound and closely related ideas on forces. Reference is made to a study of the solar system and the Universe.



## **Computing**

Computing has deep links with mathematics, science, and design and technology and provides insights into both natural and artificial systems. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology.



At Worlingham CEVC Primary School we provide children with these skills that can be used across the curriculum. Alongside desk-top computers, the children have access to laptops, tablets, cameras, control equipment and CD/DVD players.

Our school currently has one networked computer suite which is able to access programs which enable the children to transfer their skills into other areas of the curriculum.

All classes are equipped with interactive whiteboards, DVD players and cameras.

Through the use of good ICT provision we educate all children with ICT skills they can use in their daily lives, today and in the future.

## **Special Educational Needs and Disabilities**

At Worlingham CEVC Primary School every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community. For some children aspects of learning can be very difficult; this calls for

special educational provision to be made for them. It is our responsibility, working in partnership with parents, to identify children who have special educational needs and to ensure that their needs are met.

When a child has been identified as having additional needs, regular review meetings are held and parents/carers are given the opportunity to contribute to these. Where necessary other professionals outside of the school may be used to help assess children and to offer suggestions on how best to meet needs. Should a child continue to need assistance, they may require more support than the school can reasonably be expected to provide. In such circumstances the school may make a referral to the Local Authority for an assessment to be made. If appropriate an Education Health Care Plan (EHCP) will be issued detailing the child's special needs and the provision necessary to enable the child to make progress towards the objectives in the statement.

The school has a Special Educational Needs Coordinator (SENCO) who liaises with staff, parents and agencies to explore the best approaches to use to help children with special educational needs.

**Parents who are concerned about their child's progress should discuss this initially with the class teacher and/or the Headteacher or SENCO.**



## Music

Our school has a well-equipped music room, an established choir and a contemporary musical band, which is growing and developing all the time. All children have access to quality music education and opportunities to showcase and celebrate their musical talents in concerts and assemblies throughout the year.

Peripatetic music lessons are taught within school and children are able to learn a range of instruments including the piano, keyboard, flute, saxophone, guitar and clarinet. Children also have the chance to play, practice and perform in regular recorder and penny whistle groups.

## Religious Education

The curriculum follows the Suffolk agreed syllabus for RE. The agreed syllabus has two main aims. They are that pupils should:

-  Learn about religions and explore human experience.
-  Learn from religion and respond to human experience.

Christianity is taught as the main religion, along with other major world faiths and beliefs. The agreed syllabus divides the curriculum into seven main areas of learning;

### Key Stage 1

1. Believing.
2. Belonging.
3. Prayer and Worship.
4. Leaders and Teachers.
5. Stories and Books.
6. Celebrations.
7. Symbols and Artefacts.

### Key Stage 2

The agreed syllabus divides the curriculum into nine main areas of learning;

1. Beliefs and Questions.
2. Inspirational people.
3. Teachings and Authority.
4. Religion and the individual.
5. Religion, family and community.
6. Worship, pilgrimage and sacred places.
7. The journey of life and death.
8. Symbols and religious expression.
9. Beliefs in action in the world.

Units of work in RE are linked to topics and RE may be taught as a discrete subject or along with other curriculum areas. Quality first hand experiences are encouraged to enhance teaching and learning in RE, with opportunities to explore religion through visits and visitors. The Emmanuel Project scheme of work is followed which meets the requirements of the Suffolk RE Agreed Syllabus 2012.

All children take part in a daily act of collective worship, which is mainly of a broadly Christian character. Parents have the right to withdraw their children from R.E./Worship. This should be done in writing and after talking with the Headteacher. Children withdrawn will be supervised in another area.



There are occasional acts of worship that take place in Church e.g. Harvest, Christmas and Easter, and end of term services.

## **PE and Swimming**

PE is believed to be a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced PE curriculum is planned to provide for pupil's increasing self confidence in their ability to manage themselves and their bodies within a variety of movement situations.

In PE the emphasis in each lesson is on the acquisition of skills and improvement in performance. The school has good facilities for both indoor and outdoor sport with ample equipment to provide good quality PE lessons.

All children in KS1 and KS2 have two hours of PE per week. This good level of sport has helped the school achieve the Active Playground Award.

KS2 classes take part in swimming lessons on a rota basis throughout each academic year. We aim to have all children confident and happy in the water with many swimming at least 25 metres by the time they transfer to High School.



Please note that we do expect all children to wear PE kit (see uniform section). We also insist that children place importance on their safety and that of others.

Therefore no jewellery is permitted to be worn during any PE or swimming session. It is advised that all jewellery is removed at home on the day of your child's PE lesson.

We actively support inter-schools competitions in the Beccles Partnership and are keen to compete in a variety of different competitions.

## **History**

The past influences all aspects of our lives and shapes the customs and beliefs of the community to which we belong. We hope that by learning about the past, the children will be able to develop; a sense of identity, empathy with and understanding of people who have lived in the past, an appreciation of the ways in which we learn about the past and a greater ability to make sense of the world in which they live today.

History in Key Stage One teaches the children to sequence events and to use common words and phrases relating to the passing of time. Children are taught a range of historical knowledge, shown how to identify different ways in which the past is represented, and how to communicate their ideas and understanding using different mediums.

During Key Stage Two children study a variety of topics around Britain, Europe and the Wider World, such as Romans, Ancient Greeks and Egyptians and the Battle of Britain. The children also look back in history at the local area and learn about famous people through History.



## **Geography**

Children will gain an understanding of the physical world and human society in which they are growing up. The study of geography will help the children to develop knowledge and understanding of local, regional and world environments and give the children the opportunity to develop the practical skills of map reading and fieldwork.

Both Geography and History naturally complement one another. We plan for these areas to support one another and blend together, helping us to deliver a more creative and enriching curriculum.



Where possible we try to create links between History and Geography. Where this is not possible, subjects are taught separately. We try to incorporate school visits, these give the children first hand experiences making the subjects relevant and memorable. We hope that by involving the children in studies in their own environment we can encourage greater awareness, knowledge and concern for their heritage and the environment around them.

## **Design and Technology**

Design and Technology is a practical subject, which always involves children in designing and making things that have a function. Its practical nature involves children in developing their own personal skills and knowledge of a wide range of materials and equipment.

In Key Stage One, children learn to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and start to use ICT as part of their designing and making.

During Key Stage 2, pupils work on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

## **Art and Design**



Art and Design offers the opportunity to stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

Through developing their knowledge of the elements of pattern, texture, colour, line, tone, shape, form and space, and the skills to use materials and techniques in both two and three dimensional work, the children are able to communicate ideas, feelings and meanings.

They are also able to explore the ideas and meanings in the work of different artists, crafts people and designers and begin to understand the functions of art, craft and design in their own lives and for different times and cultures.

Our school has a fully resourced Discovery room which enables the children to freely express themselves in a creative environment. We also have a wide range of display spaces throughout the school for us to celebrate children's work.

## **Primary Languages**

All children in Key Stage 2 have the opportunity to learn a Modern Foreign Language. The focus is on developing children's oracy and literacy skills, as well as developing their knowledge about language and language learning strategies. Children's curiosity is fostered, with a focus on developing their understanding of the work around them and intercultural understanding.

Children are taught through a range of practical learning opportunities which include songs, stories, and access to authentic texts. The School also uses a fun, practical interactive programme.

The School is proud to have achieved the Bronze level 'Linguamarque, as a measure of the standards of Modern Foreign Languages in Key Stage 2.

## **Relationship and Sex Education**

In the Foundation Stage and Key Stage One, Relationship and Sex education is taught through PSHE, science topics and the "Jigsaw" scheme of work. These topics cover areas such as feelings, emotions and how to develop self-esteem. Topics within Science, such as animals, will include discussion on mothers & babies and life cycles.

In Year 3 and Year 4 children learn how to get along with one another and how to settle difficulties when they arise. Year 5 and Year 6, children are taught about how their own body changes, with a particular emphasis on health education, as many children experience puberty at this age. Please see the school's Relationship and Sex Education Policy for further details.

## FOREST SCHOOLS



All children at Worlingham CEVC Primary School have the opportunity to regularly take part in Forest School sessions.

Forest School is an approach which allows children to learn first-hand in a natural environment. Children experience learning through play and self-initiated activities. Forest school gives children a chance to investigate the world around them, learn new skills and use a range of natural objects. The children take part in a variety of activities including making mud pies, using real tools, creating dream catchers, den building and building fires.

## EDUCATIONAL VISITS



To support the curriculum, classes organise visits to places such as museums, places of interest and learning centres. We believe that visits are an extremely important part of school life as they offer a firsthand experience for children and enrich the learning as well as bringing subject matters to life. We also welcome visitors to enhance the children's education.

In Year 6 children are offered the opportunity to take part in a residential visit. These visits give the children opportunities to experience a wide range of outdoor and adventurous activities at Kingswood Residential Centre in North Norfolk.

Before any school visit, a thorough risk assessment is carried out by the teachers. Adult to child ratios for the visits always follow correct guidelines.

The Staff and Governors of the school reserve the right to exclude a child from an activity, a day visit or a residential if, in their opinion, due to their previous behaviour that child may cause issues which may prevent or restrict the staff from supervising the class or group effectively.

## EXTRA CURRICULAR ACTIVITIES

The school offers a range of activities that enhance and support the curriculum through the enrichment sessions.

Teaching staff offer children the opportunity to join a range of different clubs e.g. choir, band, netball, tag rugby, coding, karate, gymnastics, dance, ICT and football.



## FUND RAISING AND SOCIAL ACTIVITIES

The school is well supported by parents and the Friends of Worlingham CEVC Primary School (FOS) and their aim is “to enrich the children’s curriculum by purchasing resources that the school would otherwise not be able to afford”.

The FOS arrange regular events for both parents and children and have recently purchased resources to enhance our school library, and develop the musical instruments in school.

If you think you could help at our events or donate prizes or cakes for our regular cake stalls please let the school know.

## CHILDREN’S PERFORMANCES



and friends throughout the school year.

At Christmas the school performs plays for all year groups. There is a Spring Music Concert for all children playing instruments and who are in the school choir, and in addition in the Summer term, Upper Key Stage two perform a play.

All children have the opportunity to perform to parents



## SUPPORTING CHARITIES

We actively support several charities each year, the most popular of which are Red Nose Day/Comic Relief and Children in Need.

## PARENTS IN SCHOOL

The school hold regular share mornings and 'Stay and Play' sessions. We are grateful to those many parents and friends who actively support their child's learning.





## SCHOOL UNIFORM



Children must come to school dressed to learn. We have a smart school uniform at Worlingham CEVC Primary School because we think it gives all the children a sense of pride and belonging to our school community. Uniform is available from Screens in Lowestoft. Children are encouraged to be dressed neatly and tidily at all times. **Please ensure that all clothing is named.**

The uniform is as follows:

### Boys

Grey trousers or shorts, grey or black socks appropriate for school wear, V necked navy blue sweater embroidered with school logo, pale blue polo shirt, optional waterproof reversible fleece with embroidered school badge.

### Girls

Grey skirt or trousers, V necked navy blue sweater or cardigan embroidered with school logo, pale blue polo shirt, grey or black socks or tights (winter), optional waterproof reversible fleece with embroidered school badge, blue checked dress and white socks (summer).

### Winter for Boys and Girls

During the colder weather children will be expected to wear coats for outdoor playtimes. Our uniform provider Screens produces a reversible coat which is available for parents to purchase if they so wish.

In addition, gloves, scarves and hats may be worn in very cold weather.

We will not permit any type of balaclava which covers, or partially covers the face or facial features.

Beanie style or bobble hats are suggested as suitable headgear, these are also available to purchase from Screens.

[www.screensprinting.co.uk](http://www.screensprinting.co.uk)

### Shoes

Black shoes must be sensible and appropriate. Shoes with heels are discouraged and should be low. We prefer children not to wear trainers.

### Indoor PE

Navy nylon PE shorts, white PE t-shirt, plimsolls (preferably slip-on for the younger children). Children without plimsolls do PE in bare feet. Trainers are not allowed for indoor PE.

### Outdoor PE

Trainers, navy tracksuit/jogging bottoms and a sweatshirt top. Please do not use tops with zips or drawstrings as these can cause injury.

We ask parents to provide small bags for PE and other school equipment.

### Jewellery/Hair/Make-up

Children are allowed to wear one small pair of stud earrings. No jewellery is worn during a PE lesson. We ask that if parents wish their child to have their ears pierced, it is done at the beginning of the summer holidays, so that they are healed during the 6 week break.

Children should not come to school with dyed or highly gelled hair, or wearing any face/eye make-up.



## SCHOOL CODES/DISCIPLINE



We make sure everyone knows about and understands “the Worlingham Way”. Children at Worlingham:

- ✚ Show respect and gain respect for others.
- ✚ Are kind and caring to others.
- ✚ Consider and celebrate difference.
- ✚ Take care of other people’s property.
- ✚ Listen to others.
- ✚ Try their best.
- ✚ Are proud to be children who come to Worlingham CEVC Primary, and wear our badge with pride.

Our children have devised codes of acceptable behaviour for the playground, assembly and around the whole school.

Each class displays rights and responsibilities which they agree upon at the beginning of each school year.

Our positive behaviour management policy has more details on the ways we encourage children to be responsible for their own discipline and thus developing good manners and civilised behaviour.

## COMMUNICATION

We know that a good school is the result of an effective engagement between children, parents, staff and governors. Our aim is to keep parents/carers fully up to date on all school activities and events. To help achieve this we:

- ✱ Hold regular parents’ evenings. Individual appointments can be made with the class teacher at any other mutually convenient time.
- ✱ Produce annual school reports.
- ✱ Produce a fortnightly newsletter (The Acorn) to let you know what’s happening in the school.
- ✱ Send letters home via Parentmail (electronic mailing system) or with your child, whenever necessary.
- ✱ Information about the school is also available on our school’s website ([www.worlingham.org](http://www.worlingham.org)).
- ✱ Hold regular sharing workshops, celebration assemblies, and parent lunches.

Communication is, of course, a two-way process and if you have issues about any aspect of your child’s education, you can always raise them with either the class teacher or the Headteacher.



## COMPLAINTS PROCEDURE

We make every effort to ensure that we do our best for you and your child both in providing them with a good education and to care properly for their health, safety and welfare at all times.

If you feel that we have failed in any way we would like to know, so that we can do our best to rectify any concerns.

If we are unable to reach a satisfactory outcome you have the right to follow the formal complaints procedure under the terms of the 1988 Education Reform Act. The school complaints policy is available on request.

## MEDICAL INFORMATION

Worlingham CEVC Primary School has access to a school nurse who visits the school on a regular basis. She conducts various health interviews and talks about health education.

It is vital that our contact information for parents is kept up to date so that you can be contacted should your child becomes ill whilst at school.

Only long-term prescribed medicines will be administered under the following conditions:

1. Only if the medication has been prescribed to be taken four times a day.

2. A request/consent form is completed and signed by the parent.
3. Clearly labelled medicines are handed in to the school office.

Medication for eye and ear complaints cannot be administered in school unless by the child's parent.

Should a medicine, e.g. antibiotic be prescribed to be taken 3 times a day, this should not need to be given in school time, unless stated when prescribed. However, you are welcome to come in and administer medicine if it does need to be given during the school day.

The school is very keen to help families with long term or more serious medical conditions. Please discuss any issues with the Headteacher.

## **HOT WEATHER, CLEAN AIR, MOBILE PHONES AND DOGS**



1. Sun cream should be applied before leaving home and not brought into school. During the hot weather please ensure children bring a named sun hat to school.
2. The whole of the school building and grounds is a non-smoking area.
3. Children are not allowed to bring mobile phones to school at any time or on school visits.
4. Dogs are not allowed on the school premises.

## **HOMEWORK**

Homework refers to any work or activities undertaken by pupils outside of lesson time, either on their own or with the support of parents or carers. Our homework policy explains the variety of homework your child will receive e.g. research projects, spelling, reading or multiplication tables etc.

## **STARTING SCHOOL**

Our school recognises that the early experiences a child has are vital to later success.

We ensure that the staffing and resources in the Early Years Foundation Stage effectively offer the very best start possible.

The school has adopted a policy of one admission date per year. Details are in the organisation of the school section.

The education of your child is a shared responsibility. During the summer term prior to your child starting we hold a meeting for parents so that we can talk about how you can best help your child when starting school.

Also in the summer term the EYFS team tries to visit all children in their pre-school setting.

Two half-day sessions are arranged prior to your child starting school. These sessions help children and parents to familiarise themselves with EYFS staff and routines.

Before starting school we encourage independence in children and advise it would be helpful if:

- ◆ Your child can use the toilet independently and hygienically.
- ◆ Sing nursery rhymes and do action games and rhymes.
- ◆ Dress and undress themselves – praise good attempts.
- ◆ Play games, especially those that involve turn taking and listening.
- ◆ Your child can talk clearly – discourage 'baby talk'.



- ◆ Your child is interested in things and is encouraged to show you interesting things.
- ◆ Your child is interested in stories, discusses pictures, and is interested in what happens next in a story.
- ◆ Your child can take care of their own things and can help to clear away toys.
- ◆ Your child is encouraged to use scissors, pens and paint brushes etc.
- ◆ Your child has been left with friends or relatives to prepare for separation from you.
- ◆ Your child can recognise and possibly write their own name (not in capital letters).

For more information see booklet given out in Summer Term.

## **HIGH SCHOOL OPTIONS**

The Sir John Leman High School is the choice of the majority of the parents when the children leave the school after Year 6. Some parents choose the Free School, Bungay High School or Hobart High School.

## **SCHOOL BAGS AND BAGGAGE**

All pupils have their own pegs on which to keep their coats and bags. We have limited space in the cloakrooms and would ask that all children's bags be kept to a reasonable size. Children only need to bring their PE kit and packed lunch (and swimming kit if swimming). All the materials they need to use in the classroom will be provided for them.

## **SCHOOL CLOSURE**

Occasionally we experience unforeseen circumstances or severe weather which may cause us to close the school.

The Local Authority website; <http://schoolsclosures.suffolk.gov.uk>

If this happens we will put an announcement on local radio and update our school telephone system.

- Radio Suffolk 103.9 or 104.6 FM
- Heart 96.4, 97.1 or 102.4 FM
- The Beach 97.4 or 103.4 FM
- Our main telephone line Option 5

## **STATUTORY ASSESSMENT RESULTS**

Please see the school website for up to date results.

## **TERM DATES**

Please see the school website for up to date term dates.

## ADMISSIONS POLICY



Suffolk County Council is responsible for coordinating the admission arrangements for all the local authority maintained schools, including Voluntary controlled (CEVC) schools.

The following is the local authority policy which applies to primary and secondary schools.

We will offer you a school place on the following basis:

### Step 1

If we can meet your first preference, we will offer you a place at that school.

### Step 2

If we cannot meet your first preference but can meet your second preference, we will offer you a place at that school.

### Step 3

If we cannot meet your second preference but can meet your third preference, we will offer you a place at that school. For the entry year only we will put your name on the waiting list of your first and second preference schools.

### Step 4

If we cannot meet any of your preferences, we will offer you a place at your catchment school (if you have not included it in your preferences and if there is a place available there) or at the next nearest school, which has a place available, with regard to the efficient use of resources. The next nearest school is measured by walking distance. Walking distance is from the front door of the home to the nearest school gate. Where there is more than one home within a single building (for example apartments) we will measure from the main entrance of the building.

For the entry year only, we will also place your name on the waiting list for your first, second and third preference school. This waiting list is held until the last day of the autumn term.

**PLEASE NOTE** that we cannot guarantee a place for your child at your catchment school. We recommend that you apply for more than one school because of this.

### Admissions oversubscription criteria

If the number of applications for a school is greater than its PAN, we use our admissions oversubscription criteria to decide who gets a place.

**Children who have a Statement of Special Educational Needs which names the school must by law be offered a place at that school.**

The following admissions oversubscription criteria show the order of priority for places at community and voluntary-controlled schools (and at those foundation/trust schools where it has been agreed that the local authority will manage their admissions arrangements). For entry year applications, these criteria will be applied according to the circumstances existing at the specified closing date.

- 1 Children in public care (Looked After Children).
- 2 Children who are brothers and sisters of, or who live as a family at the same address as, pupils who are already at the school or who have already been offered a place, and who will still be there at the time of admission (but not in the sixth form). Priority will be given, where necessary, to applications where there is the smallest age gap. If you have more than one child at the school, please name the youngest one.
- 3 Children who are **ordinarily resident** in the catchment area.

#### **Places will be allocated in the following priority order:**

- a If the school is voluntary-controlled, children whose parents are applying on the grounds that the child and/or the family are practising members of the Church of England. (You must provide a letter at the time of application from a priest or

minister. This letter must specifically state that you and/or your child is practising member of the Church of England and that you and/or your child go to church regularly, that is to say at least once a month).

- b Children who live nearest to the school. We will measure the distance by a straight line ('as the crow flies'). All straight line distances are calculated electronically by the LA using data provided jointly by the Post Office and Ordnance Survey. The data plots the co-ordinates of each property and provides the address-point between which straight line distance is measured and reported to three decimal places. Where there is more than one home within a single building (for example apartments) we will measure to a single point within that building irrespective of where those homes are located.

- 4 Children who live outside the school's catchment area in the same priority order as set out in (a) to (b) above.

#### **NOTES:**

##### **Distance tie breaker**

It is possible that the PAN of the school will be reached in any one of the categories set out above. For this reason, all applications will be prioritised according to the rules described. Decisions will be made about the offer of places in accordance with those priorities. If it is necessary to use a tie-breaker to distinguish between two or more applications, a distance criterion will be used. We will give priority to the applicants who live nearest to the school as measured by a straight line.

In the unlikely event that two applicants competing for a single place at a school live the same distance from the school, the place will be offered to one applicant on the basis of lots drawn by an officer of the county council not involved with admissions.

##### **Multiple births**

If the final place available at a school is offered to a twin or triplet and the remaining sibling/s would ordinarily be refused, Suffolk County Council will offer places to the remaining sibling/s at the same school, unless in the case of primary schools such admissions would breach infant class size legislation.

##### **Waiting lists**

If you apply for a school place in the normal admissions round and one or more of your preferences are refused, your child's name will automatically be placed on a waiting list for these schools (as described in Step 2 to Step 4 at the beginning of this document). Names are placed on the waiting list in the priority order set out in our admission oversubscription criteria (above).

The order of children does not remain static – as circumstances change a child's place on the waiting list can go up or down, for example due to withdrawals or additional applications. If you change your address while your child is on a waiting list you must let us know. Please be aware that this may change your child's position on the waiting list, particularly if you move into or out of the school's catchment area.

Having your child's name on a waiting list will not effect your right to appeal for a school place in any of the schools you have applied for.

If a place becomes available, we will offer it to children on the waiting list for that school in priority order. We do not offer places on the basis of the date on which names were placed on the list.

The waiting lists will operate up to the last day of the Autumn term and we do not hold waiting lists for school places for mid-year applications.

##### **Making another application for a place at the same school**

If your application for a school place is refused, we will not consider a further application for a place in the same school in the same academic year unless there has been a significant change in the circumstances of the parent, child or school. Such circumstances might be a house move or a place becoming available at the school.

##### **Ordinarily Resident**

By "ordinarily resident" we mean the place where your child usually lives. We may need proof of this address. We will not treat your child as ordinarily resident if you rent or own a second home in the catchment area or if you use another address to give the impression that your child lives in the catchment area so that you have a higher priority for a place at that school. Where a child lives with separated parents who have shared responsibility, each for part of the week, the ordinarily resident address will be considered to be the address that the child lives at for most of the week (excluding weekends and school holidays).

##### **Catchment Area Maps**

You can obtain a catchment area map for a school from your local area office.